

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Theatre

Curriculum

Kindergarten-Grade 8



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
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NEPTUNE TOWNSHIP SCHOOL DISTRICT

THEATER K-8 CURRICULUM

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Theatre Kindergarten-Grade 8

Acknowledgements

The Theatre Curriculum for Kindergarten through eighth grade was developed through the dedicated efforts of Erica Daugherty, Music Teacher and Emily Brown, New Jersey Certified Dance Teacher and Theatre Production Director with guidance of the district's curriculum steering committee members including Karen Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was developed to lead teachers, novice and experienced, to new ideas and topics that will inspire creative and critical thinking and encourage acceptance of diversity. This curriculum includes an added emphasis on responding and connecting. This guide provides assessment and resource ideas for the 21st century performing arts education environment.

This curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Visual and Performing Arts and the 2014 National Core Arts Standards and the increased rigor that those standards provide. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

Pacing Guide

During lessons the teacher will aim to address the four artistic strands: Creating, Performing, Responding, and Connecting.

Approximate amount of lesson time spend focusing on Units	
Creating	25%
Performing	25%
Responding	25%
Connecting	25%

- The teacher will address elements and concepts of theatre during the course of the year, in order to meet the appropriate grade level standards.
- Activities will be chosen based on community, cultural, and global awareness.
- Students will perform in class for their peers on a regular basis during the school year.
- Other performances for the community may be arranged at the discretion of the teacher, with approval by administration.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document.

Additional resources: Arts and Social Emotional Learning Framework: <https://selarts.org/>

Self-Awareness

x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
x	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

x	Develop, implement and model effective problem solving and critical thinking skill
x	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Creating
Suggested Time Frame	Approximately 36 days

Overview / Rationale
Students will be challenged to sustain focus in the imaginary world of the activity. Students will participate in pantomime of simple activities and act out familiar situations and stories.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020)		
<i>CREATING</i>		
<u>Imagine, Envision</u>	Anchor Standard 1: Generating and conceptualizing ideas.	
	By the end of Grade 2:	1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
		1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
		1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

<u>Plan,</u> <u>Construct</u>	Anchor Standard 2: Organizing and developing ideas.	
	By the end of Grade 2:	1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

		1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
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<u>Evaluate,</u> <u>Clarify,</u> <u>Realize</u>	Anchor Standard 3: Refining and completing products.	
	By the end of Grade 2:	1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).
	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
		1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
		1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

National Core Art Standards for Theatre (2014)	
CREATING	
<u>Envision/</u> <u>Conceptualize</u>	Anchor Standard 1: Generate and conceptualize artistic ideas and work.
<u>Develop</u>	Anchor Standard 2: Organize and develop artistic ideas and work.
<u>Rehearse</u>	Anchor Standard 3: Refine and complete artistic work.

Essential Questions:

Essential questions will be adapted to meet the appropriate standards for the specific grade level.

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists' choices change?
- How do theatre artists transform and edit their initial ideas?

Enduring Understandings:

Enduring understandings will be adapted to meet the appropriate standards for the specific grade level.

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.

Knowledge:

Students will know:

- Basic vocabulary related to stage directions and areas of the stage.
- The difference between actor and character.
- The “5 Ws” (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
- Prominent diverse actors, directors, choreographers, and producers and how their work has shaped the theatre.

Skills:

Students will be able to:

- Listen to signals and respond to movement directions.
- Recognize, mirror and create emotions described in stories and dramatic play.
- Respond within imaginary circumstances to objects, settings and conditions.
- Use emotional expression and imaginary objects in dramatic play.
- Sustain focus in the imaginary world of the activity, sharing or performance.
- Contribute positively and responsibly to ensemble activities.

- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Research and identify tempos of animals, people and machines.
- Explore opposites in shapes, levels, sizes, and moving in and through space.
- Demonstrate how music can change the way they move.
- Show different ideas and emotions based on their movements.
- Respond to and incorporate directions.
- Use the body and voice expressively.
- Retell a story individually or in groups with attention to accurate sequencing.
- Demonstrate an understanding of sequence of actions through pantomime.
- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Participate in poetry and prose choral readings with group or solo response.

Making Connections to Careers

Ask students what they think is involved in these jobs related to theatre and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor
 - Stage
 - Television
 - Movie
- Playwright
- Stage Manager
- Costume/Set/Light designer
- Dramaturg/Literary Management
- Composer
- Actor agent
- Arts Administrator

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Career Awareness, Exploration, Preparation and Training (2020)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

Life and Literacies and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

9.4.5.TL.5: Collaborate digitally to produce an artifact.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education (2020)

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

Computer Science and Design Thinking (2020)

Computer Science:

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals,

places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.AP.4: Break down a task into a sequence of steps.

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Design Thinking:

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Student Resources

Accessibility to appropriate terminology in the classroom (posters, references, etc.)

Props

Adequate space for experiencing and creating movement

Technology to play music and record video (Youtube, FlipGrid, etc.)

Teacher Resources

Texts:

- Related picture books
- Reference books
- [My First Acting Book](#)
- [Glossary of Terms](#)
- [25 Just Right Plays for Emergent Readers](#)
- [Learning Through Theatre](#)

Technology:

- Projector, Interactive Whiteboard or TV Monitor
- Document camera
- Appropriate keyboard for accompanying movement
- CDs and other pre-recorded music

Websites:

- PBS Learning Media
- Google Apps for Education
- Class Dojo (Optional)
- Applications for recording and submitting video (such as Flipgrid)
- Spotify, YouTube, other sources of recorded music
- [Classroom and Drama Lesson Plans](#)
- Dance and Theatre Educational Programs:
 - <https://www.nycballet.com/educate/>
 - <https://www.abt.org/community/education-programs/>
 - <https://www.sfballet.org/school-education/k-12-programs/teacher-resources/>
 - <https://insidebroadway.org/our-programs/in-school-programs/tips-for-teachers.html>

Videos:

- Recordings related to theatre topics that meet appropriate level of standards

Stage 2 – Assessment Evidence

Pre Assessment

- Student Polling
- Oral Questioning
- Journal Entry

Formative Assessments:

- Teacher observation and assessment of student performances
- Teacher feedback
- Department-created rubrics

Summative Performance Task(s):

- Student created stagings of short scenes, notated appropriately
- Self- Assessment/Reflection
- Peer Critique/Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
 - “I noticed ...”
 - “I like the way ... because ...”
 - “Have you thought of ...?”
 - “I would like to suggest ...”

Stage 3 – Learning Plan

The teacher will:

- Incorporate Practices into learning activities. Theatre practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type

of learning experiences that will enable them to engage in these practices as part of their art making processes. Theatre practices:

- Creating Practices: Imagine, Envision; Plan, Construct; Evaluate, Clarify, Realize
- Performing Practices: Choose, Rehearse; Establish, Analyze; Share
- Responding Practices: Examine, Discern; Interpret; Critique
- Connecting Practice: Incorporate; Affect, Expand
- Model concepts (voice, movements, etc.)
- Demonstrate various ways to notate stage directions and encourage students to use the system that works the best for their learning style
- Create a toolbox of critique language that students may use to help themselves and their peers improve and refine their performances
- Support students to become life-long learners and appreciators of theatre and related content areas
- Provide opportunities for discussions and introduction of performers, choreographers, composers, and directors including, but not limited to:
 - Thespis
 - Lin Manuel-Miranda
 - Andrew Lloyd Webber
 - Billy Porter
 - Martha Graham
 - Stephen Sondheim
 - Trevor Nunn
 - Juanita Hall
 - Lea Salonga
 - William Shakespeare
 - Arthur Miller
 - Richard Rogers and Oscar Hammerstein
- Engage students in the creation and presentation of a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems).

