

**Belvidere Cluster Wide
Theater Curriculum
Grades 3-5
Updated November, 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

ELA:

NJLSA.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.

NJLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJLSA.R3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJLSA.R4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJLSA.W10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies:

3rd and 4th Grade

6.1.4.D.18

Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19

Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

5th Grade

6.2.8.D.1.b

Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

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.E.1

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Education & Training
- Hospitality & Tourism

- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Create a visual identifying the elements of theatre.
- Create a picture dictionary of theatre terminology. Provide alternative response choices to questions on the elements of theatre.
- 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.

ELL

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label theatre and classroom materials
- Word walls

At Risk

- Repeat directions as needed.
- 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 students 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
- Incorporate student choice in activities.
- Use a graphic organizer to categorize elements of theater.

Gifted and Talented

- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Create and lead the class in a theatre games, activities, or process drama techniques.
- Curriculum compacting
- Inquiry-based instruction

504

- Create a visual identifying the elements of theatre.
- Create a picture dictionary of theatre terminology.
- Provide alternative response choices to questions on the elements of theatre.
- Utilize modifications and accommodations delineated in the student's 504 Plan.
- 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.

Unit #1, Theatre Components, Grades 3-5

Content Area: **Theater**
Course(s): **Theater**
Length: **60 days**
Status: **Published**

Enduring Understanding

Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.

Essential Questions

What are the 5 W's and how are they used in identifying setting, plot and character?

How can you identify the setting?

What are key elements in creating a stage?

New Jersey Student Learning Standards

VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.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.
VPA.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).

Student Learning Objectives

- Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
- Identify how the script requirements of environment, time and actions influence the design of a scene.
- Observe the relationship between the actor and the audience.
- Identify and understand the principal types of theater and performance spaces.
- Identify the basic area of a stage and a theater.
- Describe a setting that will enhance the mood of a scene (e.g., a forest on a moonless night).
- Identify how light can be used to suggest the setting and mood of the play.
- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria
- Define technical proficiency using the elements of the arts and principles of design.

Instructional Activities

- Use cultural tales with choral readings, reader's theatre, narrative mimes, etc. to apply and practice performance techniques.
- Locate and identify theater artifacts from contemporary or historical theater using original documents or reprints, including programs, articles, posters, and photos of notable theater professionals.
- Use online resources to deepen students' understanding of theater performance by researching historical and cultural setting, period dress and customs.
- Create a simple timeline with graphics and text illustrating the major eras of theater history, from antiquity to contemporary times.
- Compare two productions of the same play by different artistic teams/cultures.

Texts and Resources

Elements of Drama Video <https://www.youtube.com/watch?v=SGmgLVHfaY4>
Characters, Plot, Setting and Symbolism
<https://study.com/academy/lesson/elements-of-drama-characters-plot-setting-symbolism.html>
Kids4Broadway <http://www.pacificsites.com/~kidsplay/about.htm>

Assessment

**Use of NJ Model Curriculum assessment rubrics

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Analyzing primary source documents on the history of theatre in various cultures.
Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research.
Use technology to create a presentation
Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

Unit #2, History of Theatre, Grades 3-5

Content Area: **Theater**
Course(s): **Theater**
Length: **60 days**
Status: **Published**

Enduring Understanding

Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.

Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.

Theatre requires active participation.

Theatre artists are aware of their thinking process and analyze their own learning in order to evaluate and make choices for improving the quality of their work.

Theatre interprets and reflects upon history, society, and culture.

Essential Questions

How can you recognize the cultural and historical context of a dramatic work?

How can you identify the historical environment of a theatrical work using scene, costumes and props?

New Jersey Student Learning Standards

VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.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.
VPA.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).

Student Learning Objectives

- Identify and understand the purposes of theater in various eras and cultures.
- Understand the role of theater in various communities.
- 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).
- Describe the culture in the world of a play and compare it to the world that produced the play.
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- Articulate cultural, historical and social context of their original work.
- Identify major historical periods of theater.
- Recognize that theater has a distinct history reflecting the society and culture of its time.
- Describe what can be deduced about a society/community's values based on a representative play from that culture.

Instructional Activities

- Compare two productions of the same play by different artistic teams/cultures.
- Hypothesize the ways in which a story would change by being written by a different person from a different time and place.
- Research an artist whose work transformed a genre (e.g., Beckett, Ibsen) or represented a break with the old form, (e.g., Stanislavski, Jerome Kern).
- Use cultural tales with choral readings, reader's theatre, narrative mimes, etc. to apply and practice performance techniques.
- Locate and identify theater artifacts from contemporary or historical theater using original documents or reprints, including programs, articles, posters, and photos of notable theater professionals.

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- Use online resources to deepen students' understanding of theater performance by researching historical and cultural setting, period dress and customs.
 - Create a simple timeline with graphics and text illustrating the major eras of theater history, from antiquity to contemporary times.

Texts and Resources

Elements of Drama Video <https://www.youtube.com/watch?v=SGmgLVHfaY4>

Characters, Plot, Setting and Symbolism

<https://study.com/academy/lesson/elements-of-drama-characters-plot-setting-symbolism.html>

Kids4Broadway <http://www.pacificsites.com/~kidsplay/about.htm>

Assessment

**Use of NJ Model Curriculum assessment rubrics

Formative assessments

Direct feedback of student performance by teacher
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Analyzing primary source documents on the history of theatre in various cultures.
Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research.
Use technology to create a presentation
Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric.

Unit #3, Theatre Performance, Grades 3-5

Content Area: **Theater**
Course(s): **Theater**
Length: **60 days**
Status: **Published**

Enduring Understanding

Theatre artists embrace creative risks and the opportunity to learn from the choices they make.

Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.

The arts demand learning to reach beyond one's perceived capacities by taking creative risks.

Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.

Theatre artists embrace creative risks and the opportunity to learn from the choices they make.

Theatre artists acquire specific skills and knowledge to use in creating theatre.

Create a setting appropriate to a story. Use simple objects and materials for props, costumes, and physical settings.

Use variations of voice, movement, and gesture for different characters.

Essential Questions

How can you apply imaginative, analytical and process skills needed when creating original dramatic works?

New Jersey Student Learning Standards

VPA 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.
VPA 1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA 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.
VPA 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.

Student Learning Objectives

- 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

Instructional Activities

- Write an original exchange between two characters in which a conflict is revealed.
- Through storytelling or puppetry, tell a short original or traditional story using theater skills.
- Develop a real or imaginary character and perform as that character.

Texts and Resources

Various online video clips of productions

Script-writing resources <https://www.mensaforkids.org/teach/lesson-plans/writing-a-screenplay/>

<https://screencraft.org/2018/06/25/how-to-teach-screenwriting-to-kids/>

<https://penstolens.com/learning-resources/students/>

Assessment

**Use of NJ Model Curriculum assessment rubrics

Formative assessments

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Self assessment

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Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Analyzing primary source documents on the history of theatre in various cultures.
Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research.
Use technology to create a presentation on the impact of theatre on specific groups of people and historical events
Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric.