Moonachie School District

Theatre Curriculum:

Grades K - 2

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022

Re-Adopted: January 31, 2023

| **1.4 Theatre: Grades K-2** | | | | |
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| **ARTISTIC PROCESS: Creating** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICES** |
| Anchor Standard 1: Generating and conceptualizing ideas. | Theatre artists rely on intuition, curiosity, and critical inquiry. | | What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? | Imagine, Envision |
| Anchor Standard 2: Organizing and developing ideas. | Theatre artists work to discover different ways of communicating meaning. | | Essential Question: How, when, and why do theatre artists’ choices change? | Plan, Construct |
| Anchor Standard 3: Refining and completing products. | Theatre artists refine their work and practice their craft through rehearsal. | | Essential Question: How do theatre artists transform and edit their initial ideas? | Evaluate, Clarify, Realize |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Cr2a: Contribute to the development of a sequential plot, collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | | **Evidence of Learning (Assessment)** |
| character, role, stage, movement, speed, tempo, sequence, voice, volume, tone, projection, prop, audience, imitate, pattern, grid, theme, genre, setting, improvisation, imagination, stress, emphasis, accent, folktale, plot, element | Students will be able to:   * List and describe features and actions of common individuals to support characterization. * Express a message through movement, sound, voice, and gesture to support an underlying theme or trait. * Mimic and model behavior and actions demonstrated by common members of the community. * Demonstrate understanding of key vocabulary related to theater to support greater content goals. * Identify the different locations on a stage and utilize that information to perform movement patterns that follow directional instruction. * Develop movement sequences, patterns, and direct stage directions to promote safe movement on a stage. * Compare differences in tone, volume, and projection in relation to the different messages a character may send throughout a performance. * Create and utilize appropriate props to support the image of a character. * Create a pattern of movements that follows a logical sequence to highlight different cast members of a production. * Explain how works following similar themes have various theatrical elements in common. * Compare and contrast elements of theater across various thematic offerings and genres. * Explore improvisation through activities that learners can relate to (i.e., everyday influences) and respond to prompts appropriately. * Develop an artifact demonstrating improvisation, such as a script, short story play, musical, etc., based on a common prompt. * Watch performances (both amateur and professional) of age-appropriate theater to compare and contrast differences n tone and meaning and evaluate the effect on the character. * Develop an adaption of a folktale play that replicates the original while exhibiting original ideas that enhance understanding of setting, plot, characters, etc. | **Kindergarten**  Acting It Out  Cue cards featuring a character and an action for age-appropriate people (i.e., firefighter, farmer, teacher, etc.) will be used to have students select a role to act out. Students will create these cards based on content from various interdisciplinary units (i.e., Social Studies, ELA, Physical Education) based on a series of criteria to support the activity. The class will be responsible for identifying the character, as well as what clues they used to make the determination.  Stage Directions  After identifying the structure and layout of a stage, students will be exposed to different stage directions (i.e., down right, left center, etc.) that may be called during a play. Students will then move across the classroom "stage" to support the directed movements. Sequencing of stage directions can be created to challenge learners, where appropriate.  Voice/Occasion  Students will explore tone, volume, and projection as they utilize various prompts and scenarios to act out how a character might speak based on the provided information. Students may be tasked with giving commands, asking questions, displaying excitement, etc.to support the different prompts.  **1st Grade**  Acting It Out/Improvisation  Students are provided a card with a specific character role for common community members (i.e., firefighter, farmer, teacher, etc.) and are responsible for imitating that individual to the class. Students will either create or be provided with simple props to select from in order to support their presentations (i.e., clothing, play tools, classroom supplies, etc.).  Stage Directions  Students will create movement patterns in relation to their classroom stage setup that feature a logical sequence of movements for a characters. A featured character will be brought to the front, for example, while supporting cast may move off-set to spotlight the main character, etc. Learners will play Simon Says to demonstrate their understanding of the nine stage zones.  