

## Winslow Township School District

### 3-5 Theatre

#### Unit 4: Performance

**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
<p><a href="#">Unit 4</a></p> <p><b>Aesthetic Response</b></p>	<ul style="list-style-type: none"> <li>• 1.4.5.Cr1a</li> <li>• 1.4.5.Cr3a</li> </ul>	<ul style="list-style-type: none"> <li>• Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.</li> <li>• Plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater.</li> <li>• Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.</li> </ul>	<ul style="list-style-type: none"> <li>• How can you apply imaginative, analytical and process skills needed when creating original dramatic works?</li> </ul>
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Theatre artists embrace creative risks and the opportunity to learn from the choices they make.</li> <li>• Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.</li> <li>• The arts demand learning to reach beyond one’s perceived capacities by taking creative risks.</li> <li>• Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.</li> <li>• Theatre artists embrace creative risks and the opportunity to learn from the choices they make.</li> <li>• Theatre artists acquire specific skills and knowledge to use in creating theatre.</li> <li>• Create a setting appropriate to a story. Use simple objects and materials for props, costumes, and physical settings. Use variations of voice, movement, and gesture for different characters.</li> </ul>		

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Curriculum Unit 4	Standards		Pacing	
			Days	Unit Weeks
<b>Unit 4: Performance</b>	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.	4	9
	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.	4	
	Assessment, Re-teach and Extension		1	

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Unit 4 Grade 3-5		
Content Statement	Indicator #	Indicator
Theatre artists rely on intuition, curiosity and critical inquiry.	<b>1.4.5.Cr1a</b>	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.
Theatre artists refine their work and practice their craft through rehearsal.	<b>1.4.5.Cr3a</b>	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.

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Unit 3 Grade 3-5

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"><li>• <a href="#">Acting for Kids: Episode 1</a></li><li>• <a href="#">Childdrama.com</a></li><li>• <a href="#">Glossary of Terms</a></li></ul>	<ul style="list-style-type: none"><li>• Write an original exchange between two characters in which a conflict is revealed.</li><li>• Create and perform a scene using at least three of the senses to communicate the reality of the environment, or the character's situation.</li><li>• Through storytelling or puppetry, tell a short original or traditional story using theater skills.</li><li>• Develop a real or imaginary character and perform as that character.</li><li>• Develop scenes through improvisation theater games or writing that have distinct characters.</li><li>• Improve a scene based on written material such as a newspaper article or journal.</li><li>• Create a drama based on a short story or poem. Use simple costumes, props, and light to enhance the drama.</li><li>• Work as a member of an ensemble.</li></ul>

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**Instructional Best Practices and Exemplars**

- |   |  |
|---|--|
| 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**

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

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 short theatre performance.
- Highlight individual speaking parts to provide visual assistance during performance.
- 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: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 2-3,4-5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li><li><input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</li></ul> <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"><li>• Create visual of common character emotions.</li><li>• Display labeled image of stage components.</li><li>• Highlight individual speaking parts to provide visual assistance during performance.</li><li>• Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater).</li><li>• Add visual word walls to better illustrate the meaning of content vocabulary.</li><li>• Speak and display terminology and movement</li><li>• Teacher modeling</li><li>• Peer modeling</li><li>• Develop and post routines</li><li>• Label theatre and classroom materials</li></ul>	<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"><li>• Compare and contrast performance techniques from two or more theatrical styles and present findings to peers.</li><li>• Write and performer longer theatrical works, individually and in collaboration with peers.</li><li>• Create and lead the class in a theatre games, activities, or process drama techniques.</li><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li><li>• Interest based content</li><li>• Real world scenarios</li><li>• Student Driven Instruction</li></ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"><li>❖ <a href="#">Gifted Programming Standards</a></li><li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li><li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li></ul>

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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.3.1. 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.

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.

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

**Social Studies:**

**3<sup>rd</sup> & 4<sup>th</sup> Grade**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**5<sup>th</sup> Grade**

**6.2.8.D.1.b** Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

**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.