

GRADE FIVE THEATRE CURRICULUM  
**Lesson Sequences/Lessons**

**UNIQUE STYLES HAVE DEVELOPED IN  
 AMERICAN THEATRE**

Introductory Lesson:

**Literature:** *How Not to Have to Dry the Dishes and Gumeye Ball* by Shel Silverstein.

**Module 1: Foundational Skills: Dramatic stories incorporate exposition, character, conflict, climax and resolution.**

Lesson	Title	Recommended Literature	Comments
One	Elements of Dramatic Story Structure (Part 1)	<i>The Theft of a Smell</i> , Peruvian folk tale	
Two	Elements of Dramatic Story Structure (Part 2)	<i>The Theft of a Smell</i> , Peruvian folk tale	
Three	Remedial Improvisation (if needed)		
Four	Protagonist and Antagonist as Opposing Forces (Part 1)	<i>John Henry</i> by Ezra Jack Keats	
Five	Protagonist and Antagonist as Opposing Forces (Part 2)	<i>John Henry</i> by Ezra Jack Keats	
Six	Protagonist and Antagonist as Opposing Forces (Part 1)	<i>The People Could Fly</i> by Virginia Hamilton	
Seven	Protagonist and Antagonist as Opposing Forces (Part 2)	<i>The People Could Fly</i> by Virginia Hamilton	
Eight	What Makes a Story Compelling? (Part 1)	<i>La Llorona</i> by Joe Hayes	
Nine	What Makes a Story Compelling? (Part 2)	<i>La Llorona</i> by Joe Hayes	
Ten	What Makes a Story Compelling? (Part 3)	<i>La Llorona</i> by Joe Hayes	

Eleven	Adaptation, Staging, Tech Jobs		

**Performance Task** - Adapt a story, folktale, legend or myth into a scripted short play. The play should have an antagonist, protagonist, clear exposition, conflict, climax, and resolution. Include simple costumes, setting, and props.

## Module 2: Stories in Action: Theatre celebrates our different cultures and our common humanity.

Lesson	Title	Recommended Literature	Comments
One	Ellis Island Portal to a New Life (Part 1)	<i>Immigrant Kids</i> —Freedman; <i>Island of Hope, Island of Tears</i> —Brownstone; <i>Ellis Island</i> —Pamela Reeves; <i>If Your Name was Changed at Ellis Island</i> - Levine	
Two	Ellis Island Portal to a New Life (Part 2)	<i>Immigrant Kids</i> — R. Freedman; <i>I was Dreaming to Come to America</i> —Veronica Lawlor.	
Three	Annie Moore, the First Immigrant Processed Through Ellis Island	<i>Dreaming of America, An Ellis Island Story</i> - Eve Bunting	
Four	The Memory Coat	<i>The Memory Coat</i> - Elvira Woodruff	
Five	How Many Days to America?	<i>How Many Days to America? A Thanksgiving Story</i> - Eve Bunting	
Six	The Lotus Seed	<i>The Lotus Seed</i> - Sherry Garland, script for choral reading	
Seven	Mexican Immigrant Stories (Part 1)	<i>La Mariposa</i> by Francisco Jimenez, <i>Kids Like Me</i> by Judith M. Blohm, and <i>Esperanza Rising</i> by Pam Munoz Ryan	
Eight	Mexican Immigrant Stories (Part 2)	<i>La Mariposa</i> by Francisco Jimenez, <i>Kids Like Me</i> by Judith M. Blohm, and <i>Esperanza Rising</i> by Pam Munoz Ryan	
Nine	Personal Immigrant Stories (Part 1)	Music: <i>America</i> by Neil Diamond	
Ten	Personal Immigrant Stories (Part 2)	Music: <i>America the Beautiful</i> or <i>My Country 'tis of Thee</i>	

**Performance Task - Working with an ensemble, explore several stories about people seeking a new life in America. Select one story to dramatize. Design and select/create sets, props, and costumes.**

