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| **Woodland Park School District**  **K-5 Broad Based Exposure to Performing Arts through ELA** |
| **Kindergarten Course Description:**  Kindergarten students in theatre will explore various genres through Reader’s Theatre during the school year. Kindergarteners will explore their world through use of imagination and creative dramatics. Students role-play and retell stories based on class experiences with high-quality children's literature, while learning the fundamentals of structured storytelling in terms of sequenced events and a sense of beginning, middle, and end. Kindergarten students develop language skills together and extend their vocabulary significantly as they explore characterization. As children begin to gain more command over their intellectual and physical abilities, they explore their senses, the five W’s (who, what, when, where, and why) and other concepts through pantomime, as a means of expression, and learn to distinguish between "real" and "pretend." During dramatic play, Kindergarteners also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving. |
| **Second Grade Course Description:**  Second grade students in theatre will explore various genres through Reader’s Theater during the school year. As a culminating unit to celebrate theatre, second graders focus on fairytales and folktales through use of imagination and creative dramatics. Students role-play stories based on class experiences while learning the fundamentals of structured fairy tales and folktales are useful in drama sessions as they provide a common point of reference and contain universal characters and themes. All students will synthesize skills, media, and technologies that are appropriate to presenting works of art. The stories can be used as a launch pad in various ways to lead into rehearsed performances, improvisations or oral storytelling. Second graders willdevelop language skills together, extend their vocabulary significantly as they explore characterization, and understand the influence of the arts across cultures. Throughout this course, students will provide respectful, constructive criticism as an evaluation tool and provide insight into peers’ performances. |
| **Fourth Grade Course Description:**  Fourth grade students in theatre will explore various genres through Reader’s Theater during the school year. In one cross-curricula unit of study “Poetry, Prose, and Drama” students will continue to grow and celebrate their acquired theater knowledge. In this unit, students will analyze the structural elements and features of drama. Students discover the power of language. Using this knowledge, students create and perform/pantomime a play using dialogue for various plots and exploring how conflicts create tension. Fourth graders develop language skills together and extend their vocabulary significantly as they experience playwriting. Students then role play/act out their scripts for an audience. This can be used as a launch pad in various ways to lead into rehearsed performances, improvisations, or oral storytelling. Throughout this course, students will provide respectful, constructive criticism as an evaluation tool and provide insight into peers’ performances. |

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| **Differentiation/Accommodations/Modifications- For all Units** | | | |
|  | Content  Curriculum, standards | Process  How students make sense or understand information being taught | Product  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Unit Title: Creating Character in Kindergarten** | **Grade Level: Kindergarten** | | **Time Frame: 3 weeks** |
| **New Jersey Student Learning Standards**  **VPA Standards:**  1.1.2.C.1 The elements of theatre are recognizable in theatrical performances  1.1.2.C.2 Theatre artists use precise vocabulary when staging a play  1.1.2.C.3 Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances  1.1.2.C.4 The technical theatrical elements and theatre architecture are inherent in theatrical design and production  1.3.2.C.1 Plays may use narrative structures to communicate themes  1.3.2.C.2 Actors use voice and movement as tools for storytelling  1.3.2.C.3 Voice and movement have broad ranges of expressive potential  1.4.2.A.1 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them  1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria | | | |
| **Technology Standards:**  8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.  Example: Students use laptops to access virtual sites such as: GoNoodle.com, Storyonline.net, and/or Kidsyogastories.com. Using poses and theatrical movements students will act out books. Example: Project [*Jenny’s Winter Walk*](https://shop.kidsyogastories.com/products/jennys-winter-walk/) book onto the Smartboard. Students act out what they saw and experienced on a pretend winter walk with the characters in the yoga book. | | | |