Thematic Stories  Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genes of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.  **2nd Grade**  Improvisation  Students will select cards at random to identify the where, who, and how that will be used to create their own partner presentations. For example, a group may select school, astronaut, and happy, to drive a short skit to demonstrate each element. Groups can write a script, present a performance, etc. to demonstrate their ability to improvise.  Thematic Stories  Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genes of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.  Stage Voice - Tone and Meaning  Clips of plays, etc. will be shown to support the learners' ability to identify vocal elements that demonstrate tone and meaning. Key concepts such as intonation, stress, emphasis, accent, etc. while be explored so that students can explore different intent based on vocal cues.  Creating a Folktale Play  Students will use inspiration from various cultural tales to support their creation of a folktale play. This could be a direct representation of the original, or students may put their own twist on the plot. Elements such as setting, plot, and characters will support their understanding of a comprehensive production. | | 3-2-1  Formative: Authentic / Transfer Task   * 3 things they discovered * 2 interesting things they noticed * 1 question they still have   Hand Signals  Formative: Authentic/Transfer Task  Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process   * I understand\_\_\_\_\_\_\_\_\_\_, and can explain it (e.g., thumbs up). * I do not yet understand \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., thumbs down). * I’m not completely sure about \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., wave hand).   Written or Drawn Work (using technology when appropriate)  Formative: Authentic / Transfer Task   * Sharing feelings, dreams, and wishes about dance and dancing * Planning and documenting choreographic process (sketching or collecting ideas for a dance) * Personal responses to performances   Self-Assessment  Formative: Authentic/Transfer Task  Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one’s progress toward them, and comparing one’s work to the criteria on a rubric or checklist. |
| **Resources/Materials** | [Classroom and Drama Lesson Plans](http://www.childdrama.com/lessons.html#typetop)  [My First Acting Book](https://www.amazon.com/First-Acting-Book-Technique-Beginners/dp/1575256053)  [25 Just Right Plays for Emergent Readers](https://www.amazon.com/Just-Right-Plays-Emergent-Readers-Grades/dp/059018945X)  [Learning Through Theatre](https://www.amazon.com/Learning-Through-Theatre-Changing-Education/dp/0415530717)  [Glossary of Terms](https://drive.google.com/open?id=1IOjtp8lBJlA6sSVlV1xchaO01Rr7kX-n7HCIjFAnLGk)  [Put on a Folktale Play](https://www.pbs.org/parents/crafts-and-experiments/put-on-a-folktale-play)  [Performance Rubrics](https://docs.google.com/document/d/e/2PACX-1vQ88dKl06NVsENXPBaqcQxcX1_yU8nXS9qGRM3O8KUCWymwjyG8n8ZFh_OmDJB9tR1_Sl3tZDZSnSa6/pub) | | | |
| **Interdisciplinary Connections** | * 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. * 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). * NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. * NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | | |
| **Career Readiness, Life Literacies and Key Skills** | * 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. * 9.4.2.CI.2: Demonstrate originality and inventiveness in work. * 9.4.2.CT.3: Use a variety of types of thinking to solve problems. * 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet. * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. | | | |
| **Computer Science and Design Thinking** | * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. * 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. * 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. * 8.1.2.AP.4: Break down a task into a sequence of steps. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **1.4 Theatre: Grades K-2** | | | | |
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| **ARTISTIC PROCESS: Performing** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICES** |
| Anchor Standard 4: Selecting, analyzing, and interpreting work. | Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. | | How do theatre artists fully prepare a performance or design? | Choose, Rehearse |
| Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. | Theatre artists make choices to convey meaning. | | How do theatre artists use tools and techniques to communicate ideas and feelings? | Establish, Analyze |
| Anchor Standard 6: Conveying meaning through art. | Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. | | What happens when theatre artists and audiences share creative experiences? | Share |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience, informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | | **Evidence of Learning (Assessment)** |
