



Introduction to Drama

Grade Level:

3-6

Subject:

Theater

Objective:

Students will be introduced to the basic elements of drama and create short, improvised scenes.

Materials:

- Prompt cards with different scenarios or characters

Class Time:

45 minutes

National Core Arts Standards Alignment:

TH:Pr4.1.3b: Investigate how movement and voice are incorporated into drama/theater work.

TH:Cr1.1.3a: Create roles, imagined worlds and improvised stories in a drama/theater work.

Procedure:

1. Introduce students to the basic elements of drama, including characters, setting and plot. Explain how actors use their choices to communicate meaning and bring a story to life on stage.
2. Provide prompt cards with different scenarios or characters. Show examples to help students understand the purpose of the prompts.



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Procedure (cont.):

3. Divide students into small groups and instruct them to choose a prompt card. Explain that they will create a short, improvised scene based on the given scenario or character.
4. Encourage students to use expressive movement, vocal projection and basic storytelling techniques in their improvised scenes. Remind them to consider the emotions, relationships and objectives of their characters.
5. Allow time for groups to practice and refine their improvised scenes. Offer guidance and feedback as needed.
6. Provide an opportunity for each group to perform their improvised scenes for the class. Encourage the audience to observe and analyze the choices made by the actors and discuss how these choices communicate meaning.

Cross-Curricular Extensions

Visual Arts and Literacy:

- After reviewing posters of favorite (and school-appropriate) movies, have students create a “movie poster” for the improvised scene/story they performed. They can use drawing, painting or mixed media techniques to represent the key elements and atmosphere of their scenes. Ask them to include a title, characters, setting and other relevant details.
- Have students write a brief description or summary of their improvised scene/story, emphasizing character development, conflict and resolution. They can also write dialogue or monologues for their characters.

Differentiations and Adaptations:

- Offer simpler prompt cards with clear instructions and visual cues. Use prompt cards with vivid images or simple sentences to help students understand the scenario or character.
- Provide sentence starters or templates to help students structure their improvised scenes. For example, offer a sentence starter like “My character wants to ... ” or a template for creating a basic scene outline.



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Cross-Curricular Extensions (cont.)

- Allow additional time for practice and offer support during performances. Offer specific feedback and suggestions for improvement to help students build confidence and skills.
- Allow advanced learners to create their own prompt cards or scenarios for the improvised scenes. Encourage them to be creative and challenge their peers with unique and engaging prompts.
- Encourage advanced learners to incorporate more complex dialogue, character interactions and dramatic tension into their improvised scenes. Encourage them to experiment with different acting techniques and explore the depth and nuances of their characters.
- Provide opportunities for advanced learners to analyze and discuss the choices made by their peers during performances. Encourage them to provide thoughtful feedback and engage in discussions about the effectiveness of different acting approaches.