

**5<sup>TH</sup> GRADE DRAMA CHECKLIST**  
**Fine Arts Goals 25 – 27**  
**Illinois Learning Standards A – B**  
**Performance Descriptors**

**PRINCIPLES OF DRAMA**

- \_\_\_\_\_ Analyze movement and sound (both vocal and non-vocal) choices used to communicate mood and character.
- \_\_\_\_\_ Combine physical shape, level, and/or facial expression to communicate theme, emotion, mood, and/or character dynamics.
- \_\_\_\_\_ Identify conflict in a drama (e.g., man vs. man, man vs. self, man vs. nature, man vs. supernatural, man vs. society).
- \_\_\_\_\_ Differentiate between improvisation and scripted drama.
- \_\_\_\_\_ Evaluate the choice of setting and character used in a drama.
- \_\_\_\_\_ Identify the message, theme, and purpose of a drama.
- \_\_\_\_\_ Analyze how different emotions affect an actor's movement, facial expression, posture, walk, and gestures.

**CONNECTIONS TO THE ARTS**

- \_\_\_\_\_ Explain how elements, principles, and tools are combined to express an idea in a work of art.
- \_\_\_\_\_ Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist.

**PROCESSES, TOOLS, AND TECHNOLOGY**

- \_\_\_\_\_ Analyze ways the mind and voice are used to communicate character, setting, conflict, emotion, mood, and tension.
- \_\_\_\_\_ Explain how support tools (i.e., costumes, sets, lights, props, sounds, make-up) are used in drama.
- \_\_\_\_\_ Demonstrate the creative problem solving process.
- \_\_\_\_\_ Compare pantomiming to acting and improvising.
- \_\_\_\_\_ Identify similarities and differences between acting, directing, and playwrighting.

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**CREATION AND PERFORMANCE**

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- \_\_\_\_\_ Demonstrate a variety of vocal techniques (e.g. pitch, rate, volume) and movements to create a character.
- \_\_\_\_\_ Enact a drama with a group demonstrating focus, concentration, teamwork, and rehearsal.
- \_\_\_\_\_ Collaborate with a group (e.g., plan an ensemble drama).
- \_\_\_\_\_ Sequence a series of actions and events into a drama.
- \_\_\_\_\_ Create environments or simple staging for a drama.

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**HISTORY, SOCIETY OF THE ARTS**

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- \_\_\_\_\_ Evaluate audience behaviors of self and others.
- \_\_\_\_\_ Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works (e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage).
- \_\_\_\_\_ Describe how the site (e.g., outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall) influences who the audience is and the way the audience responds.
- \_\_\_\_\_ Explain ways dance, drama, music, and visual art play a part in everyday life (e.g. education, architecture, landscape design, political cartoons, fashion design, background music, television).
- \_\_\_\_\_ Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).
- \_\_\_\_\_ Categorize types of artists with their art and art related products or performances (e.g., commercial artist, artistic directors).
- \_\_\_\_\_ Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures, times, or places.
- \_\_\_\_\_ Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles).
- \_\_\_\_\_ List artists who have made significant contributions and describe their ideas.