| **CRP and Standard 9:**  CRP1. Act as a responsible and contributing citizen and employee  Example: Students will create a character based on observations of everyday people or animals in a community.  CRP4. Communicate clearly and effectively and with reason.  Example: Students will prepare a selection of “Reader’s Theatre” text for memorized recitation**.**  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Students will explore the role/career of an actor and actress. | | | |
| **Interdisciplinary Connections:**  **English Language Arts** RL.K.3. With prompting and support, identify characters, settings, and major events in a story.  **English Language Arts** RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.  A. Read emergent-readers with purpose and understanding.  B. Read grade level text for purpose and understanding.  *Using mentor texts and the Interactive Read Aloud resource, students will have opportunities to work on comprehension, structural elements, vocabulary, genre, writing traits, and Reader’s Theatre throughout the course of the school year during Readers and Writer’s Workshop.*  **Health**  2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.    Example: Teachers and students will use proper terms to identify body parts when creating characters.    2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.  2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.    Example: During Character Education lessons (Week of Respect, School Violence Awareness, No Name Calling) students will collaboratively discuss ways to resolve conflicts and healthy ways of dealing with stress. Students will act out these feelings, body language, and short scenarios with their peers. | | | |
| **Unit Goals/Enduring Understandings:**   * Demonstrate characters through a dramatic play * Express a feeling or emotion through dramatic play and creative drama * Dramatize ideas and events through dramatic play * Identify elements of theatre in everyday life * Identify costumes from everyday life   **Students will understand that…**   * Theatre brings stories to life * A character is created using body, voice, and imagination. * Facial expressions, vocal variations, and body movements often illustrate personal emotions. * Observations of roles in life help build an understanding of cultures and traditions. * Follow a simple set of steps in a dramatic task | | | |
| **Essential Questions:**   * Why do people/animals move differently? * How do characters use facial expressions and move their bodies to express an emotion? * How can sound express a feeling or emotion? | | **Skills:**   * Use the vocabulary of the theatre, such as play, character, and audience, to describe theatrical experiences * Demonstrate skills in pantomime and/or improvisation * Demonstrate the ability to work cooperatively when presenting   **Academic Vocabulary:** *emotion****,*** *express (facial expressions), demonstrate, create, character, setting, audience, speed, audience, speed, volume, voice levels, pantomime, perform, mirror, movement, rehearsal (rehearse), costumes, theatre, drama, actor, actress, imagination, play, role* | |
| **Demonstration of Learning:**  Demonstrate the ability to work cooperatively as an ensemble/group  Use appropriate theater vocabulary  Observe and describe the traits of humans and/or animals  Dramatize classroom literature  Describe the difference between theatre and real life  Retell through verbal and non-verbal forms of communication (drama and voice) | | | |
| **Unit Assessment:**  PERFORMANCE TASK(S): Summative Assessment   * Working with a group, dramatize a story and/or scene. Present for an audience. * Improvised Scene: Working as part of an ensemble, Students use the knowledge gained to “instantly” recreate characters and a scene from a picture book and/or reader’s theatre scripts using combinations of forms of expression.   OTHER EVIDENCE: Formative Assessments   * Students create an expression journal documenting facial expression(s) and body language from the teacher read aloud. Students can use one word to label the entry. Students may be given mirrors to help them capture these expressions. | | | |
