

Theater
Grades 3-5
August 2022

	Unit 1
	Elements of Theater
Timeframe	Interspersed throughout the year
Unit Overview	<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 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.
Essential Questions	<ol style="list-style-type: none"> 1. What are the 5 W's and how are they used in identifying setting, plot and character? 2. How can you identify the setting? 3. What are key elements in creating a stage?
Unit Focus	<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. - 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 create mood. Identify motives and objectives of characters in a story. - Discuss how character motives influence actions and outcomes. - Understand the essentials of a scene (setting, change, conflict, character needs).
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>

Common Assessments	Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.		
	Materials		
Common Materials		Supplemental 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		Scripts from both paper publishers and online resources Kahoot	
New Jersey Student Learning Standards (NJSLS)			
Subject Area	Technology	21st Century Life and Careers	ELA Companion
<i>Theater Performing Arts</i> <i>New Jersey Student Learning Standards (NJSLS)</i>	<i>8.1: Educational Technology</i> <i>8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i>	<i>Career Ready Practices</i> <i>9.1: Personal Financial Literacy</i> <i>9.2: Career Awareness, Exploration, and Preparation</i>	<i>Secondary Science and Social Studies Only</i>

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work. 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work. 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances. 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process. 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review. 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience. 1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	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. 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.	N/A
Differentiation			
Differentiation for Support (504, ELL, Special Education, Struggling Learners)		Differentiation for Enrichment	

<p>English Language Learners: Create a world wall with key theatre terms/vocabulary.</p> <p>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.</p> <p>Struggling Learners: Incorporate student choice in activities. Use a graphic organizer to categorize elements of theater. Repeat directions as needed.</p>	<p>Create and lead the class in a theatre games, activities, or process drama techniques.</p>
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Unit 2	
History of the Arts and Culture	
Timeframe	Interspersed throughout the year
Unit Overview	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, music, theatre, and visual art as a reflection of societal values and beliefs. Articulate cultural, historical and social context of their original work.
Essential Questions	<ol 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?
Unit Focus	<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 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.
Interdisciplinary Connections	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. 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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Assessments	<ul style="list-style-type: none">- Summative: 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.- Use a student/teacher collaborative rubric to evaluate performances <p>Formative: Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric.</p>
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<u>Materials</u>			
Common Materials		Supplemental 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		Online and published materials on cultures around the world Social studies texts	
<u>New Jersey Student Learning Standards (NJSLS)</u>			
<u>Subject Area</u> <i>Theater Performing Arts New Jersey Student Learning Standards (NJSLS)</i>	<u>Technology</u> <i>8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i>	<u>21st Century Life and Careers</u> <i>Career Ready Practices 9.1: Personal Financial Literacy 9.2: Career Awareness, Exploration, and Preparation</i>	<u>ELA Companion</u> <i>Secondary Science and Social Studies Only</i>
1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work. 1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.	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.	9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	N/A
<u>Differentiation</u>			

Differentiation for Support (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p>English Language Learners: 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.</p> <p>Special Education: Use sentence/paragraph frames to assist with writing reports. Create a world wall with cultural theatre names/vocabulary. Utilize graphic responses in journals.</p>	<p>Create an original play based on the cultural themes and theatre elements of a particular style.</p> <p>Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time period or culture.</p>
<p>Provide extended time for written responses and reports.</p> <p>Struggling Students: 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.</p>	

Unit 3	
Aesthetic Response	
Timeframe	Interspersed throughout the year
Unit Overview	<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.
Essential Questions	<ol style="list-style-type: none"> 1. What are some methods that can be used to support and critique yourself and your peers in positive way? 2. How can you review a theater event based on the elements found in the performance and production of the dramatic work being observed?
Unit Focus	<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.
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 the information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
Common Assessments	<ul style="list-style-type: none"> - Write a critique of a performance. Share compositions - Use a student/teacher collaborative rubric to evaluate performances
Materials	
Common Materials	Supplemental 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 LifeMatilda the MusicalAnnie: It's Hard Knock Life Glossary of Terms			
New Jersey Student Learning Standards (NJSLS)			
Subject Area	Technology	21st Century Life and Careers	ELA Companion
<i>Theater Performing Arts</i> <i>New Jersey Student Learning Standards (NJSLS)</i>	<i>8.1: Educational Technology</i> <i>8.2: Technology Education, Engineering, Design and</i>	<i>Career Ready Practices</i> <i>9.1: Personal Financial Literacy</i>	<i>Secondary Science and Social Studies Only</i>
	<i>Computational Thinking - Programming</i>	<i>9.2: Career Awareness, Exploration, and Preparation</i>	
1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation. 1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work. 1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works. 1.4.5.Re8c: Evaluate and analyze how a character’s choices and character's circumstances impact an audience’s perspective in a drama/theatre work 1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience. 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	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. 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.	<div>N/A</div>
Differentiation			
Differentiation for Support (504, ELL, Special Education, Struggling Learners)		Differentiation for Enrichment	

<p>English Language Learners: Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater).</p> <p>Special Education: Work with a peer to develop a critique/review of a short theatre performance.</p> <p>Struggling Learners: Conference with teacher during the critique/review process.</p>	<div> <div></div> <div></div> </div> <p>Write detailed reflections to live and/or video performances.</p>
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Unit 4	
Performance	
Timeframe	Interspersed throughout the year
Unit Overview	<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.
Essential Questions	1. How can you apply imaginative, analytical and process skills needed when creating original dramatical works?
Unit Focus	<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.
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.
Common Assessments	<div>Summative:</div> <div>Identify and utilize evaluation criteria for student performances</div>

	Formative: Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.		
<u>Materials</u>			
Common Materials		Supplemental Materials	
<ul style="list-style-type: none">- Acting for Kids: Episode 1 - Childdrama.com- Acting and Improvisation- Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012.- Glossary of Terms			
<u>New Jersey Student Learning Standards (NJSLS)</u>			
<u>Subject Area</u> Theater Performing Arts New Jersey Student Learning Standards (NJSLS)	<u>Technology</u> 8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming	<u>21st Century Life and Careers</u> Career Ready Practices 9.1: Personal Financial Literacy 9.2: Career Awareness, Exploration, and Preparation	<u>ELA Companion</u> Secondary Science and Social Studies Only
1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. 1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements. 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work. 1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work. 1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	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. 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.	N/A
<u>Differentiation</u>			

Differentiation for Support (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p>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.</p> <p>Special Education: 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.</p> <p>Struggling Students: 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.</p>	<p>Compare and contrast performance techniques from two or more theatrical styles and present findings to peers.</p> <p>Write and performer longer theatrical works, individually and in collaboration with peers.</p>