

**ROBBINSVILLE PUBLIC SCHOOLS**  
**OFFICE OF CURRICULUM AND INSTRUCTION**

**Department:**  
K-5 Theatre

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### **Addendum Description**

This addendum depicts opportunities where the K-5 VPA, specifically Theatre, standards can be embedded into our elementary program. Opportunities naturally arise during our Balanced Literacy components, such as; Reader's Theatre. Educators also embed theatrical experiences during elementary Social Studies instruction. Lastly, there is an opportunity for learning through play and theatre during our daily Responsive Classroom time. We have a formal Art and Music program for our K-5 students. Additionally, Dance is covered in K-5 Physical Education. According to the NJDOE Model Curriculum: *For dance and theatre, two units (each) have been developed for grades 3-5 in order to accommodate for hands-on opportunities for learning in these two arts disciplines, as required by the standards.*

<b>Department/Content</b>			
<b>K-5/Theatre</b>			
<b>Unit</b>	<b>Code #</b>	<b>Content Statement</b>	<b>Cumulative Progress Indicator</b>
Unit 1 - Creative Process: Aligned to Standard 1.1	1.3.5.C.1	A play's effectiveness is enhanced by the theatre artists' knowledge of technical theatrical elements and understanding of the elements of theatre.  Performers use active listening skills in scripted and improvised performances to create believable, multi-dimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.	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.  Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
	1.3.5.C.2		

Unit 2 - Performing (1) : Aligned to Standard 1.3	1.4.5.A.2  1.4.5.B.2	Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.  Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.  Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
Unit 3 - Performing (2) : Aligned to Standard 1.3	1.3.5.C.1  1.3.5.C.2	A play’s effectiveness is enhanced by the theatre artists’ knowledge of technical theatrical elements and understanding of the elements of theatre.  Performers use active listening skills in scripted and improvised performances to create believable, multi- dimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.	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.  Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
Unit 4 - Aesthetic Responses & Critique Methodologies: Aligned to Standard 1.2	1.1.5.C.3	Time, place, mood and theme are enhanced through the use of the technical theatrical elements.	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
Unit 5 - History of the Arts and Culture: Aligned	1.2.5.A.1  1.2.5.A.2  1.2.5.A.3	Art and culture reflect and affect each other.  Characteristic approaches to content, form, style, and	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

to Standard 1.4		<p>design define art genres.</p> <p>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p>	<p>Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p>
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