| character, role, stage, movement, speed, tempo, sequence, voice, volume, tone, projection, prop, audience, imitate, pattern, grid, theme, genre, setting, improvisation, imagination, stress, emphasis, accent, folktale, plot, element, culture, diverse, respect, performance, storyboard, cause, effect, fairytale, compare, similarity, synchronize, mimic | Students will be able to:   * Read and/or watch folktales from an array of cultural backgrounds as a means to explore similarities in theater across cultural divides. * Evaluate elements of theater consistent across certain cultures and discuss their impact on the history of theater. * Illustrate their understanding of characterization through the creation of character profiles to support improvisation activities. * Relate key theatrical story elements, such as character, cause and effect, etc., to common literary works such as "If You Give a Mouse a Cookie" as a mode to reinforce theatrical elements. * Develop understanding of performance elements of theater through appropriate dramatic play. * Create a storyboard representing the sequencing of a story. * Compare and contrast fairytales in their written form and a theater production as a way to determine the message of the creator. * Recall common stage positions and movements and utilize that knowledge to follow various movement patterns and expectations to ensure the safety of all participants. * Demonstrate an understanding of voice and occasion by responding to prompts that require various levels of volume, intonation, inflection, etc. to support the intended outcome. * Create and utilize prompts appropriate to a specific character to enhance a production. * Evaluate movements and synchronization through common musical numbers including "Going on a Bear Hunt". * Create movement patterns and expectations to support theatrical production and key theater elements. * Compare and contrast elements of theater across various genres and themes to identify consistent patterns within theater. * Explore elements of voice, including tone and meaning, to further support the presentation of a work. * Develop an adaption of a folktale play that replicates the original while exhibiting original ideas that enhance understanding of setting, plot, characters, etc. | **Kindergarten**  Folktales Around the World  Learners will have the opportunity to explore folktales spanning an array of diverse cultures as a way to examine similarities between different populations of people. Examining consistent themes, characterizations, etc. allow students to understand greater thematic elements and how the relate to storytelling.  Acting It Out  Cue cards featuring a character and an action for age-appropriate people (i.e., firefighter, farmer, teacher, etc.) will be used to have students select a role to act out. Students will create these cards based on content from various interdisciplinary units (i.e., Social Studies, ELA, Physical Education) based on a series of criteria to support the activity. The class will be responsible for identifying the character, as well as what clues they used to make the determination.  "If You Give a Mouse a Cookie"  Students will participate in a dramatic reading of the tale "If You Give a Mouse a Cookie" as a way to examine a variety of story elements (i.e., character, cause and effect, etc.) related to performances. Learners can examine the sequence of events to create their own storyboard that replicates the work.  Fairytales  Dramatic readings of an array of fairytales will precede students watching a brief age-appropriate video clip of the same story as a way to compare and contrast different presentations of the same work.  Stage Directions  After identifying the structure and layout of a stage, students will be exposed to different stage directions (i.e., down right, left center, etc.) that may be called during a play. Students will then move across the classroom "stage" to support the directed movements. Sequencing of stage directions can be created to challenge learners, where appropriate.  Voice/Occasion  Students will explore tone, volume, and projection as they utilize various prompts and scenarios to act out how a character might speak based on the provided information. Students may be tasked with giving commands, asking questions, displaying excitement, etc.to support the different prompts.  **1st Grade**  Folktales Around the World  Learners will have the opportunity to explore folktales spanning an array of diverse cultures as a way to examine similarities between different populations of people. Examining consistent themes, characterizations, etc. allow students to understand greater thematic elements and how the relate to storytelling.  Acting It Out/Improvisation  Students are provided a card with a specific character role for common community members (i.e., firefighter, farmer, teacher, etc.) and are responsible for imitating that individual to the class. Students will either create or be provided with simple props to select from in order to support their presentations (i.e., clothing, play tools, classroom supplies, etc.).  "Going on a Bear Hunt"  A dramatic reading of the well-known book/song "We're Going on a Bear Hunt" provides an opportunity for learners to perform movements synchronized to the plot of story. Students will participate in choral responses as well as mimic the movements as directed in the song (i.e., march in place, stuck in the mud, etc.).  Stage Directions  Students will create movement patterns in relation to their classroom stage setup that feature a logical sequence of movements for a characters. A featured character will be brought to the front, for example, while supporting cast may move off-set to spotlight the main character, etc. Learners will play Simon Says to demonstrate their understanding of the nine stage zones.  Thematic Stories  Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genes of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.  **2nd Grade**  Folktales Around the World  Learners will have the opportunity to explore folktales spanning an array of diverse cultures as a way to examine similarities between different populations of people. Examining consistent themes, characterizations, etc. allow students to understand greater thematic elements and how the relate to storytelling.  Improvisation  Students will select cards at random to identify the where, who, and how that will be used to create their own partner presentations. For example, a group may select school, astronaut, and happy, to drive a short skit to demonstrate each element. Groups can write a script, present a performance, etc. to demonstrate their ability to improvise.  Thematic Stories  Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genes of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.  Stage Voice - Tone and Meaning  Clips of plays, etc. will be shown to support the learners' ability to identify vocal elements that demonstrate tone and meaning. Key concepts such as intonation, stress, emphasis, accent, etc. while be explored so that students can explore different intent based on vocal cues.  Creating a Folktale Play  Students will use inspiration from various cultural tales to support their creation of a folktale play. This could be a direct representation of the original, or students may put their own twist on the plot. Elements such as setting, plot, and characters will support their understanding of a comprehensive production. | | Performance Rubric  Summative: Performance / Recital  Rubric used to evaluate all unit performances with the students.  [K-2 Theater Performance Rubric](https://docs.google.com/document/d/1Cs8s39BZodAL3lyAehi7OhimUoi9KJ812PhQIyrG92s/edit?usp=drive_web)  3-2-1  Formative: Authentic / Transfer Task   * 3 things they discovered * 2 interesting things they noticed * 1 question they still have   Peer Critique/ Assessment:  Formative: Authentic / Transfer Task  When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology)to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as:   * “I noticed …” * “I like the way … because …” * “Have you thought of …?” * “I would like to suggest …”   Self-assessment  Formative: Authentic / Transfer Task  Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one’s progress toward them, and comparing one’s work to the criteria on a rubric or checklist. |
| **Resources/Materials** | [Classroom and Drama Lesson Plans](http://www.childdrama.com/lessons.html#typetop)  [My First Acting Book](https://www.amazon.com/First-Acting-Book-Technique-Beginners/dp/1575256053)  [25 Just Right Plays for Emergent Readers](https://www.amazon.com/Just-Right-Plays-Emergent-Readers-Grades/dp/059018945X)  [Learning Through Theatre](https://www.amazon.com/Learning-Through-Theatre-Changing-Education/dp/0415530717)  [Glossary of Terms](https://drive.google.com/open?id=1IOjtp8lBJlA6sSVlV1xchaO01Rr7kX-n7HCIjFAnLGk)  [Put on a Folktale Play](https://www.pbs.org/parents/crafts-and-experiments/put-on-a-folktale-play)  [Performance Rubrics](https://docs.google.com/document/d/e/2PACX-1vQ88dKl06NVsENXPBaqcQxcX1_yU8nXS9qGRM3O8KUCWymwjyG8n8ZFh_OmDJB9tR1_Sl3tZDZSnSa6/pub) | | | |
| **Interdisciplinary Connections** | * 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). * 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback * NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. * NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. * 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups. | | | |
| **Career Readiness, Life Literacies and Key Skills** | * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. * 9.4.2.DC.2: Explain the importance of respecting digital content of others. * 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet. * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. | | | |
| **Computer Science and Design Thinking** | * 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems. * 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. * 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. * 8.1.2.AP.4: Break down a task into a sequence of steps. | | | |

| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| --- | --- | --- | --- | --- |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **1.4 Theatre: Grades K-2** | | | | |
| --- | --- | --- | --- | --- |
| **ARTISTIC PROCESS: Responding** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICES** |