Suggested Learning Activities specific to CREATING:

Dramatization using a Story

- Students act out a story scene, the challenge level may be elevated for older students. For example:
 - Kindergarten through second grade students may complete the task as a class with the assistance of the teacher. Use a familiar story (i.e. The Three Little Pigs) so students can focus on their acting, rather than understanding the story.
 - Third through fifth grade students may complete the task in small groups, each group is assigned one scene of a familiar story (i.e. the straw house scene, the stick house scene, the brick house scene, etc.).
 - Sixth through eighth grade students may act out their scenes “on the fly” in an improvisatory way. No matter what happens, the students should continue the scene.

Unit Plan Title	Performing
Suggested Time Frame	Approximately 36 days

Overview / Rationale
All students will have the opportunity to perform, through written scripts or improvised skits. These creations may be performed in the elementary music classroom setting for peers or in a more formal theatre setting for friends, family, and the community. The creation of unique performances will be done as both individuals, and with peers.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020)		
<i>PERFORMING</i>		
<u>Choose,</u> <u>Rehearse</u>	Anchor Standard 4: Selecting, analyzing, and interpreting work	
	By the end of Grade 2:	1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
		1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
		1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

<u>Establish.</u> <u>Analyze</u>	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 2:	1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
		1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

<u>Share</u>	Anchor Standard 6: Conveying meaning through art.	
	By the end of Grade 2:	1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama,

		creative drama) with peers.
	By the end of Grade 5:	1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
	By the end of Grade 8:	1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

National Core Art Standards for Theatre (2014)

PERFORMING

<u>Choose, Rehearse</u>	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
<u>Establish, Analyze</u>	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
<u>Share</u>	Anchor Standard 6: Convey meaning through the presentation of artistic work.

Essential Questions:

Essential questions will be adapted to meet the appropriate standards for the specific grade level.

- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- What happens when theatre artists and audiences share creative experiences?

Enduring Understandings:

Enduring understandings will be adapted to meet the appropriate standards for the specific grade level.

- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Knowledge:

Students will know:

- Basic vocabulary related to stage directions and areas of the stage.
- The difference between actor and character.
- The “5 Ws” (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
- Prominent diverse actors, directors, choreographers, and producers and how their work has shaped the theatre.

Skills:

Students will be able to:

- Listen to signals and respond to movement directions.
- Recognize, mirror and create emotions described in stories and dramatic play.

- Respond within imaginary circumstances to objects, settings and conditions.
- Use emotional expression and imaginary objects in dramatic play.
- Sustain focus in the imaginary world of the activity, sharing or performance.
- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Research and identify tempos of animals, people and machines.
- Explore opposites in shapes, levels, sizes, and moving in and through space.
- Demonstrate how music can change the way they move.
- Show different ideas and emotions based on their movements.
- Respond to and incorporate directions.
- Use the body and voice expressively.
- Retell a story individually or in groups with attention to accurate sequencing.
- Demonstrate an understanding of sequence of actions through pantomime.
- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Participate in poetry and prose choral readings with group or solo response.

Making Connections to Careers

Ask students what they think is involved in these jobs related to theatre and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor
 - Stage
 - Television
 - Movie
- Playwright
- Stage Manager
- Costume/Set/Light designer
- Dramaturg/Literary Management
- Composer
- Actor agent
- Arts Administrator

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Career Awareness, Exploration, Preparation and Training (2020)
<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> <p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p>
Life and Literacies and Key Skills (2020)
<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p> <p>9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.</p> <p>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</p> <p>9.4.5.DC.1: Explain the need for and use of copyrights.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> <p>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</p> <p>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact.</p> <p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.</p> <p>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and</p>

potentially seen by public audiences.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education (2020)

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

Computer Science and Design Thinking (2020)

Computer Science:

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.AP.4: Break down a task into a sequence of steps.

