Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Performing Responding Connecting	**Standard #:** Anchor Standard 4 **Description:** Selecting, analyzing, and interpreting work. **Standard #:** Anchor Standard 9 **Description:** Applying criteria to evaluate products. **Standard #:** Anchor Standard 11 **Description:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Performing Establish, Analyze, Choose, Rehearse, Share **Responding** Examine, Discern, Critique, Interpret	**5th** 1.4.5.Pr4 a. Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	**Activity Description**: Title: Exploring Theater: From Basics to Global Perspectives Unit Overview: In this theater unit, students will engage in a variety of theater exercises, explore basic technical and design elements, compare personal experiences, cultural perspectives, and physiological

| Connecting
Incorporate, Affect, Expand | b. Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

5th
1.4.5.Re9
a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. and justify responses to drama/theatre work based on personal experience.

b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

c. Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

5th
1.4.5.Cn11
a. Identify, respond to, and investigate connections to global | responses in drama/theater works, and investigate connections to global issues. Additionally, students will compare theater conventions of different time periods. Through active participation, reflection, and exploration, students will deepen their understanding of theater as both an art form and a means of exploring global issues and cultural perspectives.

Standards Addressed:

1.4.5.Pr4

1.4.5.Re9

1.4.5.Cn11

Session 1: Introduction to Theater Basics

Objective: Introduce students to the fundamentals of theater, including physical, vocal, and cognitive exercises.

● Activity 1: Physical Warm-Up
   ● Lead students in a series of physical exercises to prepare their bodies for theater activities.
● Activity 2: Vocal Exercises
   ● Practice vocal exercises to improve projection, articulation, and expressiveness in speech.
● Activity 3: Theater Games
   ● Play theater games that promote cooperation, creativity, and teamwork while exploring basic theater concepts. |

	issues including climate change, and other content areas in a dramatic/theatrical work. b. Compare the drama/theatre conventions of a given time period with those of the present.
Enduring Understanding/s:	**Essential Question/s:**
1. Theatre artists develop personal processes and skills for a performance or design. 2. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 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.	1. How do theatre artists fully prepare a performance or design? 2. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 3. What happens when theatre artists allow an understanding of themselves and the world to

Session 2: Exploring Technical Elements

Objective: Identify and utilize basic technical and design elements in theater.

- Activity 1: Set Design
  - Introduce students to basic concepts of set design and have them create simple set designs for imaginary scenes.
- Activity 2: Costume Design
  - Discuss the role of costumes in theater and allow students to design costumes for characters in a given scenario.

Session 3: Comparing Personal Experiences

Objective: Compare and contrast personal experiences in participating in or observing theater works.

- Activity 1: Personal Reflection
  - Students reflect on their past experiences with theater, discussing what they enjoyed and what challenges they faced.
- Activity 2: Peer Sharing
  - In small groups, students share their reflections and discuss similarities and differences in their theater experiences.

Session 4: Exploring Cultural Perspectives

	inform perceptions about theatre and the purpose of their work?	*Objective:* Explain responses to characters based on cultural perspectives.
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	

SEL/Perform
- (4) Analyze, interpret & select artistic work for Presentation.
- (5) Develop & refine artistic techniques & work for presentation.
- (6) Convey meaning through the presentation of artistic work.
 	
SEL/Respond
- (7) Perceive and analyze artistic work.
- (8) Interpret intent and meaning in artistic work.
- (9) Apply criteria to evaluate artistic work.
 	
SEL/Connect
	SEL/Perform
	CONSOLIDATED EU (4)
	Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.
	
	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?
	
	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
		• Activity 1: Cultural Perspectives Discussion
		    • Lead a discussion on how cultural background influences individuals' perceptions and responses to characters and themes in theater.
		• Activity 2: Cultural Character Analysis
		    • Students analyze characters from different cultural backgrounds in a theater performance or text, discussing how cultural perspectives shape their actions and motivations.
		
		Session 5: Understanding Physiological Changes
		
		Objective: Identify and discuss physiological changes connected to emotions in theater.
		
		• Activity 1: Emotional Exploration
		    • Discuss how emotions are conveyed through posture, gesture, breathing, and vocal intonation in theater.
		• Activity 2: Role-play Scenarios
		    • Students role-play different emotional scenarios, paying attention to their physiological responses and how they impact their performance.
		
		Session 6: Connecting to Global Issues and Time Periods
		
		Objective: Identify connections to global issues and compare

- (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.
	ideas, persistence, and the application of appropriate criteria.
	
	CONSOLIDATED EQ (5)
	How do artists improve the quality of their presentation/performance?
	
	SEL/Perform
	CONSOLIDATED EU (6)
	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 audiences response?
	
	SEL/Respond
	CONSOLIDATED EU (7)
	Artists reflect, understand and appreciate the impact of the arts
		theater conventions of different time periods. (SS)
		
		● Activity 1: Global Issues Discussion
		  ● Lead a discussion on how theater can address global issues such as climate change and social justice.
		● Activity 2: Time Period Comparison
		  ● Compare theater conventions, styles, and themes of a historical time period (e.g., Ancient Greece, Elizabethan England) with those of the present day.
		
		Assessment:
		
		Assessment will be ongoing throughout the unit, focusing on students' participation in theater exercises, understanding of technical elements, ability to compare personal experiences and cultural perspectives, recognition of physiological changes connected to emotions, and understanding of connections to global issues and theater conventions of different time periods.
		
		Resources:
		
		● Theater props and costumes
		● Audio recordings of vocal exercises and theater games
		● Examples of theater performances and texts from different cultural backgrounds and time periods
		
		Extension Activities:
		
		● Organize a theater showcase where students can perform

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?

SEL/Respond
CONSOLIDATED EU (8)
The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.

CONSOLIDATED EQ (8)
How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.

SEL/Respond
CONSOLIDATED EU (9)
Artists utilize educational and industry standards to analyze/assess and evaluate the

scenes or monologues related to global issues or historical time periods.
- Invite local theater professionals to conduct workshops on advanced theater techniques or specific cultural traditions in theater.
- Collaborate with other subject areas, such as social studies or science, to create interdisciplinary projects exploring theater's connections to different cultures, time periods, and global issues.

Interdisciplinary Connections:
Social Studies (SS)

performance and interpretation of artistic works.

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 the creative process that supports the work?

SEL/Connect
CONSOLIDATED EU (10)
Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

CONSOLIDATED EQ (10)
How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

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.

CONSOLIDATED EQ (11)
What relationships are uncovered when people 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) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● 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). *The child and the curriculum.* Chicago: University of Chicago Press. Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge. Green Gilbert, A. (2006). Brain-Compatible Dance Education. Human Kinetics. NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf Spolin, V. (1986). Theater games for the classroom: A teacher's handbook. Northwestern University Press.	● 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 individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task. ● 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.	● 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.	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

**Supplemental Resources**

Technology:
- 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.

Other:
- N/A

**Differentiated Student Access to Content:** **Recommended *Strategies & Techniques***
Core **Resources**	**Alternate** **Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core** **Resources**	**Gifted & Talented** **Core**
• 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.	• 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	• 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.	• 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.

	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 any formal or informal assessments.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	Standards in Action: *Climate Change*	X	Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	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.
	Performance Expectation/s:	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.	