| **Resources:**  Teacher selected scripts from classroom literature. Some mentor texts are listed below:  *Goldilocks and the Three Bears*  *Rumble in the Jungle*-Giles Andreae  *Don’t Let the Pigeon Drive the Bus by: Mo Willems*  *No David*- David Shannon (Essentially wordless picture book)  *The Grouchy Ladybug By: Eric Carle*  *Brown Bear, Brown Bear What do you see? By: Eric Carle*  Colorado Teacher-Authored Drama and Theatre Arts Instructional Units and Lessons (Reference Unit Title: The People You See-Creating Character) <https://www.cde.state.co.us/standardsandinstruction/dtak-thepeopleyouseecreatingcharacter-pdf>  <http://www.goodreads.com/shelf/show/wordless-picture-books> (List of wordless picture books)  <http://www.readwritethink.org/classroom-resources/lesson-plans/improving-fluency-through-group-793.html> (Site with lesson plan ideas for improving fluency group literary performances for K-2)  Interactive Read-Alouds by: Linda Hoyt Grades K-1 *Linking Standards, Fluency, and Comprehension*  http://artsedge.kennedy-center.org/educators/how-to/tipsheets/five-easy-drama-games.aspx (The 1st activity outlines ideas for a vocal experimentation)  http://artsedge.kennedy-center.org/educators/how-to/tipsheets/five-easy-drama-games.aspx (The 5th activity outlines ideas for a modified charades activity)  http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson-2/ (Modeled lesson using “A Hunting We Will Go” for guided dramatic character development and sound effects) | | **Modifications/Differentiation Strategies**  **SPED/504:** Students may need to draw pictures, use a mirror, and/or talk about recreating the scene from the text. Teachers may want to purposefully pair up students in order to facilitate the inclusion of all students.  **ELL:** Listening to audio books of scripts on the ELL’s reading level provides support in fluency.  Students may be provided with ideas about expression (from the text) to capture.  **At Risk:** Students may require additional explanation or repetition of the story, using a more simplistic story is also an option. Students may be provided with ideas about expression (from the text) to capture.  **Gifted & Talented:** Students may use a costume center, puppets or picture boxes to augment their facial expressions. Teachers may wish to utilize a text that students *have* seen previously so that, while they will not see the pictures during the performance, they have some experience/context to draw upon when recreating the scene from the text.  **Other Differentiation strategies for implementation of reader’s theatre include:**   * Have students listen to the script before attempting to read and/or act it out. * Engage students working with partners to read and discuss prior to acting. * Allow students extra time to rehearse and practice. * Instead of using dialogue, have students pantomime dramatic actions while a peer or teacher reads aloud text. * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | |
| ***Summary of “Creating Character” Unit Instructional Lessons***  This unit explores the ways in which non-verbal and verbal communication can convey characters’ emotions. Students will consider characters within popular stories/picture books, utilizing the stories’ conflicts and relationships to work as actors might, bringing these characters to life by using facial expressions, body language/movements, and vocal variations. The unit also asks students to use real-life observations (of family members and practices) to explore further the ways in which actors use verbal and non-verbal communication in creating characters.  **Unit Instructional Lessons:**   * Lesson One: Using facial expressions to illustrate emotion (1 day) * Lesson Two: Exploring body language and movement (1 day) * Lesson Three: Review of forms of non-verbal communication (1 day) * Lesson Four: Revealing emotions through character’s vocal variations (2 days) * Lesson Five: Bringing together verbal and non-verbal forms of expression to create character (1 day) * Lesson Six: Observations of roles in life help build understanding of rituals, cultures and traditions (2 days) * Lesson Seven: Rehearse (1-3 day) * Lesson Eight: Performance Task (1-2 day) * Lesson Nine: Celebrate and Discuss (1 day) | | | |

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| **Unit Title: Bringing Fairytales, Fables, and Folktales to Life** | **Grade Level: Second** | | **Time Frame: 4 weeks** |
| **New Jersey Student Learning Standards**  **VPA Standards:**  1.1.2.C.1 The elements of theatre are recognizable in theatrical performances  1.1.2.C.2 Theatre artists use precise vocabulary when staging a play.  1.1.2.C.3 Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances  1.1.2.C.4 The technical theatrical elements and theatre architecture are inherent in theatrical design and production.  1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.  1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.  1.3.2.C.1 Plays may use narrative structures to communicate themes  1.3.2.C.2 Actors use voice and movement as tools for storytelling  1.3.2.C.3 Voice and movement have broad ranges of expressive potential  1.4.2.A.1 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them  1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.  1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).  1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.  1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria  1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively  1.4.2.B.3 Recognize the making subject or theme in the works of theatre | | | |
