

RUTHERFORD PUBLIC SCHOOLS

COURSE TITLE

Theatre Grades 3-5

LENGTH

Full Year
Grades 3, 4, and 5

DEPARTMENT

Fine, Practical, and Performing Arts
Megan Caughey, Supervisor of Elementary Education
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

SCHOOL

Lincoln School (Grade 3)
Washington School (Grade 3)
Pierrepont School (Grades 4&5)

DATE

Initial Approval: September 10, 2018

Theatre: Grades 3-5

Unit 1: Elements of Theatre

Time Allotted: Approximately 10 Weeks – Infusion and Weekly Instruction

New Jersey Student Learning Standards (NJSLS)

- 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.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 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.B.4 Define technical proficiency, using the elements of the arts and principles of design.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> - 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. - 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 	<ul style="list-style-type: none"> - Play theatre games, activities, or process drama techniques to experience and identify: Sensory recall, visualization, pitch, tempo, rhythm in expressive voice, expressive movements, emotional interaction and exchange with others. - Through research, editing, revision and critique, students become aware of the various stages of theatrical play writing. - Create different characters for a plot. - Develop a blueprint for a stage scene. - Create a CD of music and sound effects for a scene. - Create dialogue for various plots. - Analyze dramatic elements that 	<ul style="list-style-type: none"> - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. <p>Sample Rubric</p> <p>Sample Assessment 1: Grade 3 Sample Scoring Guide 1: Grade 3</p> <p>Sample Assessment 2: Grade 3 Sample Score Guide 2: Grade 3</p> <p>Sample Assessment 3: Grade 3 Sample Scoring Guide 3: Grade 3</p> <p>Sample Assessment 4: Grade 5 Sample Scoring Rubric 4: Grade 5</p>

	<p>and a theater.</p> <ul style="list-style-type: none"> - 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. 	<p>create mood. Identify motives and objectives of characters in a story.</p> <ul style="list-style-type: none"> - Discuss how character motives influence actions and outcomes. - Understand the essentials of a scene (setting, change, conflict, character needs). 	<p>Sample Assessment 5: Grade 5 Sample Scoring Rubric 5: Grade 5</p> <p>Sample Assessment 6: Grade 5 Sample Assessment 6: Grade 5</p>
Resources/Materials	<ul style="list-style-type: none"> - Video: Elements of Drama - Video: Drama - Elements of Drama: Characters, Plot, Setting & Symbolism - Acting: A Student's Guide - Kids 4 Broadway - Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009. - Glossary of Terms 		
Interdisciplinary Connections	<p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
21st Century Life and Careers	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Technology Standards	<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Create a world wall with key theatre terms/vocabulary. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Incorporate student choice in activities. ● Use a graphic organizer to categorize elements of theater. ● Repeat directions as needed. 	<ul style="list-style-type: none"> ● Create and lead the class in a theatre games, activities, or process drama techniques.

Theatre: Grades 3-5

Unit 2: History of the Arts and Culture

Time Allotted: Approximately 10 Weeks – Infusion and Weekly Instruction

New Jersey Student Learning Standards (NJSLS)

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.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

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).

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> - Identify and understand the purposes of theater in various eras and cultures. - Understand the role of theater in various communities. - 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. - 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, 	<ul style="list-style-type: none"> - 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. - Use online resources to deepen students’ understanding of theater performance by 	<ul style="list-style-type: none"> - Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric. - Additional Assessments may include: <ul style="list-style-type: none"> - 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. <p>Sample Rubric</p> <p>Sample Assessment 1: Grade 3</p> <p>Sample Scoring Guide 1: Grade 3</p> <p>Sample Assessment 2: Grade 3</p>

	<p>music, theatre, and visual art as a reflection of societal values and beliefs.</p> <ul style="list-style-type: none"> - Articulate cultural, historical and social context of their original work. 	<p>researching historical and cultural setting, period dress and customs.</p> <ul style="list-style-type: none"> - Create a simple timeline with graphics and text illustrating the major eras of theater history, from antiquity to contemporary times. 	<p>Sample Score Guide 2: Grade 3</p> <p>Sample Assessment 3: Grade 3</p> <p>Sample Scoring Guide 3: Grade 3</p> <p>Sample Assessment 4: Grade 5</p> <p>Sample Scoring Rubric 4: Grade 5</p> <p>Sample Assessment 5: Grade 5</p> <p>Sample Scoring Rubric 5: Grade 5</p> <p>Sample Assessment 6: Grade 5</p> <p>Sample Assessment 6: Grade 5</p>
Resources/Materials	<ul style="list-style-type: none"> - Theatre Lesson for Kids: History & Timeline - Theatre Lesson for Kids: History of Musical Theatre - DeSpain, Lisa. Kids Musical Theater Anthology. Hal Leonard Corp., 2008 - Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992. - Glossary of Terms 		
Interdisciplinary Connections	<p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
21st Century Life and Careers	<p>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.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		

Technology Standards	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.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Use sentence/paragraph frames to assist with writing reports. ● Create a world wall with cultural theatre names/vocabulary. ● Work with a partner to develop written reports and journal entries. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Use sentence/paragraph frames to assist with writing reports. ● Create a world wall with cultural theatre names/vocabulary. ● Utilize graphic responses in journals. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Invite parents/guardians to participate in sharing cultural plays. ● Provide an outline for journal entries and study guides. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Create an original play based on the cultural themes and theatre elements of a particular style. ● Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time period or culture.

