

**Englewood Public School District**  
**3-5 Theatre**  
**Unit 1: Elements of Theatre**

**Overview:** This curriculum addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes towards art and the discipline or are, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit. In addition, it is structured to allow for the maximum of crossover with other parts of the Elementary curriculum to create a whole learning approach. It is a guiding principle of this curriculum that drama can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited.

**Time Frame:** Approximately 10 Weeks

**Enduring Understandings:**

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

**Essential Questions:** *Students will keep considering...*

- 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?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs</b>  <b>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from</b>	Students will: <ul style="list-style-type: none"> <li>• Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</li> <li>• Define technical proficiency, using the elements of the arts and principles of design.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two productions of the same play by different artistic teams/cultures.</li> <li>• Hypothesize the ways in which a story would change by being written by a different person from a different time and place.</li> <li>• Research an artist whose work transformed a genre</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Video: Elements of Drama</a></li> <li>• <a href="#">Video: Drama</a></li> <li>• <a href="#">Elements of Drama: Characters, Plot, Setting &amp; Symbolism</a></li> <li>• <a href="#">Acting: A Student's Guide</a></li> <li>• <a href="#">Kids 4 Broadway</a></li> </ul>	<b>Teacher Observation</b> <ul style="list-style-type: none"> <li>• Use a variety of vocal tones and breath control to create a character's feelings and mood.</li> <li>• Use basic analysis skills to perform a character within a scene.</li> <li>• Performance rubrics</li> </ul>

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).**

- 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.
- (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 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.
- Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009.
- [Glossary of Terms](#)
- Performance task checklist

#### **Self-Assessment**

- Self reflection - Mapping ones journey
- Critique a performance of script using pre-developed criteria.

#### **Peer Assessment**

- Pair-share
- Peer evaluation and observation
- Critique a performance of script using pre-developed criteria.

#### **Teacher Assessment**

- Performance rubrics
- Performance task checklist

#### [Sample Rubric](#)

#### [Sample Assessment 1: Grade 3](#)

#### [Sample Scoring Guide 1: Grade 3](#)

#### [Sample Assessment 2: Grade 3](#)

#### [Sample Score Guide 2: Grade 3](#)

#### [Sample Assessment 3: Grade 3](#)

[Sample Scoring Guide 3:  
Grade 3](#)

[Sample Assessment 4:  
Grade 5](#)

[Sample Scoring Rubric 4:  
Grade 5](#)

[Sample Assessment 5:  
Grade 5](#)

[Sample Scoring Rubric 5:  
Grade 5](#)

[Sample Assessment 6:  
Grade 5](#)

[Sample Assessment 6:  
Grade 5](#)

Alternative Assessments  
may include:

- 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.

### Integration of 21st Century Standards NJSLS 9:

#### 3<sup>rd</sup> & 4<sup>th</sup> Grade

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

#### 5<sup>th</sup> Grade

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Theatre curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Theatre requirements. This will include allowing more opportunities to demonstrate creativity and the design of original works.

#### English Language Learners

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines

#### Special Education

- Create a visual identifying the elements of theatre.
- Create a picture dictionary of theatre terminology.

#### At-Risk

- Incorporate student choice in activities.
- Use a graphic organizer to categorize elements of theater.

#### Gifted and Talented

- Create and lead the class in a theatre games, activities, or process drama techniques.
- Curriculum compacting
- Inquiry-based instruction

<ul style="list-style-type: none"> <li>• Label theatre and classroom materials</li> <li>• Word walls</li> </ul>	<ul style="list-style-type: none"> <li>• Provide alternative response choices to questions on the elements of theatre.</li> <li>• Utilize modifications and accommodations delineated in the student's IEP.</li> <li>• Work with paraprofessional</li> <li>• 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.</li> <li>• Work with a partner</li> <li>• 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).</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements to reduce activity time.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat directions as needed.</li> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time.</li> <li>• Teachers may modify instructions by modeling what the student is expected to do.</li> <li>• Instructions may be printed out in large print and hung up for the students to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given</li> </ul>	<ul style="list-style-type: none"> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>
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**Interdisciplinary Connections:**

**ELA:**

**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.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**NJSLSA.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.

**NJSLSA.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:**

**3<sup>rd</sup> and 4<sup>th</sup> 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.

**5<sup>th</sup> 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.

**Integration of Technology Standards NJSL 8:**

**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 Ready Practices:**

**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.

**Englewood Public School District**  
**3-5 Theatre**  
**Unit 2: History of the Arts and Culture**

**Overview:** This curriculum addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes towards art and the discipline or are, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit. In addition, it is structured to allow for the maximum of crossover with other parts of the Elementary curriculum to create a whole learning approach. It is a guiding principle of this curriculum that drama can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited.

