

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: August 26, 2025

1.4 Theatre: Grades K-2

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,	Students will be able to: <ul style="list-style-type: none"> List and describe features and actions of common individuals to support characterization. Express a message through 	Kindergarten <u>Acting It Out</u> Cue cards featuring a character and an action for age-appropriate people (i.e., firefighter, farmer, teacher, etc.) will be used to have students	3-2-1 Formative: Authentic / Transfer Task <ul style="list-style-type: none"> 3 things they discovered

<p>imagination, stress, emphasis, accent, folktale, plot, element</p>	<p>movement, sound, voice, and gesture to support an underlying theme or trait.</p> <ul style="list-style-type: none"> ● 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 	<p>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.</p> <p><u>Stage Directions</u> 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.</p> <p><u>Voice/Occasion</u> 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.</p> <p>1st Grade <u>Acting It Out/Improvisation</u> 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.).</p>	<ul style="list-style-type: none"> ● 2 interesting things they noticed ● 1 question they still have <p>Hand Signals Formative: Authentic/Transfer Task</p> <p>Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process</p> <ul style="list-style-type: none"> ● 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). <p>Written or Drawn Work (using technology when appropriate) Formative: Authentic / Transfer Task</p> <ul style="list-style-type: none"> ● Sharing feelings, dreams, and wishes about dance and dancing ● Planning and documenting choreographic process
---	---	--	--

	<p>to (i.e., everyday influences) and respond to prompts appropriately.</p> <ul style="list-style-type: none"> ● 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 in 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. 	<p><u>Stage Directions</u> 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.</p> <p><u>Thematic Stories</u> Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genres of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.</p> <p>2nd Grade <u>Improvisation</u> 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.</p> <p><u>Thematic Stories</u> Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genres of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.</p> <p><u>Stage Voice - Tone and Meaning</u></p>	<p>(sketching or collecting ideas for a dance)</p> <ul style="list-style-type: none"> ● Personal responses to performances <p>Self-Assessment Formative: Authentic/Transfer Task</p> <p>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.</p>
--	---	---	---

		<p>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.</p> <p><u>Creating a Folktale Play</u> 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.</p>	
Resources/Materials	Classroom and Drama Lesson Plans My First Acting Book 25 Just Right Plays for Emergent Readers Learning Through Theatre Glossary of Terms Put on a Folktale Play Performance Rubrics		
Interdisciplinary Connections	<ul style="list-style-type: none"> ● 6.1.2.Civics.PI.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, hopping, skipping, running). ● SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups ● SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ● W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks ● SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences 		
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives. ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work. 		

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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				
Multilingual Learners	Special Education	At Risk of School Failure	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: 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	Theatre artists make choices to convey meaning.	How do theatre artists use tools and	Establish, Analyze

and refining techniques and models or steps needed to create products.		techniques to communicate ideas and feelings?	
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	<p>Students will be able to:</p> <ul style="list-style-type: none"> 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 	<p>Kindergarten <u>Folktales Around the World</u> 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.</p> <p><u>Acting It Out</u> 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.</p>	<p>Performance Rubric Summative: Performance / Recital</p> <p>Rubric used to evaluate all unit performances with the students.</p> <p>K-2 Theater Performance Rubric 3-2-1 Formative: Authentic / Transfer Task</p> <ul style="list-style-type: none"> 3 things they discovered 2 interesting things they noticed 1 question they still have

	<p>elements.</p> <ul style="list-style-type: none"> ● 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 	<p><u>"If You Give a Mouse a Cookie"</u> 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.</p> <p><u>Fairytales</u> 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.</p> <p><u>Stage Directions</u> 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.</p> <p><u>Voice/Occasion</u> 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.</p> <p>1st Grade <u>Folktales Around the World</u> 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</p>	<p>Peer Critique/ Assessment: Formative: Authentic / Transfer Task</p> <p>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:</p> <ul style="list-style-type: none"> ● "I noticed ..." ● "I like the way ... because ..." ● "Have you thought of ...?" ● "I would like to suggest ..." <p>Self-assessment Formative: Authentic / Transfer Task</p> <p>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</p>
--	--	--	---

	<p>and themes to identify consistent patterns within theater.</p> <ul style="list-style-type: none"> ● 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. 	<p>elements and how they relate to storytelling.</p> <p><u>Acting It Out/Improvisation</u> 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.).</p> <p><u>"Going on a Bear Hunt"</u> 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.).</p> <p><u>Stage Directions</u> Students will create movement patterns in relation to their classroom stage setup that feature a logical sequence of movements for a character. 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.</p> <p><u>Thematic Stories</u> Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genres of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.</p> <p>2nd Grade <u>Folktales Around the World</u> Learners will have the opportunity to explore folktales</p>	<p>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.</p>
--	--	--	---

		<p>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 they relate to storytelling.</p> <p><u>Improvisation</u> 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.</p> <p><u>Thematic Stories</u> Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genres of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.</p> <p><u>Stage Voice - Tone and Meaning</u> 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. will be explored so that students can explore different intent based on vocal cues.</p> <p><u>Creating a Folktale Play</u> 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.</p>	
Resources/Materials	Classroom and Drama Lesson Plans My First Acting Book		

	25 Just Right Plays for Emergent Readers Learning Through Theatre Glossary of Terms Put on a Folktale Play Performance Rubrics
Interdisciplinary Connections	<ul style="list-style-type: none"> • 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). • 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback • SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly • SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks • SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time	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	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time

