

Winslow Township School District

3-5 Theatre

Unit 1: Elements of Theatre

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

Overview	Standards for Theatre Content	Unit Focus	Essential Questions
<u>Unit 1</u> Elements of Theatre	1.4.5.Cn10a 1.4.5.Cn11b 1.4.5.Cn11a	<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. 	<ul style="list-style-type: none"> • What are the 5 W's and how are they used in identifying setting, plot and character? • How can you identify the setting? • What are key elements in creating a stage?
<i>Unit 1: Enduring Understandings</i>	<ul style="list-style-type: none"> • Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination. 		

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Elements of Theatre	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.	3	9
	1.4.5.Cn11b	Compare the drama/theatre conventions of a given time period with those of the present.	2	
	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.	3	
	Assessment, Re-teach and Extension		1	

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Unit 1 Grade 3-5		
Enduring Understanding	Indicator #	Performance Expectations
Theatre artists allow awareness of interrelationships between self and others to inform their work.	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.
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.	1.4.5.Cn11b	Compare the drama/theatre conventions of a given time period with those of the present.
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.	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.

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Assessment Plan

- Quarterly Assessment: Performance- Based

Teacher Observation

- Use a variety of vocal tones and breathe control to create a character’s feelings and mood.
- Use basic analysis skills to perform a character within a scene.
- Performance rubrics
- Performance task checklist
- [Arts Achieve Performance Assessments](#)
- [Arts Assessment for Learning](#)

Rubric

- [Sample Assessment & Rubric 1:Gr3](#)
- [Sample Assessment & Rubric 3:Gr3](#)
- [Sample Assessment & Rubric 4:Gr3](#)
- [Sample Assessment & Rubric 1:Gr5](#)
- [Sample Assessment & Rubric 3:Gr5](#)
- [Sample Assessment & Rubric 4:Gr5](#)

Alternative Assessments:

- Analyzing primary source documents on the history of theatre in various cultures.
- Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research.
- Use technology to create a presentation
- Evaluate informal in- class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

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Resources	Activities
<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• Glossary of Terms <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<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.

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Instructional Best Practices and Exemplars

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|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, and Preparation and Training, 9.4 Life Literacies and Key Skills

- 9.1.5.EG.3 Explain the impact of the economic system on one's personal financial goals.
9.1.5.EG.4 Describe how an individual's financial decisions affect society and contribute to the overall economy.
9.1.5.FP.2 Identify the elements of being a good steward of money.
9.1.5.PB.1 Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

- 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.
- Utilize modifications and accommodations delineated in the student's IEP.
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement).
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time.

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Modifications for At-Risk Students

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

- Incorporate student choice in activities.
- Use a graphic organizer to categorize elements of theater.
- Repeat directions as needed.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time.
- Teachers may modify instructions by modeling what the student is expected to do.
- Instructions may be printed out in large print and hung up for the students to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 2-3,4-5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening<input type="checkbox"/> Speaking<input type="checkbox"/> Reading<input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned theatre terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board.</p> <ul style="list-style-type: none">• Speak and display terminology and movement• Teacher modeling• Peer modeling• Develop and post routines• Label theatre and classroom materials• Word walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Theatre requirements. This will include allowing more opportunities to demonstrate creativity and the design of original pieces. In addition, the following can be utilized:</p> <ul style="list-style-type: none">• Create and lead the class in a theatre games, activities, or process drama techniques.• Curriculum compacting• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Real world scenarios• Student Driven Instruction <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy❖ REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections

ELA:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Integration of Computer Science and Design Thinking

8.1.5.CS.2 Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3 Identify potential solutions for hardware and software problems using common troubleshooting strategies.

8.1.5.AP.6 Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.

8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.