| Anchor Standard 7: Perceiving and analyzing products. | Theatre artists reflect to understand the impact of drama processes and theatre experiences. | | How do theatre artists comprehend the essence of drama processes and theatre experiences? | Examine, Discern |
| Anchor Standard 8: Interpreting intent and meaning. | Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics. | | How can the same work of art communicate different messages to different people? | Interpret |
| Anchor Standard 9: Applying criteria to evaluate products. | Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. | | How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis? | Critique |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance. | | | | |
| 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama). | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | | **Evidence of Learning (Assessment)** |
| character, role, voice, volume, tone, projection, prop, audience, imitate, pattern, grid, theme, genre, setting, improvisation, imagination, stress, emphasis, accent, folktale, plot, element, culture, diverse, respect, performance, storyboard, cause, effect, fairytale, compare, similarity, synchronize, mimic | Students will be able to:   * Read and/or watch folktales spanning an array of cultural influences to explore similarities and differences in theater across different communities. * Identify the impact of cultural theater on the overall progression of the arts. * Analyze character profiles to support improvisation activities that prove authentic to the community. * Explore sequencing within a story through storyboarding activities to understand the steps to create a plot and resolution. * Compare and contrast variations of the same story/performance as a mode to evaluate creative differences based on the performers, directors, etc. * Analyze creative vision and discuss creative choices that impact the final production of a theatrical work. * Identify key elements within various forms of theater (settings, plot, characters, movement, dialogues, etc.) and compare and contrast across cultural and thematic bounds. * Evaluate the choices of creators as it pertains to key theatrical elements and determine the impact these decisions had on the work. * Adapt traditional works to represent the 21st Century world by utilizing influences from students' every day lives to make creative changes to an original work. * Develop an adaption of a folktale play that replicates the original while exhibiting original ideas that enhance understanding of setting, plot, characters, etc. | **Kindergarten**  Folktales Around the World  Learners will have the opportunity to explore folktales spanning an array of diverse cultures as a way to examine similarities between different populations of people. Examining consistent themes, characterizations, etc. allow students to understand greater thematic elements and how the relate to storytelling.  Acting It Out  Cue cards featuring a character and an action for age-appropriate people (i.e., firefighter, farmer, teacher, etc.) will be used to have students select a role to act out. Students will create these cards based on content from various interdisciplinary units (i.e., Social Studies, ELA, Physical Education) based on a series of criteria to support the activity. The class will be responsible for identifying the character, as well as what clues they used to make the determination.  "If You Give a Mouse a Cookie"  Students will participate in a dramatic reading of the tale "If You Give a Mouse a Cookie" as a way to examine a variety of story elements (i.e., character, cause and effect, etc.) related to performances. Learners can examine the sequence of events to create their own storyboard that replicates the work.  Fairytales  Dramatic readings of an array of fairytales will precede students watching a brief age-appropriate video clip of the same story as a way to compare and contrast different presentations of the same work.  **1st Grade**  Folktales Around the World  Learners will have the opportunity to explore folktales spanning an array of diverse cultures as a way to examine similarities between different populations of people. Examining consistent themes, characterizations, etc. allow students to understand greater thematic elements and how the relate to storytelling.  Acting It Out/Improvisation  Students are provided a card with a specific character role for common community members (i.e., firefighter, farmer, teacher, etc.) and are responsible for imitating that individual to the class. Students will either create or be provided with simple props to select from in order to support their presentations (i.e., clothing, play tools, classroom supplies, etc.).  "Going on a Bear Hunt"  A dramatic reading of the well-known book/song "We're Going on a Bear Hunt" provides an opportunity for learners to perform movements synchronized to the plot of story. Students will participate in choral responses as well as mimic the movements as directed in the song (i.e., march in place, stuck in the mud, etc.).  Thematic Stories  Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genes of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.  **2nd Grade**  Folktales Around the World  Learners will have the opportunity to explore folktales spanning an array of diverse cultures as a way to examine similarities between different populations of people. Examining consistent themes, characterizations, etc. allow students to understand greater thematic elements and how the relate to storytelling.  Improvisation  Students will select cards at random to identify the where, who, and how that will be used to create their own partner presentations. For example, a group may select school, astronaut, and happy, to drive a short skit to demonstrate each element. Groups can write a script, present a performance, etc. to demonstrate their ability to improvise.  Thematic Stories  Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genes of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.  Creating a Folktale Play  Students will use inspiration from various cultural tales to support their creation of a folktale play. This could be a direct representation of the original, or students may put their own twist on the plot. Elements such as setting, plot, and characters will support their understanding of a comprehensive production. | | 3-2-1  Formative: Authentic / Transfer Task   * 3 things they discovered * 2 interesting things they noticed * 1 question they still have   Hand Signals  Formative: Authentic/Transfer Task  Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process   * I understand\_\_\_\_\_\_, and can explain it (e.g., thumbs up). * I do not yet understand \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., thumbs down). * I’m not completely sure about \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., wave hand).   Peer Critique/ Assessment:  Formative: Authentic / Transfer Task  When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology)to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as:   * “I noticed …” * “I like the way … because …” * “Have you thought of …?” * “I would like to suggest …”   Written or Drawn Work (using technology when appropriate)  Formative: Authentic / Transfer Task   * Sharing feelings, dreams, and wishes about dance and dancing * Planning and documenting choreographic process (sketching or collecting ideas for a dance) * Personal responses to performances   Self-assessment  Formative: Authentic / Transfer Task  Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one’s progress toward them, and comparing one’s work to the criteria on a rubric or checklist. |
| **Resources/Materials** | [Classroom and Drama Lesson Plans](http://www.childdrama.com/lessons.html#typetop)  [My First Acting Book](https://www.amazon.com/First-Acting-Book-Technique-Beginners/dp/1575256053)  [25 Just Right Plays for Emergent Readers](https://www.amazon.com/Just-Right-Plays-Emergent-Readers-Grades/dp/059018945X)  [Learning Through Theatre](https://www.amazon.com/Learning-Through-Theatre-Changing-Education/dp/0415530717)  [Glossary of Terms](https://drive.google.com/open?id=1IOjtp8lBJlA6sSVlV1xchaO01Rr7kX-n7HCIjFAnLGk)  [Put on a Folktale Play](https://www.pbs.org/parents/crafts-and-experiments/put-on-a-folktale-play)  [Performance Rubrics](https://docs.google.com/document/d/e/2PACX-1vQ88dKl06NVsENXPBaqcQxcX1_yU8nXS9qGRM3O8KUCWymwjyG8n8ZFh_OmDJB9tR1_Sl3tZDZSnSa6/pub) | | | |
| **Interdisciplinary Connections** | * Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. * NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. * NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. * NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. * 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. | | | |
| **Career Readiness, Life Literacies and Key Skills** | * 9.4.2.DC.2: Explain the importance of respecting digital content of others. * 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet. * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. | | | |
| **Computer Science and Design Thinking** | * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. * 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems. * 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. | | | |

| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| --- | --- | --- | --- | --- |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **1.4 Theatre: Grades K-2** | | | | |
| --- | --- | --- | --- | --- |
| **ARTISTIC PROCESS: Connecting** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICES** |
| Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. | Theatre artists allow awareness of interrelationships between self and others to inform their work. | | What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy? | Incorporate |
| Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. | As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. | | What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? | Affect, Expand |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama). | | | | |
| 1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one’s own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. | | | | |
| 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | | **Evidence of Learning (Assessment)** |
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