**Time Frame:** Approximately 10 Weeks

**Enduring Understandings:**

- 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:** *Students will keep considering...*

- 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?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.  <b>1.2.5.A.3</b> Determine the impact of significant	Students will: <ul style="list-style-type: none"> <li>• Identify and understand the purposes of theater in various eras and cultures.</li> <li>• Understand the role of theater in various communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two productions of the same play by different artistic teams/cultures.</li> <li>• Hypothesize the ways in which a story would change by being written by a different</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Theatre Lesson for Kids: History &amp; Timeline</a></li> <li>• <a href="#">Theatre Lesson for Kids: History of Musical Theatre</a></li> <li>• DeSpain, Lisa. Kids Musical Theater</li> </ul>	<b>Teacher Observation</b> <ul style="list-style-type: none"> <li>• Use a variety of vocal tones and breath control to create a character's feelings and mood.</li> </ul>

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).

<ul style="list-style-type: none"><li>• Identify major historical periods of theater.</li><li>• Recognize that theater has a distinct history reflecting the society and culture of its time.</li><li>• Describe what can be deduced about a society/community's values based on a representative play from that culture.</li><li>• 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).</li><li>• Describe the culture in the world of a play and compare it to the world that produced the play.</li><li>• Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li><li>• Articulate cultural, historical and social context of their original work.</li></ul>	<ul style="list-style-type: none"><li>• person from a different time and place.</li><li>• 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).</li><li>• Use cultural tales with choral readings, reader's theatre, narrative mimes, etc. to apply and practice performance techniques.</li><li>• 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.</li><li>• Use online resources to deepen students' understanding of theater performance by researching historical and cultural setting, period dress and customs.</li><li>• Create a simple timeline with graphics and text illustrating the major eras of theater</li></ul>	<p>Anthology. Hal Leonard Corp., 2008.</p> <ul style="list-style-type: none"><li>• Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992.</li><li>• <a href="#">Glossary of Terms</a></li></ul>	<ul style="list-style-type: none"><li>• Use basic analysis skills to perform a character within a scene.</li><li>• Performance rubrics</li><li>• Performance task checklist</li></ul> <p><b>Self-Assessment</b></p> <ul style="list-style-type: none"><li>• Journal entries</li><li>• Self reflection - Mapping ones journey</li><li>• Critique a performance of script using pre-developed criteria.</li></ul> <p><b>Peer Assessment</b></p> <ul style="list-style-type: none"><li>• Pair-share</li><li>• Peer evaluation and observation</li><li>• Critique a performance of script using pre-developed criteria.</li></ul> <p><b>Teacher Assessment</b></p> <ul style="list-style-type: none"><li>• Performance rubrics</li><li>• Performance task checklist</li></ul> <p><a href="#">Sample Rubric</a></p> <p><a href="#">Sample Assessment 1: Grade 3</a></p> <p><a href="#">Sample Scoring Guide 1: Grade 3</a></p>
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history, from antiquity  
to contemporary times.

[Sample Assessment 2:  
Grade 3](#)

[Sample Score Guide 2:  
Grade 3](#)

[Sample Assessment 3:  
Grade 3](#)

[Sample Scoring Guide 3:  
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[Sample Assessment 4:  
Grade 5](#)

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[Sample Assessment 5:  
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[Sample Scoring Rubric 5:  
Grade 5](#)

[Sample Assessment 6:  
Grade 5](#)

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- Alternative Assessments may include:
  - 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.

### **Integration of 21st Century Standards NJSLS 9: 3<sup>rd</sup> & 4<sup>th</sup> Grade**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **5<sup>th</sup> Grade**

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Theatre curriculum.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL,

time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Theatre requirements. This will include allowing more opportunities to demonstrate creativity and the design of original works.