| **Technology Implementation:**  8.1.2.A.2: Create a document using a word processing application. 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments. | | | |
| **CRP and Standard 9:**  CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Students will learn the aspects of careers in theatre (i.e. actor, actress, director etc.). | | | |
| **Interdisciplinary Connections:**  **English Language Arts RL 2.3**  Students will analyze how and why characters, events, and ideas develop and interact over the course of a story/script.  **English Language Arts RL 2.6**  Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **English Language Arts RL 2.9**  Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  **Social Studies NJSLS 6.1.4.D.12**  Explain how folklore and the actions of famous and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. When revisiting elements of folktales, students will use their schema to recall Johnny Appleseed and how this folktale has contributed to our national heritage.  **Health**  2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.  2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.    Example: During Character Education lessons (Week of Respect, School Violence Awareness, No Name Calling) students will collaboratively discuss ways to resolve conflicts and healthy ways of dealing with stress. Students will act out these feelings, body language, and short scenarios with their peers. | | | |
| **Unit Goals/Enduring Understandings:**   * Use the vocabulary of the theatre, such as play, plot, (beginning, middle, and end), improvisation, stage, character, and audience, to describe theatrical experiences * Dramatize or improvise familiar or simple fables, folktales and fairytales from classroom literature * Demonstrate the ability to work cooperatively in presenting a tableaux or improvisation   **Students will understand that…**   * Theatre brings stories to life * Actors use their tools (body, voice, imagination) to move through space * Actors use their tools (body, voice imagination) to respond to imaginary characters and objects. * Actors use their tools (body, voice, imagination) to respond to various settings. * A character is created using body, voice, and imagination. * Objects can be characters and can be played by actors. * Improvisation is performing without a script. * Stories are often created to teach a lesson * Stories from different cultures can have the same moral and similar universal characters * A story can be adapted into a play * The purpose of a performance is to communicate a story to the audience | | | |
| **Essential Questions:**   * Why do we share stories? * Why do stories need a beginning, middle and end? * How do stories teach and entertain us at the same time? | | **Skills:**   * Use the vocabulary of the theatre, such as play, plot, (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences * Demonstrate skills in pantomime and/or improvisation * Demonstrate the ability to work cooperatively in presenting improvisation or pantomime   **Academic Vocabulary:** *emotion, dialogue, design, performance, demonstrate, conflict, character, setting, scene, audience, volume, voice levels, pantomime, plot, stage, improvisation, props, rehearsal (rehearse)* | |
| **Demonstration of Learning:**  Demonstrate the ability to work cooperatively as an ensemble/group  Use appropriate theater vocabulary to critique a live performance  Observe and describe the traits of humans and/or animals  Dramatize or improvise familiar fables, folktales, and fairytales from classroom literature, incorporating a plot  Describe the difference between theatre and real life Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. | | | |
| **Unit Assessment:**  PERFORMANCE TASK(S): Summative Assessment   * Working with a group, dramatize a fable, fairytale, or folktale using simple props, costume, and set pieces. Present play for an audience. In student journal, illustrate the props, costumes and set pieces that were used in the presentation. * Improvised Scene: Working as part of an ensemble, perform improvised scenes or stories that have a universal character. In your journal identify the universal character and the message or moral.   OTHER EVIDENCE: Formative Assessments - Journal Entries   * Describe your favorite part of the story - beginning, middle, or end. Why did you like it? * Why was this story written? What did the author want us to learn? * Compare the theme of the story to another story we have read. How are they the same? * Describe a scene from one of the stories that you would like to perform. List the characters, describe the setting, and tell why the character is universal. * Students will reflect through discussion and/or journaling on the most important thing they learned about performing a scripted work. | | | |