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Design Thinking:

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Student Resources

Accessibility to appropriate terminology in the classroom (posters, references, etc.)

Props

Adequate space for experiencing and creating movement

Technology to play music and record video (Youtube, FlipGrid, etc.)

Teacher Resources

Texts:

- Related picture books
- Reference books
- [My First Acting Book](#)
- [Glossary of Terms](#)
- [25 Just Right Plays for Emergent Readers](#)
- [Learning Through Theatre](#)

Technology:

- Projector, Interactive Whiteboard or TV Monitor
- Document camera

- Appropriate keyboard for accompanying movement
- CDs and other pre-recorded music

Websites:

- PBS Learning Media
- Google Apps for Education
- Class Dojo (Optional)
- Applications for recording and submitting video (such as Flipgrid)
- Spotify, YouTube, other sources of recorded music
- [Classroom and Drama Lesson Plans](#)
- Dance and Theatre Educational Programs:
 - <https://www.nycballet.com/educate/>
 - <https://www.abt.org/community/education-programs/>
 - <https://www.sfballet.org/school-education/k-12-programs/teacher-resources/>
 - <https://insidebroadway.org/our-programs/in-school-programs/tips-for-teachers.html>

Videos:

- Recordings related to theatre topics that meet appropriate level of standards

Stage 2 – Assessment Evidence

Pre Assessment

- Student Polling
- Oral Questioning
- Journal Entry

Formative Assessments:

- Teacher observation and assessment of student performances
- Teacher feedback
- Department-created rubrics

Summative Performance Task(s):

- Student created stagings of short scenes, notated appropriately
- Self- Assessment/Reflection
- Peer Critique/Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
 - “I noticed ...”
 - “I like the way ... because ...”
 - “Have you thought of ...?”
 - “I would like to suggest ...”

Stage 3 – Learning Plan

The teacher will:

- Incorporate Practices into learning activities. Theatre practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of

art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Theatre practices:

- Creating Practices: Imagine, Envision; Plan, Construct; Evaluate, Clarify, Realize
- Performing Practices: Choose, Rehearse; Establish, Analyze; Share
- Responding Practices: Examine, Discern; Interpret; Critique
- Connecting Practice: Incorporate; Affect, Expand
- Model concepts (voice, movements, etc.)
- Demonstrate various ways to notate stage directions and encourage students to use the system that works the best for their learning style
- Create a toolbox of critique language that students may use to help themselves and their peers improve and refine their performances
- Support students to become life-long learners and appreciators of theatre and related content areas
- Provide opportunities for discussions and introduction of performers, choreographers, composers, and directors including, but not limited to:
 - Thespis
 - Lin Manuel-Miranda
 - Andrew Lloyd Webber
 - Billy Porter
 - Martha Graham
 - Stephen Sondheim
 - Trevor Nunn
 - Juanita Hall
 - Lea Salonga
 - William Shakespeare
 - Arthur Miller
 - Richard Rogers and Oscar Hammerstein

Suggested Learning Activities specific to PERFORMING:

Paper Mask activity

- Using cardstock or paper plates, students should create decorative masks. Students must act out a given scenario, with only the assistance of facial expression on the mask. The challenge level may be elevated for older students. For example:
 - Kindergarten through second grade students should decide (with the teacher facilitating) a feeling or emotion. They should decorate their mask according to what they chose. The teacher should give each student a simple situation to improvise (waking up in the morning, eating breakfast) and ask the student to perform their scene in that style.
 - Third through fifth grade students should be introduced to the tradition of Ancient Greek theatre and the purpose of the masks in the theatre. Students can choose to model their mask after an Ancient Greek likeness, or something completely new. The teacher should give each student a simple situation to improvise (waking up

in the morning, eating breakfast) and ask the student to perform their scene in that style.