Think-pair- share Visual aides Modeling Cognates	Answer masking Answer eliminator Highlighter Color contrast		Self-directed activities	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: <ul style="list-style-type: none"> 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. 	<p>Kindergarten <u>Folktales Around the World</u> 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.</p> <p><u>Acting It Out</u> 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.</p> <p><u>"If You Give a Mouse a Cookie"</u> 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.</p> <p><u>Fairytales</u> 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.</p> <p>1st Grade <u>Folktales Around the World</u> Learners will have the opportunity to explore folktales</p>	<p>3-2-1 Formative: Authentic / Transfer Task</p> <ul style="list-style-type: none"> 3 things they discovered 2 interesting things they noticed 1 question they still have <p>Hand Signals Formative: Authentic/Transfer Task</p> <p>Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process</p> <ul style="list-style-type: none"> 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). <p>Peer Critique/ Assessment: Formative: Authentic / Transfer Task</p> <p>When students engage in peer assessment or critique,</p>

	<ul style="list-style-type: none"> 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. 	<p>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.</p> <p><u>Acting It Out/Improvisation</u> 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.).</p> <p><u>"Going on a Bear Hunt"</u> 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.).</p> <p><u>Thematic Stories</u> Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genres of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.</p> <p>2nd Grade <u>Folktales Around the World</u> 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.</p>	<p>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:</p> <ul style="list-style-type: none"> "I noticed ..." "I like the way ... because ..." "Have you thought of ...?" "I would like to suggest ..." <p>Written or Drawn Work (using technology when appropriate) Formative: Authentic / Transfer Task</p> <ul style="list-style-type: none"> 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 <p>Self-assessment Formative: Authentic / Transfer Task</p> <p>Give students the</p>
--	---	--	---

		<p><u>Improvisation</u> 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.</p> <p><u>Thematic Stories</u> Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genres of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.</p> <p><u>Creating a Folktale Play</u> 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.</p>	<p>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.</p> <p>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.</p>
Resources/Materials	Classroom and Drama Lesson Plans My First Acting Book 25 Just Right Plays for Emergent Readers Learning Through Theatre Glossary of Terms Put on a Folktale Play Performance Rubrics		
Interdisciplinary Connections	<ul style="list-style-type: none"> 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. SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks 		

	<ul style="list-style-type: none"> • SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Multilingual Learners	Special Education	At Risk of School Failure	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)
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, fairytale, compare, similarity	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read and/or watch folktales from a variety of cultural backgrounds as a means to explore similarities in theater across cultural divides. Explore characters, settings, etc. of various works as a mean to make greater connections to the content through comparison. Compare the different character traits exemplified by different character profiles, and identify commonalities between characters. Distinguish between different performances and adaptations of a common story to determine how creative vision and choice impacted the overall production and in comparison to other 	<p>Kindergarten</p> <p><u>Folktales Around the World</u></p> <p>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.</p> <p><u>Acting It Out</u></p> <p>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.</p>	<p>3-2-1</p> <p>Formative: Authentic / Transfer Task</p> <ul style="list-style-type: none"> 3 things they discovered 2 interesting things they noticed 1 question they still have <p>Hand Signals</p> <p>Formative: Authentic / Transfer Task</p> <p>Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process</p> <ul style="list-style-type: none"> I understand _____,

	<p>versions of the same work.</p> <ul style="list-style-type: none"> ● Interpret the various influences that impact the creation of an original theatrical work. ● Explore works across various genres and themes to identify similarities and differences across the works. ● Demonstrate deeper personal connections to a given work by tying in student perspective and experiences that parallel to the work. ● Develop an adaption of a folktale play that replicates the original while exhibiting original ideas that enhance understanding of setting, plot, characters, etc. 	<p><u>Fairytales</u> 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.</p> <p>1st Grade <u>Folktales Around the World</u> 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 they relate to storytelling.</p> <p><u>Acting It Out/Improvisation</u> 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.).</p> <p><u>"Going on a Bear Hunt"</u> 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.).</p> <p><u>Thematic Stories</u> Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genres of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.</p>	<p>and can explain it (e.g., thumbs up).</p> <ul style="list-style-type: none"> ● I do not yet understand _____ (e.g., thumbs down). ● I'm not completely sure about _____ (e.g., wave hand). <p>Written or Drawn Work (using technology when appropriate) Formative: Authentic / Transfer Task</p> <ul style="list-style-type: none"> ● 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 <p>Self-assessment Formative: Authentic / Transfer Task</p> <p>Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to</p>
--	---	--	---

		<p>2nd Grade</p> <p><u>Folktales Around the World</u> 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 they relate to storytelling.</p> <p><u>Improvisation</u> 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.</p> <p><u>Thematic Stories</u> Learners will explore stories of a consistent theme (i.e., animals, heroes, fairytales, etc.) as a mode to explore the creation of different genres of theater. Students may explore similarities between characters, props, settings, etc. to understand how like works are created.</p> <p><u>Creating a Folktale Play</u> 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.</p>	<p>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.</p>
Resources/Materials	<p> Classroom and Drama Lesson Plans My First Acting Book 25 Just Right Plays for Emergent Readers Learning Through Theatre Glossary of Terms Put on a Folktale Play Performance Rubrics </p>		

Interdisciplinary Connections	<ul style="list-style-type: none"> ● 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. ● SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups ● SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ● W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks ● SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences ● 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	<ul style="list-style-type: none"> ● 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 Life Literacies and Key Skills: Global and Cultural Awareness ● 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	<ul style="list-style-type: none"> ● 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.

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

Cognates	Color contrast			Color contrast Parent communication Modified assignments Counseling
----------	----------------	--	--	--