



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **Theatre**

## **Grades 3 - 5**

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### **Grade 3-5 Theatre Curriculum Overview**

Grade 3-5 Theatre is taught as one unit at the end of the school year. The theatre curriculum is a hands-on and sequential process of discovering the fundamentals of theatre. As part of the spiraling curriculum, aspects of theatre are incorporated into the general music classroom throughout the year. Participating in this hands-on program helps students:

1. To foster a lifelong enjoyment of theatre.
2. To observe and create theatre in response to the world around them.
3. To meet the theatre standards for New Jersey Public Schools.

#### **Unit 1: Creative Expression/Fundamentals of Theatre:**

Week 1: Improvisation, Self-Expression, Critique

Week 2: Stage Directions and Vocabulary

Week 3: Body Language and Movement

Week 4: Observing/Performing and Reflecting

Week 5: Observing/Performing and Reflecting

Pre-Requisite: None

Unit Overview	
<b>Content Area: Theatre</b>	
<b>Unit Title: Creative Expression/Fundamentals of Theatre</b>	
<b>Grade Level: 3-5</b>	
<b>Unit Summary:</b> Students will show an understanding of the basic concepts that work together in the creation of theatrical works. Students will apply their knowledge of theatrical methods, media and skills towards creating, performing and/or presenting theatrical works. Students will explore the fundamentals of theatre through introduction to vocabulary, masterworks, improvisation and self-expression.	
<b>Learning Targets</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Visual and Performing Arts: Theatre</b>	
1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
1.1.5.C.2	Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
1.1.5.C.4	Explain the function of sensory recall and apply it to character development.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.5.C.1	Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.
1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus effect meaning in scripted and improvised performances.
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
<b>21st Century Standards</b>	
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve



	personal and professional goals.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
<b>Technology Standards</b>	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
<b>Interdisciplinary Standards</b>	
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Career Ready Practices</b>	
CRP6	Demonstrate creativity and innovation.
CRP4	Communicate clearly and effectively and with reason.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
<b>Unit Essential Question(s): (TSWBT)</b> <ul style="list-style-type: none"> <li>Identify what makes theatre a unique experience?</li> <li>Describe props and other technical elements and how they influence the mood/setting/characters of a play.</li> <li>Identify how actors use movement to express emotion and then do it themselves?</li> <li>How does theatre reflect our cultural norms of the time period and who are major playwrights historically?</li> <li>Critique elements of theatre using basic terminology.</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>All students can contribute and succeed in a theatrical context.</li> <li>Theatre relies on understanding of context and imagination.</li> <li>There is a wide variety of theatre</li> </ul>	
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Discuss the different types of theatre, how they mirror societal norms and list a couple major artists in the theatre.</li> <li>Imitate or create people, creatures, or things based on observation using body and facial expression</li> <li>Demonstrate the ability to follow a simple set of steps in a dramatic task.</li> <li>Describe the difference between theatre and real life</li> <li>Use appropriate theatre vocabulary to critique a live performance and compare with their peers.</li> <li>Recognize, mirror and create emotions/set mood through actions and technical elements in stories and dramatic plays and recognize how the audience reacts to these elements.</li> <li>Contribute positively and responsibly to ensemble activities.</li> <li>Respond within imaginary circumstances to objects, settings and conditions.</li> <li>Sustain concentration, focus and commitment in group activities with a shared performance goal.</li> <li>Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.</li> <li>Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story.</li> <li>Use technology to collaborate with classmates in creating a theatrical performance.</li> <li>Relate all the different needs of theatre to the workforce and identify skills that are useful in theatre as a trade.</li> </ul>	

## Evidence of Learning

**Formative Assessments:**

- Written or Drawn Work (using technology when appropriate):
  - Sharing feelings, dreams, and wishes about theatre and acting.
  - Planning and documenting choreographic process (sketching or collecting ideas for a skit/performance)
  - Personal responses to performances
- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objects and specified criteria. Students may set personal goals and identify personal competencies and challenges.
- Peer Critique/Assessment: Students may use rubrics and/or checklists to focus on offering constructive feedback to their peers.

