Cliffside Park School District

2018-2019
THEATRE CURRICULUM
Grades K-2

New Jersey Student Learning Standards

Theatre: Grades K-2
Unit 1: The Creative Process, Performance and Aesthetic Response

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSLS)

1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances
1.1.2.C.2	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
1.1.2.C.3	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
1.1.2.C.4	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
1.3.2.C.2	Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- How do we use voice and movement to tell a story? - Why do we change our voice for retelling parts of a story?	Students will be able to: - Recognize, mirror and create emotions described in stories	- Teach students about using stage voices. Game idea: Give each child a simple phrase, easy	- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually

- How do actors communicate with the audience?
- How do we use body language to communicate?
- How do we use voice to express feelings, emotions or mood?
- Why do we pretend?
	and dramatic play.
	- Respond within imaginary circumstances to objects, settings and conditions.
	- Use emotional expression and imaginary objects in dramatic play.
	- Sustain focus in the imaginary world of the activity, sharing or performance.
	- Contribute positively and responsibly to ensemble activities.
	- Demonstrate sensitivity to the emotional and physical safety of self and others.
	- Sustain concentration, focus and commitment in group activities with a shared performance goal.
	- Respond to and incorporate directions.
	- Use the body and voice expressively.
	- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
	- Demonstrate physical self-control in large and fine motor skills.
	- Use the body and face to create and react to imaginary conditions.
		to memorize. Example: "Anthony, come here." or "Open the door." Each student then has to say their line in three or four different tones of voice to convey different meanings.
		- Improvisation: Pretend you have a box of shoes (or use an actual shoe box). Take imaginary shoes out and make a big deal about putting them on (a ballerina will lace up to her knees, a fireman will pull on high boots, etc.). Then, silently, act out the character (dance, put out fires climbing ladders, etc.) Have the other kids guess the character.
		- Call out basic stage directions (e.g., down right, left center, etc.), with students moving to the area of the stage designated by the teacher. The task may be extended by giving students a sequence of movements from area to area and adding simple activities. The stage floor may be labeled to facilitate this exercise.
		- Passing stories on: Read a story and retell it verbally. Then act out key sections of the story, share it with another class, and have that class pass it on to
			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.
			- Written or Drawn Work (using technology when appropriate):
			  - 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
			- Peer Critique/ Assessment: 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

	- Create and mirror shapes and movements with other students.
	- Create and imitate human, inanimate and animal characters.
	- Demonstrate an understanding of how physical environment and the elements impact behavior.
	- Use learned physical and vocal skills to create a variety of characters including human, inanimate and animal characters.
	- Demonstrate a preliminary understanding of specific character desires and needs.
	- Demonstrate an understanding of sequence of character actions.
	- Imitate and create basic emotions.
	- Understand and use basic vocabulary related to stage directions and areas of the stage.
	- Identify the beginning, middle and end of a story.
	- Differentiate between actor and character.
	- Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or
		another class. The last class may share the story as a performed play
		- If You Give a Mouse a Cookie Lesson Plan: Creative drama with literature. Starts with a relaxation leading to a warm-up. Then reading the book to the class. Followed by choral reading from the class then a cool down.
		- St. George and the Dragon Pantomime Lesson
		- Voice and Occasion: First create an open space in your classroom and have students sit in a circle. Each student selects one index card from a container. On the card, a location (i.e., couch, desk, gym, bus, park) and a person (i.e., friend, teacher, guardian) are provided. Pick a student to select one stuffed animal or toy from a pile you gathered before class, then place it anywhere in the circle. Invite the student to speak to the object as if it were the person listed on the index card in the appropriate tone of voice for the given location. After the student speaks, the rest of the class guesses the location of the conversation and whom the doll or toy
			peer-to-peer feedback, such as
			  - "I noticed …"
			  - "I like the way … because …"
			  - "Have you thought of …?"
			  - "I would like to suggest …"
			- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process
			  - I understand_____, and can explain it (e.g., thumbs up).
			  - I do not yet understand _____ (e.g., thumbs down).
			  - I'm not completely sure about _____ (e.g., wave hand).
			- 3-2-1
			- Students identify:
			  - 3 things they discovered
			  - 2 interesting things they noticed
			  - 1 question they still have
			
			Performance Rubrics

	hearing a story. - Retell a story individually or in groups with attention to accurate sequencing. - Demonstrate an understanding of sequence of actions through pantomime. - Pantomime simple daily activities, including healthful practices in eating and hygiene. - Participate in poetry and prose choral readings with group or solo response.	represents. Continue until every student has a chance to speak. - Story: Going on a Bear Hunt Teacher reads "Going on a Bear Hunt" to students and has them mimic his voice repeating lines using appropriate voice and volume. Vary the pitch and volume of their voice (stylized by either stretching them out or speaking them short and punctuated) to get the students to explore vocal range. The different *settings* (e.g. tall grass; Are there bugs living in the grass? Is the grass taller than you? If so, how would you move through very tall grass?) are explored. When an action occurs in the story, they stops and ask students what the action might sound like to create sound effects. They models the sound and has students mimic or come up with their own sounds. The teacher helps the children create some actions and facial expressions appropriate for volume, pitch, and style of the words, based on their experience with the reading of "Going on a Bear Hunt." Children make sounds with their hands, feet, and voices.	