- Sixth through eighth grade students should learn more in depth about Ancient Greek theatre and culture. Students can be encouraged to model their mask after Ancient Greek Theatre masks. The teacher may assign students a specific expression to use on their masks. A few students at a time will perform an improvised scene and should embody the character shown on their mask.

Unit Plan Title	Responding
Suggested Time Frame	Approximately 36 days

Overview / Rationale
Students will be challenged to evaluate performances using constructive and appropriate vocabulary. Students will also be asked to convey personal thoughts and suggestions related to artistic choices and identify how personal and worldly experiences affect performances.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020)		
<i>RESPONDING</i>		
<u>Examine,</u> <u>Discern</u>	Anchor Standard 7: Perceiving and analyzing products.	
	By the end of Grade 2:	1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
		1.4.8.Re7b: Compare recorded personal and peer reactions to

		artistic choices in a theatrical work.
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<u>Interpret</u>	Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 2:	1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
		1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
		1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

<u>Critique</u>	Anchor Standard 9: Applying criteria to evaluate products.	
	By the end of Grade 2:	1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre

		performance.
		1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
		1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).
	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.
		1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
		1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

National Core Art Standards for Theatre (2014)

RESPONDING

<u>Reflect</u>	Anchor Standard 7: Perceive and analyze artistic work.
<u>Interpret</u>	Anchor Standard 8: Interpret intent and meaning in artistic work.
<u>Evaluate</u>	Anchor Standard 9: Apply criteria to evaluate artistic work.

Essential Questions:

Essential questions will be adapted to meet the appropriate standards for the specific grade level.

- How do theatre artists comprehend the essence of drama processes and theatre experiences?

- How can the same work of art communicate different messages to different people?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Enduring Understandings:

Enduring understandings will be adapted to meet the appropriate standards for the specific grade level.

- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Knowledge:

Students will know:

- How to give constructive criticism using specific examples and suggestions.
- Basic vocabulary related to stage directions and areas of the stage.
- Interpretations of work are influenced by personal experiences.
- Prominent diverse actors, directors, choreographers, and producers and how their work has shaped the theatre.
- Appropriate vocabulary related to theatre and the arts.

Skills:

Students will be able to:

- Listen to signals and respond to movement directions.
- Recognize, mirror and create emotions described in stories and dramatic play.
- Respond within imaginary circumstances to objects, settings and conditions.
- Use emotional expression and imaginary objects in dramatic play.
- Sustain focus in the imaginary world of the activity, sharing or performance.
- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Research and identify tempos of animals, people and machines.
- Explore opposites in shapes, levels, sizes, and moving in and through space.
- Demonstrate how music can change the way they move.
- Show different ideas and emotions based on their movements.
- Respond to and incorporate directions.
- Use the body and voice expressively.
- Retell a story individually or in groups with attention to accurate sequencing.
- Demonstrate an understanding of sequence of actions through pantomime.
- Pantomime simple daily activities, including healthful practices in eating and hygiene.

- Participate in poetry and prose choral readings with group or solo response.

Making Connections to Careers

Ask students what they think is involved in these jobs related to theatre and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor
 - Stage
 - Television
 - Movie
- Playwright
- Stage Manager
- Costume/Set/Light designer
- Dramaturg/Literary Management
- Composer
- Actor agent
- Arts Administrator

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Career Awareness, Exploration, Preparation and Training (2020)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

Life and Literacies and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and

comparing it to the cultures of other individuals.

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

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Computer Science and Design Thinking (2020)

Computer Science:

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

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8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

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Student Resources

Accessibility to appropriate terminology in the classroom (posters, references, etc.)

Props

Adequate space for experiencing and creating movement

Technology to play music and record video (Youtube, FlipGrid, etc.)

Teacher Resources

Texts:

- Related picture books
- Reference books
- [My First Acting Book](#)
- [Glossary of Terms](#)
- [25 Just Right Plays for Emergent Readers](#)
- [Learning Through Theatre](#)

Technology:

- Projector, Interactive Whiteboard or TV Monitor
- Document camera
- Appropriate keyboard for accompanying movement
- CDs and other pre-recorded music

Websites:

- PBS Learning Media
- Google Apps for Education
- Class Dojo (Optional)
- Applications for recording and submitting video (such as Flipgrid)
- Spotify, YouTube, other sources of recorded music
- [Classroom and Drama Lesson Plans](#)
- Dance and Theatre Educational Programs:
 - <https://www.nycballet.com/educate/>
 - <https://www.abt.org/community/education-programs/>
 - <https://www.sfballet.org/school-education/k-12-programs/teacher-resources/>
 - <https://insidebroadway.org/our-programs/in-school-programs/tips-for-teachers.html>

Videos:

- Recordings related to theatre topics that meet appropriate level of standards

Stage 2 – Assessment Evidence***Pre Assessment***

- Student Polling
- Oral Questioning
- Journal Entry

Formative Assessments:

- Teacher observation and assessment of student performances
- Teacher feedback
- Department-created rubrics

Summative Performance Task(s):

- Student created stagings of short scenes, notated appropriately
- Self- Assessment/Reflection
- Peer Critique/Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
 - “I noticed ...”
 - “I like the way ... because ...”
 - “Have you thought of ...?”
 - “I would like to suggest ...”

Stage 3 – Learning Plan

The teacher will:

- Incorporate Practices into learning activities. Theatre practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Theatre practices:
 - Creating Practices: Imagine, Envision; Plan, Construct; Evaluate, Clarify, Realize
 - Performing Practices: Choose, Rehearse; Establish, Analyze; Share
 - Responding Practices: Examine, Discern; Interpret; Critique
 - Connecting Practice: Incorporate; Affect, Expand
- Model concepts (voice, movements, etc.)
- Demonstrate various ways to notate stage directions and encourage students to use the system that works the best for their learning style
- Create a toolbox of critique language that students may use to help themselves and their peers improve and refine their performances

- Support students to become life-long learners and appreciators of theatre and related content areas
- Provide opportunities for discussions and introduction of performers, choreographers, composers, and directors including, but not limited to:
 - Thespis
 - Lin Manuel-Miranda
 - Andrew Lloyd Webber
 - Billy Porter
 - Martha Graham
 - Stephen Sondheim
 - Trevor Nunn
 - Juanita Hall
 - Lea Salonga
 - William Shakespeare
 - Arthur Miller
 - Richard Rogers and Oscar Hammerstein

Suggested Learning Activities specific to RESPONDING:

Responding to prompts

- The challenge level may be elevated for older students. For example:
 - Kindergarten through second grade students can play the game “If you’re ‘Something’ and you know it.” Based on the song “Happy and You Know It,” students can respond to deeper emotions and the activity that is prompted. For example:
 - If you’re tired and you know it, it’s time to yawn
 - If you’re shocked and you know it, look surprised
 - Third through eighth grade students should be challenged to act out a well known story with a twist. To create more of a challenge, the rest of the class will need to guess the “catch” of the performing group. Be sure to leave opportunities for critique and class response.
 - For example, The Big Bad Wolf, but everything takes place underwater.

Unit Plan Title	Connecting
Suggested Time Frame	Approximately 36 days

Overview / Rationale
The performing arts are an outlet for students as they are asked to connect with themselves, each other, and the world through the theatre lens. Students will identify similar and contrasting characteristics between characters and dramatic works, while exploring other cultural theatre practices.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020)		
CONNECTING		
Incorporate	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
	By the end of Grade 2:	1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.

<u>Affect, Expand</u>	Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
	By the end of Grade 2:	1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.
		1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.
	By the end of Grade 5:	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.
	By the end of Grade 8:	1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.
		1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

National Core Art Standards for Theatre (2014)	
CONNECTING	
<u>Empathize</u>	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
<u>Interrelate</u>	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Essential Questions: <i>Essential questions will be adapted to meet the appropriate standards for the specific grade level.</i> <ul style="list-style-type: none"> What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

- What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Enduring Understandings:

Enduring understandings will be adapted to meet the appropriate standards for the specific grade level.

- Theatre artists allow awareness of interrelationships between self and others to inform their work.
- As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Knowledge:

Students will know:

- How theatre is used as a means of communication.
- What connects our current view of theatre to the Ancient Greeks.
- Prominent diverse actors, directors, choreographers, and producers and how their work has shaped the theatre.

Skills:

Students will be able to:

- Listen to signals and respond to movement directions.
- Recognize, mirror and create emotions described in stories and dramatic play.
- Respond within imaginary circumstances to objects, settings and conditions.
- Use emotional expression and imaginary objects in dramatic play.
- Sustain focus in the imaginary world of the activity, sharing or performance.
- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Research and identify tempos of animals, people and machines.
- Explore opposites in shapes, levels, sizes, and moving in and through space.
- Demonstrate how music can change the way they move.
- Show different ideas and emotions based on their movements.
- Respond to and incorporate directions.
- Use the body and voice expressively.
- Retell a story individually or in groups with attention to accurate sequencing.
- Demonstrate an understanding of sequence of actions through pantomime.
- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Participate in poetry and prose choral readings with group or solo response.

Making Connections to Careers

Ask students what they think is involved in these jobs related to theatre and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor

- Stage
- Television
- Movie
- Playwright
- Stage Manager
- Costume/Set/Light designer
- Dramaturg/Literary Management
- Composer
- Actor agent
- Arts Administrator

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Career Awareness, Exploration, Preparation and Training (2020)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

Life and Literacies and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a

part of the creative process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

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 - <https://insidebroadway.org/our-programs/in-school-programs/tips-for-teachers.html>

Videos:

- Recordings related to theatre topics that meet appropriate level of standards

Stage 2 – Assessment Evidence

Pre Assessment

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- Oral Questioning
- Journal Entry

Formative Assessments:

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Summative Performance Task(s):

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- Support students to become life-long learners and appreciators of theatre and related content areas

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 - Andrew Lloyd Webber
 - Billy Porter
 - Martha Graham
 - Stephen Sondheim
 - Trevor Nunn
 - Juanita Hall
 - Lea Salonga
 - William Shakespeare
 - Arthur Miller
 - Richard Rogers and Oscar Hammerstein

Suggested Learning Activities specific to CONNECTING:

Connecting time periods through theatre practices

- Students should be exposed to various cultural practices with differing settings and time periods
 - Kindergarten through second grade students should identify and name ways in which theatre practices may differ depending on the era, including language, settings, characters, and common practices.
 - Third through fifth grade students should be exposed to a broader assortment of cultural practices and should identify and discuss ways in which theatre practices may differ depending on the era, including language, settings, characters, and common practices.
 - Sixth through eighth grade students should be able to identify relevant theatre practices of various time periods. As a culminating assignment, students should complete a writing assignment comparing two plays from different time periods. The assignment should ask students to identify similarities and differences between the plays.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** changes HOW a student learns; the change needed does not alter the grade-level standard. A **modification** changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers
<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 148-158) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Model skills & techniques w/ mirroring
- Extended time
- Repetition and additional practice
- Flexible Dance Spots
- Pairing Movement to sound cues

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: thoughtful choreography grouping
- Allow for redo's for performance tests
- Open-notes tests
- Provide study guides when appropriate

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 167-174) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- Use of small group instruction
- Repeat directions
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice

- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Check for understanding with more frequency
- Extended time
- Projects completed individually or with partners

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Modified movement & assessment
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills

High Achieving:

Extension Activities

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 159-165) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Allow for additional changes in terms of critique, performance, and extended vocabulary
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Think Pair Share
- Think Talk Write

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