<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label theatre and classroom materials</li> <li>• Word walls</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Create a visual identifying the elements of theatre.</li> <li>• Create a picture dictionary of theatre terminology.</li> <li>• Provide alternative response choices to questions on the elements of theatre.</li> <li>• Utilize modifications and accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• 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.</li> <li>• Work with a partner</li> <li>• 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).</li> </ul>	<p><b>At-Risk</b></p> <ul style="list-style-type: none"> <li>• Incorporate student choice in activities.</li> <li>• Use a graphic organizer to categorize elements of theater.</li> <li>• Repeat directions as needed.</li> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the students to see during the time of the lesson</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed</li> <li>• Oral prompts can be given</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• Create and lead the class in a theatre games, activities, or process drama techniques.</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>
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	<ul style="list-style-type: none"> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements to reduce activity time</li> </ul>		
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### **Interdisciplinary Connections:**

#### **ELA:**

**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.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**NJSLSA.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.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.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:**

##### **3<sup>rd</sup> & 4<sup>th</sup> Grade**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

##### **5<sup>th</sup> 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.

### **Integration of Technology Standards NJSLS 8:**

**8.1.5.A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

### **Career Ready Practices:**

**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.

**Englewood Public School District**  
**3-5 Theatre**  
**Unit 3: Aesthetic Response**

**Overview:** This curriculum addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes towards art and the discipline or are, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit. In addition, it is structured to allow for the maximum of crossover with other parts of the Elementary curriculum to create a whole learning approach. It is a guiding principle of this curriculum that drama can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited.

**Time Frame:** Approximately 10 Weeks

**Enduring Understandings:**

- 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 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 artists share stories about the human experience.
- Theatre fosters an understanding of oneself and his or her place in the world.

**Essential Questions:** *Students will keep considering...*

- 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?

Standards	Topics and Objectives	Activities	Resources	Assessments
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	Students will: <ul style="list-style-type: none"> <li>Review a theater event based on observed elements in theater performance and production.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and express in a class discussion students' favorite parts of a performance.</li> <li>Evaluate a production based on the based on the merits of its</li> </ul>	Broadway video clips that can be used to teaching the art of critique: <ul style="list-style-type: none"> <li><a href="#">The Lion King: The Circle of Life</a></li> </ul>	<b>Teacher Observation</b> <ul style="list-style-type: none"> <li>Use a variety of vocal tones and breath control to create a character's feelings and mood.</li> </ul>

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.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.

- 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.

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.

- [Matilda the Musical](#)
- [Annie: It's Hard Knock Life](#)
- [Glossary of Terms](#)

- Use basic analysis skills to perform a character within a scene.
- Performance rubrics
- Performance task checklist

#### **Self-Assessment**

- Journal entries
- Self reflection - Mapping ones journey
- Critique a performance of script using pre-developed criteria.

#### **Peer Assessment**

- Pair-share
- Peer evaluation and observation
- Critique a performance of script using pre-developed criteria.

#### **Teacher Assessment**

- Performance rubrics
- Performance task checklist

[Sample Rubric](#)

[Sample Assessment 1: Grade 3](#)

[Sample Scoring Guide 1: Grade 3](#)

[Sample Assessment  
2: Grade 3](#)

[Sample Score Guide  
2: Grade 3](#)

[Sample Assessment  
3: Grade 3](#)

[Sample Scoring  
Guide 3: Grade 3](#)

[Sample Assessment  
4: Grade 5](#)

[Sample Scoring  
Rubric 4: Grade 5](#)

[Sample Assessment  
5: Grade 5](#)

[Sample Scoring  
Rubric 5: Grade 5](#)

[Sample Assessment  
6: Grade 5](#)

[Sample Assessment  
6: Grade 5](#)

Alternative Assessments  
may include:

- 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.

### **Integration of 21st Century Standards NJSL 9:**

#### **3<sup>rd</sup> & 4<sup>th</sup> Grade**

**9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

#### **5<sup>th</sup> Grade**

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Theatre curriculum.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -



**Students at risk of school failure:** Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Theatre requirements. This will include allowing more opportunities to demonstrate creativity and the design of original works.

<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater).</li> <li>• Add visual word walls to better illustrate the meaning of content vocabulary.</li> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label theatre and classroom materials</li> <li>• Word walls</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Work with a peer to develop a critique/review of a short theatre performance.</li> <li>• Create a visual identifying the elements of theatre.</li> <li>• Create a picture dictionary of theatre terminology.</li> <li>• Provide alternative response choices to questions on the elements of theatre.</li> <li>• Utilize modifications and accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• 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.</li> <li>• Work with a partner</li> </ul>	<p><b>At-Risk</b></p> <ul style="list-style-type: none"> <li>• Incorporate student choice in activities.</li> <li>• Use a graphic organizer to categorize elements of theater.</li> <li>• Repeat directions as needed.</li> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the students to see during the time of the lesson</li> <li>• Review behavior expectations and make adjustments for personal</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• Write detailed reflections to live and/or video performances.</li> <li>• Create and lead the class in a theatre games, activities, or process drama techniques.</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements to reduce activity time</li> </ul>	space or other behaviors as needed <ul style="list-style-type: none"> <li>• Oral prompts can be given</li> </ul>	
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**Interdisciplinary Connections:**

**ELA - NJSLS/ELA:**

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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.