| **Resources:**  Teacher selected fables, folktales, and fairytales scripts from classroom literature. Some mentor texts are listed below:  The Paper Bag Princess by Robert Munsch  Imogene’s Antlers by David Small  Uni the Unicorn by Amy Krouse Rosenthal  Fables by Arnold Lobel  Aesops Fables by Aesop  Stone Soup (multiple versions)  Cinderella (multiple multicultural versions)  Colorado Teacher-Authored Drama and Theatre Arts Instructional Units and Lessons (Reference Unit Titles: Create and Perform and Environment and Page to Stage Story Adaptation)  <https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dramatheatre#two>  <http://www.aaronshep.com/stories/folk.html> (Site with several Folktale renditions)  [http://www.readwritethink.org/classroomresources/printouts/reade](http://www.readwritethink.org/classroomresources/printouts/readers-theatre-rubric-30698.html)  [rs-theatre-rubric-30698.html](http://www.readwritethink.org/classroomresources/printouts/readers-theatre-rubric-30698.html) (Site with Reader’s Theater Assessment Rubric)  <http://www.readwritethink.org/classroom-resources/lesson-plans/improving-fluency-through-group-793.html> (Site with lesson plan ideas for improving fluency group literary performances for K-2)  **Interactive Read-Alouds by: Linda Hoyt Grades 2-3 *Linking Standards, Fluency, and Comprehension***  **Extracurricular/Field Trip Ideas:**   * Young Audiences Collaboration * Attend a play and/or musical and write a report about the performance. | | **Modifications/Differentiation Strategies**  **SPED/504:** Reader’s Theatre scripts should be chunked to provide enough white space to facilitate reading. Students may use the Frayer model to explore new vocabulary. Students will use a graphic organizer (Double Bubble Map or Venn Diagram) to compare and contrast folktale similarities and differences in and between cultures.  **ELL:** Listening to audio books of scripts on the ELL’s reading level provides support in fluency.  Word study should be modified to reflect the student’s English language competencies.  **Gifted & Talented:**Students may create, dramatize or improvise an original script incorporating a plot. Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story.  **At Risk:** Provide opportunities to listen to the students read aloud to develop fluency goals. Using a graphic organize to scaffold the five senses to explore various ways of creating or responding to a setting. Students will use a graphic organizer (Double Bubble Map or Venn Diagram) to compare and contrast folktale similarities and differences in and between cultures.  **Other Differentiation strategies for implementation of reader’s theatre include:**   * Have students listen to the script before attempting to read and/or act it out. * Engage students working with partners to read and discuss prior to acting. * Allow students extra time to rehearse and practice. * Instead of using dialogue, have students pantomime dramatic actions while a peer or teacher reads aloud text. * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | |
| ***Summary of “Bringing Fairytales and Folktales to Life” Unit Instructional Lessons***  During this unit, students will concentrate on character development, plot, theme, and how fables, folktales and fairytales can have universal characters and themes. Students will further their understanding of working together as an ensemble and how to use the actors’ tools (body, voice, and imagination) to create different types of characters. Students will be read/shown stories from around the world, compare characters, setting, and themes of each, and then work to dramatize the story from beginning to middle to end. The unit will culminate with students choosing a scene and/or reader’s script from one of the stories and bringing it to life through improvisation.  Unit Instructional Lessons:   * Lesson One: Identify the Key Elements and Vocabulary of a Scripted Version of a Story (1 day) * Lesson Two: Creating Character (3 days)   Teacher may utilize video and/or mentor texts of vocal variations, character movement and body language so that students can begin to explore how characters express emotion using sound and with their bodies.   * Lesson Three: Creating Environment (2 days) * Lesson Four: Script to Stage-Dramatizing Plot through Pantomime and Improvisation (1-2 days) * Lesson Five: Rehearsal (3 days) * Lesson Six: Performance Task and/or Journal Task (2 days) * Lesson Seven: Respectful Responses: Recognition and Critiques (1-2 days) | | | |

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| **Unit Title: Drama and Theatre Arts (Script to Stage)** | **Grade Level: Fourth** | | **Time Frame: 6 weeks** |
