

Theatre

3-5

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

June, 21, 2022

Born on **June 21, 2022**

Theatre 3-5

Course Description:

The Theatre 3-5 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.

Course Sequence:

Unit 1:

Week 1: Improvisation and Self-Expression

Week 2: Stage Directions and Vocabulary

Week 3: Body Language and Movement

Unit 2:

Week 4: Observing/Performing and Reflecting

Week 5: Observing/Performing and Reflecting

Week 6: Vocabulary & Analysis

Pre-requisite: Theatre K-2.

Unit 1 - Overview**Content Area:** Theatre**Unit Title:** Creative Exploration- Unit 1**Grade Level:** 3-5**Core Ideas:** Students will explore the fundamentals of theatre through introduction to vocabulary and improvisation. Students will show an understanding of the basic concepts that work together in the creation of theatrical works.**Unit 1 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

1.4.5.Cr1a	Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
1.4.5.Cr2b	Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.
1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
1.4.5.Pr4a	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.
1.4.5.Pr4b	Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
1.4.5.Pr5b	Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.
1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
1.4.5.Re8c	Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.
1.4.5.Re9b	Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

LGBT	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Ex: Discuss Shakespeare's use of male actors in female roles, due to gender norms of the time period.
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Interdisciplinary Connection

6.1.5. CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5. CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Unit Essential Question(s):

- What are key elements of a successful theatrical performance?

Unit Enduring Understandings:

- Theatrical success is grounded in understanding of plot and characters, along with use of imagination.

Evidence of Learning

Formative Assessments: Classroom performances, class discussion.
Summative/Benchmark Assessment(s): Classroom performances, critiques.
Alternative Assessments: One-on-one discussion or performance.

Resources/Materials: Scripted works, as needed Props, as needed Open space in classroom or stage http://www.bbbpress.com/dramagames/ https://www.childdrama.com/warmups.html	Key Vocabulary: Improvisation, collaboration, decision-making, alternative choices.
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Improvisation	Students will demonstrate understanding of guidelines for successful improvisation in a group setting.	1 Class Period
2	Self-Expression	Students will identify personal reactions to imagined situations, demonstrating an understanding of their own self-bias.	1 Class Period
3	Stage Directions	Students will demonstrate understanding of stage directions through movement games. Students will use theatre vocabulary to describe a performance.	1 Class Period
4	Body Language and Movement	Students will demonstrate awareness of vocal range, personal space, and character-specific vocal and creative movement choices.	1 Class Period

Teacher Notes: N/A

Additional Resources: State of New Jersey Department of Education Website

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, higher-level questioning.	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

Unit 2 Overview**Content Area:** Theatre**Unit Title:** Creative Expression- Unit 2**Grade Level:** 3-5**Core Ideas:** Students will explore the fundamentals of theatre through student-led performances and analysis of masterworks. Students will apply their knowledge of theatrical methods, media and skills towards creating, performing and/or presenting theatrical works.**Unit 2 - Standards****Standards (Content and Technology):****CPI#:** **Statement:****Performance Expectations (NJSLs)**

1.4.5.Cr1b	Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
1.4.5.Cr2a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
1.4.5.Cr3b	Use and adapt sounds and movements in a guided drama experience.
1.4.5.Cr3c	Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
1.4.5.Pr5a	Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
1.4.5.Re8a	Develop and implement a plan to evaluate drama/theatre work.
1.4.5.Re2b	Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
1.4.5.Re9a	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.
1.4.5.Re9c	Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
1.4.5.Cn10a	Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
1.4.5.Cn11a	Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
1.4.5.Cn11b	Compare the drama/theatre conventions of a given time period with those of the present.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

SEL	Creating/Self-Awareness: The act of creating and sharing a work of theatre requires students to be vulnerable. Theatrical performances reflect and convey our emotions, and allow us to show a piece of ourselves to others. Such sharing requires self-confidence and self-awareness, pulling from our own personal experiences, as taught in the "method" technique by Lee Strasberg.
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Interdisciplinary Connection

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6.1.5. CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Unit Essential Question(s): <ul style="list-style-type: none"> What are the qualities of an actor? 	Unit Enduring Understandings: <ul style="list-style-type: none"> All students can contribute and succeed in a theatrical context.
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Evidence of Learning

Formative Assessments: Classroom performances, class discussion.

Summative/Benchmark Assessment(s): Classroom performances, critiques.

Alternative Assessments: One-on-one discussion or performance.

Resources/Materials:

Scripted works, as needed

Props, as needed

Open space in classroom or stage

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

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

Key Vocabulary:

Cast, plot, characters, props.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Rehearse/Reflect	Students will rehearse with peers on a classroom performance, identifying areas of weakness and strength. Students will adjust their rehearsal strategy as needed.	1 Class Period
2	Perform/Reflect	Students will synthesize their knowledge and skills accumulated over course of unit to reflect on a classroom or observed performance.	1 Class Period
3	Observe/Reflect	Students will synthesize their knowledge and skills accumulated over course of unit to reflect on a classroom or observed performance.	1 Class Period
4	Vocabulary & Analysis	Students will use theatre vocabulary to describe and analyze a master performance.	1 Class Period

Teacher Notes: N/A

Additional Resources: State of New Jersey Department of Education Website

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505 Students
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