**Social Studies:**

**3<sup>rd</sup> & 4<sup>th</sup> Grade**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**5<sup>th</sup> 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.

**Physical Education:**

**2.5.4.A.3** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

**2.5.4.A.4** Correct movement errors in response to feedback and explain how the change improves performance.

**Integration of Technology Standards NJSL 8:**

**8.1.5.A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**Career Ready Practices:**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

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

**Englewood Public School District**  
**3-5 Theatre**  
**Unit 4: Performance**

**Overview:** This curriculum addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes towards art and the discipline or are, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit. In addition, it is structured to allow for the maximum of crossover with other parts of the Elementary curriculum to create a whole learning approach. It is a guiding principle of this curriculum that drama can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited.

**Time Frame:** Approximately 10 Weeks

**Enduring Understandings:**

- 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:** *Students will keep considering...*

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

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>1.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating</b>	Students will: <ul style="list-style-type: none"> <li>• Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating</li> </ul>	<ul style="list-style-type: none"> <li>• Write an original exchange between two characters in which a conflict is revealed.</li> <li>• Create and perform a scene using at least</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Acting for Kids: Episode 1</a></li> <li>• <a href="#">Childdrama.com</a></li> <li>• Acting and Improvisation-Ackroyd, Judith, and Jo</li> </ul>	<b>Teacher Observation</b> <ul style="list-style-type: none"> <li>• Use a variety of vocal tones and breath control to create a</li> </ul>

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.

- 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.

- 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.

Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012.

- [Glossary of Terms](#)

character's feelings and mood.

- Use basic analysis skills to perform a character within a scene.
- Performance rubrics
- Performance task checklist

#### **Self-Assessment**

- Journal entries
- Self reflection - Mapping ones journey
- Critique a performance of script using pre-developed criteria.

#### **Peer Assessment**

- Pair-share
- Peer evaluation and observation
- Critique a performance of script using pre-developed criteria.

#### **Teacher Assessment**

- Performance rubrics
- Performance task checklist

[Sample Rubric](#)

[Sample Assessment 1: Grade 3](#)

[Sample Scoring Guide  
1: Grade 3](#)

[Sample Assessment 2:  
Grade 3](#)

[Sample Score Guide 2:  
Grade 3](#)

[Sample Assessment 3:  
Grade 3](#)

[Sample Scoring Guide  
3: Grade 3](#)

[Sample Assessment 4:  
Grade 5](#)

[Sample Scoring  
Rubric 4: Grade 5](#)

[Sample Assessment 5:  
Grade 5](#)

[Sample Scoring  
Rubric 5: Grade 5](#)

[Sample Assessment 6:  
Grade 5](#)

[Sample Assessment 6:  
Grade 5](#)

Alternative Assessments  
may include:

- 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.
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

## Integration of 21st Century Standards NJSL 9:

**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.**

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Theatre curriculum.

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**Students at risk of school failure:** Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Theatre requirements. This will include allowing more opportunities to demonstrate creativity and the design of original works.

#### English Language Learners

- Create visual of common character emotions.
- Display labeled image of stage components.
- Highlight individual speaking parts to provide visual assistance during performance.
- Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater).
- Add visual word walls to better illustrate the meaning of content vocabulary.

#### Special Education

- Work with a peer to develop a short theatre performance.
- Highlight individual speaking parts to provide visual assistance during performance.
- Work with a peer to develop a critique/review of a short theatre performance.
- Create a visual identifying the elements of theatre.
- Create a picture dictionary of theatre terminology.

#### At-Risk

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

#### Gifted and Talented

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



<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label theatre and classroom materials</li> <li>• Word walls</li> </ul>	<ul style="list-style-type: none"> <li>• Provide alternative response choices to questions on the elements of theatre.</li> <li>• Utilize modifications and accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• 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.</li> <li>• Work with a partner</li> <li>• 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).</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements to reduce activity time</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the students to see during the time of the lesson</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed</li> <li>• Oral prompts can be given</li> </ul>	<ul style="list-style-type: none"> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>
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**2.5.4.A.4** Correct movement errors in response to feedback and explain how the change improves performance.

**5<sup>th</sup> Grade**

**2.5.6.A.3** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

**Integration of Technology Standards NJSLS 8:**

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**Career Ready Practices:**

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