| **New Jersey Student Learning Standards**  **VPA:**  1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.  1.1.5.C.2 Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.  1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.  1.1.5.C.4 Explain the function of sensory recall and apply it to character development.  1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.  1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.  1.2.5.A.3 Determine the impact of significant contributions of individual artists in theatrefrom diverse cultures throughout history.  1.3.5.C.1 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**.**  **1**.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.  1.4.5.A.1 Employ basic, discipline-specific arts terminology of theatre according to established classifications.  1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.  1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference  1.4.5.B.1 Assess the application of the elements of art and principles of design in theatre using observable, objective criteria.  1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.  1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.  1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.  1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. | | | |
| **Technology Standards:**  8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. | | | |
| **CRP and Standard 9:**  CRP1. Act as a responsible and contributing citizen and employee  CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Students will learn the aspects of careers in theatre (i.e. actor, actress, director etc.). | | | |
| **Interdisciplinary Connections:**  *In addition to this unit, students will be using mentor texts and the Interactive Read Aloud resource, students will have opportunities to work on comprehension, structural elements, vocabulary, genre, writing traits, and Reader’s Theatre throughout the course of the school year during Readers and Writer’s Workshop.*  **English Language Arts**  **Reading Literature** RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  **Reading Foundational**  RF.4.4. Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.   **Writing**  W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.   * 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.   2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.   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.  **Speaking and Listening** 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.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  **Social Studies** 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world | | | |
| **Unit Goals/Enduring Understandings:**   * Actors use their internal and external personal resources to perform * Use the vocabulary of the theatre to describe theatrical experiences * Create theatre through artistic collaborations by writing and performing scripts * Develop interpersonal skills and awareness when working cooperatively or criticizing another’s work * Recognize the role of theatre, film, and other media in daily life   **Students will understand that…**   * Improvisation is performing without a script. * A story can be adapted into a play/script. * The purpose of a performance is to communicate a story to the audience. * Actors express moods and concepts through movement. * Actors recall and express personal sensory experiences. * Portray believable characters in the context of a scripted story * Share individual feelings and opinions appropriately. * Audience members observe and critique one another’s work. * Accept responsibility and demonstrate respect for others in dramatic activities * Theatre reflects life. | | | |
| **Essential Questions:**   * What internal and external personal resources can I use to perform? * How do I create a theatrical performance? * How does theatre reflect life? | | **Skills:**   * Sensory recall * Visualization * Expressive voice * Body awareness/Expressive movement * Map the plot structure of a story * Create dialogue for plots * Explore how conflicts create tension * Follow basic stage directions * Pantomime * Role play/ACT * Audience Etiquette * Critique   **Academic Vocabulary:** *drama, audience, characters, portrayal, antagonist, protagonist, playwright, set, props, dialogue, fable, actors, stage directions (stage right, stage left, upstage, downstage), script, director, acts, scenes (scenery), ensemble, convey, collaborate, influence, presentation, improvise, tension, conflict, mood, pantomime, plot structure, sensory recall, expressive voice and movement, critique, etiquette, pitch, tempo, rhythm* | |
| **Demonstration of Learning:**  Demonstrate the ability to work cooperatively as an ensemble/group  Use appropriate theater vocabulary  Dramatize classroom literature through reader’s theatre and narrative mimes  Create a drama/play based on a poem or fable read  Dialogue a scene between two or more characters resolving a conflict  Demonstrate audience etiquette  Write a performance critique using theater vocabulary | | | |