		(e.g., rub their hands together, stomp their feet, clap, pat, whisper, vocal gibberish is encouraged to match the action). The audience guesses what the gestures, expression, noises, and actions mean.	
Resources/Materials		- [Classroom and Drama Lesson Plans](#) - [My First Acting Book](#) - [25 Just Right Plays for Emergent Readers](#) - [Learning Through Theatre](#) - [Glossary of Terms](#)	
Interdisciplinary Connections		Dance: Use observations and re-creations of various animal movements in a movement exercise Language Arts: Use a work of children's literature to animate improvisation, role-playing, storytelling or group sharing Math: Create word problems related to ticket and concession sales Music: Add found music to a story or play to heighten mood and atmosphere Science: Using light and shadow, explore stage lighting and the use of lights with shadow puppets Social Studies: Identify and report on character types or roles in the neighborhood, such as lunchroom attendant, firefighter, store clerk, etc.	
21st Century Life and Careers		CRP1. Act as a responsible and contributing citizen and employee CRP11. Use technology to enhance productivity.	
Technology Standards		8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.	

Modifications			
English Language Learners	**Special Education**	**At-Risk**	**Gifted and Talented**
● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label theatre and classroom materials ● Word walls	● Utilize modifications and accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner	● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for	● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

	Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time	the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given.	

Theatre: Grades K-2
Unit 2: The History of the Arts and Culture, Performance, and Aesthetic Response

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSLS)

1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- How does theatre communicate values? - How do we use our imagination to tell a story? - How are the values of	Students will be able to: - Connect storytelling and drama, and recognize how oral traditions are related to the written word. - Recognize the relationship	- Many theater, opera or musical theater companies produce versions of Cinderella in a variety of forms and from various cultures and perspectives. Attend a	- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with

culture represented in theatre?
 	
- How do we respond to theatre?
	between theater and community, and between theater and culture(s).
	- Understand that theater comes from a desire to pretend and act things out.
	- Distinguish between Western and non-Western storytelling and theater traditions.
	- Recognize that theater, regardless of place or culture, tells us about ourselves and our lives.
		performance of Cinderella and encourage the students to decode the performance using the discussion tools on page 14. Additionally, students can compare the live performance with film/video, and storytelling or readings in which they have participated.
		- Explore stories that are thematically or dramatically similar appearing in a variety of cultures (e.g., animal myths, hero or Cinderella stories).
		- Listening to folktales from around the world can enrich children's understanding of many cultures. Decide on a story with your children, and work with them to turn it into a play.
			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.
			- Written or Drawn Work (using technology when appropriate):
			  - 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
			- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology)to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
			- "I noticed …"
			  - "I like the way …

			because …"
			- "Have you thought of …?"
			- "I would like to suggest …"
			- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process
			   - I understand_____, and can explain it (e.g., thumbs up).
			   - I do not yet understand _____ (e.g., thumbs down).
			   - I'm not completely sure about _____ (e.g., wave hand).
			- 3-2-1
			- Students identify:
			   - 3 things they discovered
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			Performance Rubrics

Resources/Materials	Suggested Readings Yeh-Shen: A Cinderella Story from China, retold by Ai-Ling Louie Smoky Mountain Rose: An Appalachian Cinderella by Alan Schroeder Nomi and the Magic Fish: A Story from Africa by Phumla Teaching With Cinderella Stories From Around the World by Kathleen M. Hollenbeck Animal Fables from Aesop, adapted by Barbara McClintock Native American Animal Stories (Myths and Legends) by Joseph Bruchac and Michael J. Caduto String Stories: A Creative, Hands On Approach for Engaging Children in Literature by Belinda Holbrook http://www.pbs.org/parents/arthur/activities/acts/folktale_play.html?cat=diversity Glossary of Terms		
Interdisciplinary Connections	Math: Estimate the length of the play, taking into account scene changes and intermission Math: Measure the stage and performance space for area and perimeter. Mark the downstage edge of the playing area in		

	one-foot increments from either side of the stage.
21st Century Life and Careers	CRP1. Act as a responsible and contributing citizen and employee CRP11. Use technology to enhance productivity.
Technology Standards	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources

Modifications			
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- Speak and display terminology and movement - Teacher modeling - Peer modeling - Develop and post routines - Label theatre and classroom materials - Word walls	- Utilize modifications and accommodations delineated in the student's IEP - Work with paraprofessional - Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. - Work with a partner - Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). - Solidify and refine concepts through repetition. - Change movement requirements to reduce activity time	- Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. - Peer Support - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. - Review behavior expectations and make adjustments for personal space or other behaviors as needed. - Oral prompts can be given.	- Curriculum compacting - Inquiry-based instruction - Independent study - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Real world scenarios - Student Driven Instruction