### Module 3: Theatre in the World:

Lesson	Title	Recommended Literature	Comments
One	<i>Intro to American Musical Theatre</i>	DVDs: <i>Broadway's Lost Treasures</i> , pictures, books: <i>Musical Theatre A History</i> by John Kenrick, <i>Strike Up the Band</i> by Scott Miller	
Two	History and Social Context	Music: <i>Barnum-Overture</i> , <i>George M-Yankee Doodle Dandy</i> and <i>Give My Regards to Broadway</i> , DVDs: <i>Broadway's Lost Treasures</i> , pictures: productions of <i>Barnum</i> , <i>George M</i> , books: <i>Musical Theatre A History</i> by John Kenrick, <i>Strike Up the Band</i> by Scott Miller, <i>American Musical Theatre: Highlights</i> , sides from <i>Carousel</i> , <i>Cinderella</i> , <i>Oklahoma!</i> , <i>The Sound of Music</i> , <i>South Pacific</i> , <i>State Fair</i>	
Three	Acting Style	Music: original cast recordings and pictures from from: <i>Carousel</i> , <i>Cinderella</i> , <i>Oklahoma!</i> , <i>The Sound of Music</i> , <i>South Pacific</i> , <i>State Fair</i> ; DVDs: <i>Broadway's Lost Treasures: Annie – Tomorrow</i> and <i>Easy Street</i> , <i>42nd Street – Lullaby of Broadway</i> ; books: <i>Musical Theatre A History</i> by John Kenrick, <i>Strike Up the Band</i> by Scott Miller, sides, sample pictures and resumes	
Four	Vocal Presentation	Music: <i>I Won't Grow Up</i> from <i>Peter Pan</i> , <i>Do-Re-Mi</i> from <i>The Sound of Music</i> , <i>Overture</i> from <i>The Music Man</i> ; DVDs: <i>Broadway's Lost Treasures: A New Argentina</i> , <i>Ol' Man River</i> , <i>My New Philosophy</i> , <i>Tomorrow</i> , <i>She Likes Basketball</i> , <i>Trouble</i> , <i>Comedy Tonight</i> , <i>Bosom Buddies</i> ; Cue cards: <i>I Won't Grow Up</i> and <i>Do-Re-Mi</i>	
Five	Choreography	Music: <i>Rock and Roll Is Here to Stay</i> and <i>Born to Hand Jive</i> from <i>Grease</i> , <i>Ease on Down the Road</i> from <i>The Wiz</i> ; DVDs: <i>Broadway's Lost Treasures: America</i> , <i>Step to the Rear</i> , <i>Lambeth Walk</i> , <i>That's How You Jazz</i> ; Pictures: <i>Grease</i> , <i>The Wiz</i> , samples of written choreography - dance notation	
Six	Solo Work	Music: <i>I Whistle a Happy Tune</i> from <i>The King and I</i> , <i>Gary</i> , <i>Indiana</i> from <i>The Music Man</i> , <i>Happy Talk</i> from <i>South Pacific</i> , <i>Beauty and the Beast</i> from <i>Beauty and the Beast</i> ; DVDs: <i>Broadway's Lost Treasures: She Likes Basketball</i> , <i>Tomorrow</i> , <i>Joseph and the Amazing Technicolor Dreamcoat</i> , <i>Trouble</i> ; Pictures: <i>The King and I</i> , <i>The Music Man</i> , <i>South Pacific</i> , <i>Beauty and the Beast</i>	
Seven	Small Ensemble	Music: <i>Consider Yourself</i> from <i>Oliver</i> , <i>It's the Hard-Knock Life</i> from <i>Annie</i> ; DVDs: <i>Broadway's Lost Treasures: Sit Down You're Rockin' the Boat</i> , <i>My New Philosophy</i> , <i>You're Never Fully Dressed without a Smile</i> , <i>Easy Street</i> ; Pictures: <i>Annie</i> , <i>Oliver</i>	
Eight	Chorus	Music: <i>Following the Leader</i> from <i>Peter Pan</i> , <i>Let's Go Fly a Kite</i> from <i>Mary Poppins</i> , <i>Wells Fargo Wagon</i> from <i>The Music Man</i> ; DVDs: <i>Broadway's Lost Treasures: At the End of the Day</i> , <i>Ol' Man River</i> , <i>Trouble</i> , <i>Anything Goes</i> , <i>We're in the Money</i> , <i>Jellicle Songs</i> , <i>Ragtime</i> ; Pictures: <i>Peter Pan</i> , <i>Mary Poppins</i> , <i>The Music Man</i>	

Nine	Performance Task Rehearsal	Scenes, lyrics and any other materials needed for task	
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**Performance Task** - Working with an ensemble, participate in a scene from an American musical that includes spoken dialogue and a choreographed song. Reflect upon the theme and ideas of your American musical scene in your journal.

**Module 4: Playmaking: A class can be a theatre company.**

Lesson	Title	Recommended Literature	Comments
One	Review of Melodrama		
Two	Script a Melodrama		
Three	Editing and Staging a Melodrama		
Four	Technical Aspects of Melodrama		
Five	Dress Rehearsal		

**Performance Task** - Work with your class to create a theatre company and perform a melodrama. In your journal, compare/contrast different types of early American theatre.

**Audience Performance Module: Attending Live Theatre: The audience interprets dramatic and technical elements of the play.**

Lesson	Title	Recommended Literature	Comments
One			
Two			
Three			

Four			
Five			

Performance Task - Develop criteria for critiquing the work of actors, director, writer, and technical artists in a theatrical performance. Using the vocabulary of the theatre, write a critique of the performance you attended.