**Summative/Benchmark Assessment(s):** A final performance (student or observed) with accompanying critique.

**Alternate assessment:** Project or oral assessment after school.

**Resources/Materials** (copy hyperlinks for digital resources):

Scripted works, as needed

Props, as needed

Open space in classroom or stage

<http://www.bbbpress.com/dramagames/>

<https://www.childdrama.com/warmups.html>

**Modifications:**

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| <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>o Extended time for assignment completion as needed</li> <li>o Ask students to restate information, directions, and assignments.</li> <li>o Preferential seating to be mutually determined by the student and teacher</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>o Extended time for assignment completion as needed</li> <li>o Assign a buddy, same language or English speaking</li> <li>o Modified assignments</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>o Extended time for assignment completion as needed</li> <li>o Ask students to restate information, directions, and assignments.</li> <li>o Preferential seating to be mutually determined by the student and teacher</li> </ul> </li> <li>• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>o Use of Higher Level Questioning Techniques</li> <li>o Inquiry-based instruction</li> <li>o Adjusting the pace of lessons</li> </ul> </li> </ul> |
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**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame to complete
<b>Week 1: Improvisation and Self-Expression</b>	Students will demonstrate understanding of different genre of theatre and how they help define cultural values. Students will identify guidelines for successful improvisation in a group setting.	1-2 days
<b>Week 2: Stage</b>	Students will demonstrate understanding of stage	1 day



<b>Directions and Vocabulary</b>	directions through movement games. Students will use theatre vocabulary to describe a performance.	
<b>Week 3: Body Language and Movement</b>	Students will demonstrate awareness of vocal range, personal space, and character-specific vocal and creative movement choices.	1 day
<b>Week 4: Observing/Performing and Reflecting</b>	Students will synthesize their knowledge and skills accumulated over course of unit to reflect on a classroom or observed performance.	1 day
<b>Week 5: Observing/Performing and Reflecting</b>	Students will synthesize their knowledge and skills accumulated over course of unit to reflect on a classroom or observed performance.	1-2 days
<b>Teacher Notes:</b> N/A		
<b>Additional Resources</b> Click links below to access additional resources used to design this unit <a href="https://www.state.nj.us/education/modelcurriculum/vpa/t/">https://www.state.nj.us/education/modelcurriculum/vpa/t/</a> <a href="https://www.state.nj.us/education/aps/cccs/career/">https://www.state.nj.us/education/aps/cccs/career/</a> <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a>		

<b>UDL Guidelines: Presentation Methods</b>	<b>UDL Guidelines: Action and Expression Methods</b>	<b>UDL Guidelines: Engagement Methods</b>
<ul style="list-style-type: none"> <li>• Small group/large group instruction</li> <li>• Individual instruction</li> <li>• Smart Board presentations/demonstrations</li> <li>• Videos</li> <li>• Printed handouts</li> <li>• Teacher led discussion</li> <li>• Student led discussion</li> <li>• Oral storytelling</li> <li>• Read aloud from books/text</li> </ul>	<ul style="list-style-type: none"> <li>• Slideshows</li> <li>• Printed handouts</li> <li>• Google Accounts</li> <li>• Email communication</li> <li>• Google Classroom</li> <li>• Google Drive documents</li> <li>• Teacher created worksheets, tests, quizzes</li> <li>• Google Forms quizzes</li> <li>• Print &amp; digital resources</li> </ul>	<ul style="list-style-type: none"> <li>• Google sheets data collection</li> <li>• Art</li> <li>• Makerspace exploration</li> <li>• Written assignments</li> <li>• Teacher goals/needs</li> <li>• Student goals/needs</li> <li>• Intrinsic motivation</li> <li>• Lecture</li> <li>• Posters</li> </ul>