Theatre: Grades 3-5

Unit 3: Aesthetic Response

Time Allotted: Approximately 10 Weeks – Infusion and Weekly Instruction

New Jersey Student Learning Standards (NJSLS)

1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

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.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.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.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.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - What are some methods that can be used to support and critique yourself and your peers in positive way? - How can you review a theater event based on the elements found in the performance and production of the dramatic work being observed? 	<ul style="list-style-type: none"> - Review a theater event based on observed elements in theater performance and production. - Understand theater as a shared communal experience between audience and actor. - Develop an understanding of personal aesthetic and choice as related to production intent. - Critique themselves and others in a respectful and constructive manner. - Use reflection and analysis to evaluate their work and the work of their peers in a productive way. - Compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including, film, television, electronic media, and other art forms. 	<ul style="list-style-type: none"> - Identify and express in a class discussion students' favorite parts of a performance. - Evaluate a production based on the based on the merits of its physical realization, direction, blocking, actors' interpretation of character, design, faithfulness to the ideas of the playwright, and clarity of communication. - Critique the technical proficiency of a production based on how well sets, light and sound are used in realizing the director's vision. 	<ul style="list-style-type: none"> - Write a critique of a performance. Share compositions orally. <p>Sample Rubric</p> <p>Sample Assessment 1: Grade 3 Sample Scoring Guide 1: Grade 3</p> <p>Sample Assessment 2: Grade 3 Sample Score Guide 2: Grade 3</p> <p>Sample Assessment 3: Grade 3 Sample Scoring Guide 3: Grade 3</p> <p>Sample Assessment 4: Grade 5 Sample Scoring Rubric 4: Grade 5</p> <p>Sample Assessment 5: Grade 5 Sample Scoring Rubric 5: Grade 5</p> <p>Sample Assessment 6: Grade 5 Sample Assessment 6: Grade 5</p>

Resources/Materials	Broadway video clips that can be used to teaching the art of critique: <ul style="list-style-type: none"> • The Lion King: The Circle of Life • Matilda the Musical • Annie: It's Hard Knock Life Glossary of Terms		
Interdisciplinary Connections	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.		
21st Century Life and Careers	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.		
Technology Standards	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater). 	<ul style="list-style-type: none"> • Work with a peer to develop a critique/review of a short theatre performance. 	<ul style="list-style-type: none"> • Conference with teacher during the critique/review process. 	<ul style="list-style-type: none"> • Write detailed reflections to live and/or video performances.

Theatre: Grades 3-5

Unit 4: Performance

Time Allotted: Approximately 10 Weeks – Infusion and Weekly Instruction

New Jersey Student Learning Standards (NJSLS)

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.

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

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How can you apply imaginative, analytical and process skills needed when creating original dramatical works? 	<ul style="list-style-type: none"> - 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. - Plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater. - Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations. 	<ul style="list-style-type: none"> - Write an original exchange between two characters in which a conflict is revealed. - Create and perform a scene using at least three of the senses to communicate the reality of the environment, or the character’s situation. - 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. - Develop scenes through improvisation theater games, or writing that have distinct characters. - Improve a scene based on written material such as a newspaper article or journal. - Create a drama based on a short story or poem. Use simple costumes, props, and light to enhance the drama. - Work as a member of an ensemble. 	<ul style="list-style-type: none"> - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. <p>Sample Rubric</p> <p>Sample Assessment 1: Grade 3 Sample Scoring Guide 1: Grade 3</p> <p>Sample Assessment 2: Grade 3 Sample Score Guide 2: Grade 3</p> <p>Sample Assessment 3: Grade 3 Sample Scoring Guide 3: Grade 3</p> <p>Sample Assessment 4: Grade 5 Sample Scoring Rubric 4: Grade 5</p> <p>Sample Assessment 5: Grade 5 Sample Scoring Rubric 5: Grade 5</p> <p>Sample Assessment 6: Grade 5 Sample Assessment 6: Grade 5</p>
<p>Resources/Materials</p>	<ul style="list-style-type: none"> - Acting for Kids: Episode 1 - Childdrama.com 		

	<ul style="list-style-type: none"> - Acting and Improvisation- Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012. - Glossary of Terms
Interdisciplinary Connections	<p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
21st Century Life and Careers	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Technology Standards	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Create visual of common character emotions. ● Display labeled image of stage components. ● Highlight individual speaking parts to provide visual assistance during performance. 	<ul style="list-style-type: none"> ● Choose time, place, mood or theme to focus on when performing a particular theatrical piece. ● Work with a peer to develop a short theatre performance. ● Highlight individual speaking parts to provide visual assistance during performance. 	<ul style="list-style-type: none"> ● Invite parents/guardians to view and/or participate in a theatre performance. ● Break dialogue into smaller pieces. ● Conference with teacher during the acting planning process. 	<ul style="list-style-type: none"> ● Compare and contrast performance techniques from two or more theatrical styles and present findings to peers. ● Write and performer longer theatrical works, individually and in collaboration with peers.