

Winslow Township School District

3-5 Theatre

Unit 3: Aesthetic Response

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

Overview	Standards for Theatre Content	Unit Focus	Essential Questions
Unit 3 Aesthetic Response	1.4.5.Re9a 1.4.5.Cn10a 1.4.5.Re7a 1.4.5.Re8b	<ul style="list-style-type: none"> • Review a theater event based on observed elements in theater performance and production. • Understand theater as a shared communal experience between audience and actor. • Develop an understanding of personal aesthetic and choice as related to production intent. • Critique themselves and others in a respectful and constructive manner. • Use reflection and analysis to evaluate their work and the work of their peers in a productive way. • Compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including film, television, electronic media, and other art forms. 	<ul style="list-style-type: none"> • What are some methods that can be used to support and critique yourself and your peers in positive way? • How can you review a theater event based on the elements found in the performance and production of the dramatic work being observed?
<i>Unit 3: Enduring Understandings</i>	<ul style="list-style-type: none"> • Theatre artists embrace creative risks and the opportunity to learn from the choices they make. • Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination. • The arts demand learning to reach beyond one’s perceived capacities by taking creative risks. • Theatre artists are aware of their thinking process and analyze their own learning in order to evaluate and make choices for improving the quality of their work. • Theatre artists share stories about the human experience. • Theatre fosters an understanding of oneself and his or her place in the world. 		

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Curriculum Unit 3	Standards		Pacing	
			Days	Unit Weeks
Unit 3: Aesthetic Response	1.1.5.C.1	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.	2	9
	1.4.5.Cn10a	Explain how drama/theatre connects oneself to a community or culture and identify ways drama/theatre work reflects the perspectives of a community or culture.	2	
	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.	2	
	1.4.5.Re8b	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.	2	
	Assessment, Re-teach and Extension		1	

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Unit 3 Grade 3-5		
Content Statement	Indicator #	Indicator
Theatre artists apply criteria to investigate, explore and assess drama and theatre work.	1.4.5.Re9a	Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
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 ways drama/theatre work reflects the perspectives of a community or culture.
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	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.
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	1.4.5.Re8b	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.

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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"> • The Lion King: The Circle of Life Matilda the Musical • Annie: It's Hard Knock Life • Glossary of Terms <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Identify and express in a class discussion students' favorite parts of a performance. • Evaluate a production based on the based on the merits of its physical realization, direction, blocking, actors' interpretation of character, design, faithfulness to the ideas of the playwright, and clarity of communication. • Critique the technical proficiency of a production based on how well sets, light and sound are used in realizing the director's vision.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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

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

9.1.5.EG.4 Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.2.5.CAP.8 Identify risks that individuals and households face.

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.

- Work with a peer to develop a critique/review of a short theatre performance.
- Create a visual identifying the elements of theatre.
- Create a picture dictionary of theatre terminology.
- 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">• Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater).• Add visual word walls to better illustrate the meaning of content vocabulary.• 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">• Write detailed reflections to live and/or video performances.• 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

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

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

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.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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.

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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.