

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Performing Responding Connecting	<p>Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
Artistic Practice:	Performance Expectation/s:	
<p>Performing Establish, Analyze, Choose, Rehearse, Share</p> <p>Responding Examine, Discern, Critique, Interpret</p>	<p>2nd 1.4.2.Pr4 a. With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama,</p>	<p>Activity Description: Title: Exploring the World Through Theater</p> <p>Unit Overview:</p> <p>In this theater unit, students will explore various aspects of theater, including physical movement, voice, sound, technical elements, preferences, emotions, settings, character actions,</p>

<p>Connecting Incorporate, Affect, Expand</p>	<p>creative drama).</p> <p>b. Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>2nd 1.4.2.Re9</p> <p>a. 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.</p> <p>b. 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, or creative drama).</p> <p>c. Explain or use text and</p>	<p>personal perspectives, and multicultural perspectives. Through guided drama experiences, students will develop fundamental theater skills while also gaining an understanding of global issues and cultural diversity.</p> <p>Standards Addressed:</p> <p>1.4.2.Pr4</p> <p>1.4.2.Re9</p> <p>1.4.2.Cn11</p> <p>Session 1: Introduction to Theater Basics</p> <p><i>Objective:</i> Introduce students to fundamental theater skills and techniques.</p> <ul style="list-style-type: none"> ● Activity 1: Warm-Up Exercises <ul style="list-style-type: none"> ● Lead students in various physical warm-up exercises to prepare their bodies for theater activities. ● Activity 2: Voice and Sound Exploration <ul style="list-style-type: none"> ● Students experiment with using their voices and creating different sounds to express emotions and create atmosphere. <p>Session 2: Exploring Preferences and Emotions</p> <p><i>Objective:</i> Help students identify and explain their preferences</p>
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	<p>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).</p> <p>2nd 1.4.2.Cn11 a. 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.</p> <p>b. Collaborate on the creation of a short scene based on personal perspectives and understandings.</p>	<p>and emotions in guided drama experiences.</p> <ul style="list-style-type: none"> ● Activity 1: Preference Chart <ul style="list-style-type: none"> ● Students discuss their favorite activities and create a chart to visually represent their preferences. ● Activity 2: Emotion Charades <ul style="list-style-type: none"> ● Students take turns acting out different emotions while classmates guess the emotion being portrayed. <p>Session 3: Understanding Settings and Character Actions</p> <p><i>Objective:</i> Teach students to name and describe settings, identify causes of character actions, and compare personal emotions and choices to those of characters.</p> <ul style="list-style-type: none"> ● Activity 1: Setting Scenarios <ul style="list-style-type: none"> ● Students listen to short scenarios and identify the setting and possible causes of character actions. ● Activity 2: Emotion Comparisons <ul style="list-style-type: none"> ● Students compare their own emotions and choices to those of characters in stories or drama experiences.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Theatre artists develop personal processes and skills for a performance or design.</p>	<p>1. How do theatre artists fully prepare a</p>	<p>Session 4: Exploring Multicultural Perspectives</p> <p><i>Objective:</i> Introduce students to stories and art forms from different cultures and collaborate on creating scenes based on</p>

<p>2. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>3. 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.</p>	<p>performance or design?</p> <p>2. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p>3. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	<p>personal perspectives.</p> <ul style="list-style-type: none"> ● Activity 1: Cultural Stories <ul style="list-style-type: none"> ● Students listen to stories from different cultures and discuss similarities and differences. ● Activity 2: Collaborative Scene Creation <ul style="list-style-type: none"> ● In small groups, students collaborate to create short scenes based on personal perspectives and multicultural experiences. ● Assessment: <p>Assessment will be ongoing throughout the unit, focusing on students' participation, creativity, understanding of theater concepts, and ability to collaborate with peers. Observation, informal check-ins, and group discussions will be used to assess student progress.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Picture books featuring diverse cultures and global issues (SS) (LA) ● Audio recordings of stories and music from different cultures ● Props and costumes representing various cultural traditions
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Perform</p> <ul style="list-style-type: none"> - (4) Analyze, interpret & select artistic work for Presentation. 	<p>SEL/Perform</p> <p>CONSOLIDATED EU (4)</p> <p>Artists make strong choices to effectively convey meaning</p>	<p>Extension Activities:</p> <ul style="list-style-type: none"> ● Invite parents or community members to share stories or traditions from their cultures.

<ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. - (6) Convey meaning through the presentation of artistic work. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. 	<p>through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ (4) How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Perform CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ (5) How do artists improve the quality of their presentation/performance?</p> <p>SEL/Perform CONSOLIDATED EU (6)</p>	<ul style="list-style-type: none"> ● Organize a multicultural theater showcase where students can perform their collaborative scenes for the school community. ● Encourage students to create artwork or write stories inspired by the multicultural experiences explored in the unit. <p>By integrating theater activities with multicultural perspectives and global issues, this unit aims to foster empathy, understanding, and appreciation for diversity among young learners while developing fundamental theater skills.</p> <p>Interdisciplinary connections:</p> <p>Language Arts (LA)</p> <p>Social Studies (SS)</p>
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Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.

CONSOLIDATED EQ (6)

When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audience's response?

SEL/Respond

CONSOLIDATED EU (7)

Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.

CONSOLIDATED EQ (7)

How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?

	<p>SEL/Respond CONSOLIDATED EU (8) The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ (8) How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.</p> <p>SEL/Respond CONSOLIDATED EU (9) Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p> <p>CONSOLIDATED EQ (9) How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing</p>	
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	<p>the creative process that supports the work?</p> <p>SEL/Connect CONSOLIDATED EU (10) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ (10) How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>SEL/Connect CONSOLIDATED EU (11) People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.</p> <p>CONSOLIDATED EQ (11) What relationships are uncovered when people</p>	
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	investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 		Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> Performances/Presentations In-studio showings 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i> .	<ul style="list-style-type: none"> Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. Provide access to an 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

Content Area: Visual & Performing Arts (NJSLS-VPA)
 Visual and Performing Arts: Grades K-2 Theater
 Grade: K-2

Dev. Date:
 2020-2021

<p>NY: Routledge.</p> <p>Green Gilbert, A. (2006). Brain-Compatible Dance Education. Human Kinetics.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Spolin, V. (1986). Theater games for the classroom: A teacher's handbook. Northwestern University Press.</p>	<p>individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</p> <ul style="list-style-type: none"> • Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists. 		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist. <p>Other:</p> <ul style="list-style-type: none"> • N/A 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

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<ul style="list-style-type: none"> ● Offer resources to students in a variety of ways to accommodate for multiple learning styles. ● Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> ● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. ● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). ● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during 	<ul style="list-style-type: none"> ● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> ● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.
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	any formal or informal assessments.		
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i> X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>

NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<i>Performance Expectation/s:</i>	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

		Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
	Career Readiness, Life Literacies, & Key Skills Practices	
		Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.