| **Unit Assessment:**  PERFORMANCE TASK(S): Summative Assessment   * Working with a group, dramatize a fable and/or poem. Present for an audience. * Use fables and tales with choral reading, reader’s theater, narrative mimes etc. to apply sensory recall and visualization, pitch, tempo and rhythm in expressive voice and expressive movements.   OTHER EVIDENCE: Formative Assessments   * Dialogue a scene with at least two characters and show how conflicts can be resolved. * Read a familiar story. Create an alternate ending. * Watch a live performance. Write a critique of the performance using the theatre vocabulary from the unit. Share compositions orally. * Students will use their journal (using a T-Chart) to identify performance elements within a script (e.g. stage directions, character notes) * Students will reflect through discussion and/or journaling on the most important thing they learned about performing a scripted work. | | | |
| **Resources:**  Teacher selected scripts from classroom literature. Some mentor texts are listed below:  *Fables*  -Arnold Lobel  http://www.aaronshep.com/(Site with several Reader’s Theatre scripts)  *Flossie and the Fox*- Patricia McKissack  *Squids Will Be Squids: Fresh Morals, Beastly Fables*- John Scieszka  Poetry, Drama, Prose Playwriting Lessons (graphic organizers and rubrics)  *Scholastic Storyworks*  ***Interactive Read-Alouds* by: Linda Hoyt Grades 4-5 *Linking Standards, Fluency, and Comprehension***  <http://www.childdrama.com/trail5.html> (News play rehearsal suggestions from one fourth grade teacher’s work with his students)  <http://www.childdrama.com/trailappendix2.html> (Good example of a news play script produced by a fourth grade teacher and his students-contains simple blocking suggestions)  <http://theatre.uindy.edu/handbook/posofrespbody.htm> (Ideas for assigning various roles to students for performance preparation)  **Extracurricular/Field Trip Ideas**:   * Young Audiences Collaboration * Attend a play and/or musical and write a report about the performance.   Following are some of the suggested venues in New Jersey:   * New Jersey Performing Arts Center, One Center Street, Newark, NJ 07102 * Peak Performances at Montclair State University, One Normal Avenue, Montclair, NJ 07043 | | **Modifications/Differentiation Strategies**  **SPED/504:** Teachers may want to purposefully pair up students in order to facilitate the inclusion of all students. Students may require additional explanation or repetition of the poem and/or fable, using a more simplistic text is also an option. Provide a graphic organizer and/or exemplar of a script.  **ELL:** Listening to audio books of scripts on the ELL’s reading level provides support in fluency.  Students may be provided with a graphic organizer and/or exemplar to plan the plot structure.  **At Risk:** Students may require additional explanation or repetition of the poem and/or fable, using a more simplistic text is also an option. Provide a graphic organizer and/or exemplar of a script.  **Gifted & Talented:** Students can create script their own original fable or porquoi story using proper theatrical vocabulary and stage directions.  **Other Differentiation strategies for implementation of reader’s theatre include:**   * Have students listen to the script before attempting to read and/or act it out. * Engage students working with partners to read and discuss prior to acting. * Allow students extra time to rehearse and practice. * Instead of using dialogue, have students pantomime dramatic actions while a peer or teacher reads aloud text. * Graphic Organizer * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | |
| ***Summary of “Drama and Theatre Arts Script to Stage” Unit Instructional Lessons***  This unit explores the ways that theatre can be used to share fables. Across the unit, students will explore the ways plays can be used to tell a story in a meaningful way and express the story’s essential elements including plot and character traits. Students will explore the rehearsal process used to prepare the ensemble for performance. Students are coached to collaborate to develop a quality artistic product, think critically about their artistic choices, and perform a variety of fables while exploring basic technical elements of a production. This unit culminates with students playwriting a theatrical composition, performing, and respectfully critiquing their peers.  Unit Instructional Lessons:   * Lesson One: Introduction to Characteristics of a Drama (1 day) * Lesson Two: Talk the Talk: Theatre Vocabulary (1 day) * Lesson Three: Sensory Recall (1 day) * Lesson Four: Expressive Voice and Movement (1 day) * Lesson Five: Stage Directions (1 day) * Lesson Six: Script to Stage Part 1: Character Planning (1 day) * Lesson Seven: Script to Stage Part 2: Plot Planning (1 day) * Lesson Eight: Script to Stage Part 3: Set Creation (1 day) * Lesson Nine: Script to Stage Part 4: Playwriting (2-3 days) * Lesson Ten: Script to Stage Part 5: Rehearse (2 days) * Lesson Eleven: Script to Stage Part 6: Performance Task and Critique (1-2 days) * Lesson Twelve: Theatre Takeaways: (1-3 days) | | | |