

**Belvidere Cluster Wide  
Theater Curriculum  
Grades K-2  
Updated November, 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

ELA:

NJLSA.R3.

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

NJLSA.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.

NJLSA.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.

NJLSA.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.

Social Studies:

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.

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Education & Training
- Hospitality & Tourism
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

## 21st Century Skills/Standards

- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.

CRP11. Use technology to enhance productivity.

## Integrated Accommodations and Modifications

### Special Education

- 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.

### ELL

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label theatre and classroom materials
- Word walls

### At Risk

- 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
- Incorporate student choice in activities.
- Use a graphic organizer to categorize elements of theater.

### Gifted and Talented

- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios

- Create and lead the class in a theatre games, activities, or process drama techniques.
- Curriculum compacting
- Inquiry-based instruction

**504**

- 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 504 Plan.
- 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.

# Unit #1, Process and Performance , Grades K-2

Content Area: **Theater**  
Course(s): **Theater**  
Length: **100 days**  
Status: **Published**

## Enduring Understanding

Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.

Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.

## Essential Questions

How do we use voice and movement to tell a story?

Why do we change our voice for retelling parts of a story?

How do actors communicate with the audience?

How do we use body language to communicate?

How do we use voice to express feelings, emotions or mood?

Why do we pretend?

## New Jersey Student Learning Standards

VPA 1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances
VPA 1.1.2.C.2	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
VPA 1.1.2.C.3	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
VPA 1.1.2.C.4	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
VPA 1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
VPA 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).
VPA 1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

## Student Learning Objectives

- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Respond to and incorporate directions.
- Use the body and voice expressively.

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- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
  - Demonstrate physical self-control in large and fine motor skills.
  - Use the body and face to create and react to imaginary conditions.
  - Create and imitate human, inanimate and animal characters.
  - Demonstrate an understanding of how physical environment and the elements impact behavior.
  - Use learned physical and vocal skills to create a variety of characters including human, inanimate and animal characters.
  - Demonstrate a preliminary understanding of specific character desires and needs.

### **Instructional Activities**

- Improvisation
- Stage voices
- Call out basic stage directions (e.g., down right, left center, etc.), with students moving to the area of the stage designated by the teacher.
- Tone/voice/inflection games

### **Texts and Resources**

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Elements of Drama Video <https://www.youtube.com/watch?v=SGmgLVHfaY4>  
Characters, Plot, Setting and Symbolism  
<https://study.com/academy/lesson/elements-of-drama-characters-plot-setting-symbolism.html>  
Kids4Broadway <http://www.pacificsites.com/~kidsplay/about.htm>

### **Assessment**

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\*\*Use of NJ Model Curriculum assessment rubrics

#### **Formative assessments**

Direct feedback of student performance  
Q&A on the student performance (self-assessment)  
Part Check  
Exit slip  
Rating scale  
Google Forms  
Stations  
Peer assessment  
Self assessment

#### **Summative assessments**

Student demonstration  
Audition  
Performance/mini-performance assessment  
Rubric  
Basic Knowledge tests

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **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.

# Unit #2, History and Performance, Grades K-2

Content Area: **Theater**  
Course(s): **Theater**  
Length: **60 days**  
Status: **Published**

## **Enduring Understanding**

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Theatre artists work individually and as a contributing team member.

Theatre artists acquire specific skills and knowledge to use in creating theatre.

Theatre fosters an understanding of oneself and his or her place in the world.

Theatre interprets and reflects upon history, society, and culture.

## **Essential Questions**

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How does theatre communicate values?

How do we use our imagination to tell a story?

How are the values of culture represented in theatre?

## **New Jersey Student Learning Standards**

VPA 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.
VPA 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
VPA 1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

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## **Student Learning Objectives**

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- Connect storytelling and drama, as well as recognize how oral traditions are related to the written word.
- Recognize the relationship between theater and community and between theater and culture(s).
- Understand that theater comes from a desire to pretend and act things out.
- Distinguish between Western and non-Western storytelling and theater traditions.
- Recognize that theater, regardless of place or culture, tells us about ourselves and our lives.

## **Instructional Activities**

- Watch various versions of different fairytale and story productions to see them from different backgrounds and perspectives.
- Explore stories that are thematically or dramatically similar appearing in a variety of cultures (e.g., animal myths, hero or Cinderella stories).
- Listening to folktales from around the world can enrich children's understanding of many cultures. Decide on a story with your children and work with them to turn it into a play.

## **Texts and Resources**

Aesop's Fables

Disney stories

PBS Kids <https://www.youtube.com/watch?v=uWwTNo0DZzQ>

Folk tales - <http://www.playrific.com/m/1572/folk-tales-and-fables-between-the-lions>

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## **Assessment**

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\*\*Use of NJ Model Curriculum assessment rubrics

### **Formative assessments**

Direct feedback of student performance by teacher  
Q&A on the student performance (self-assessment)  
Part Check  
Exit slip  
Rating scale  
Google Forms  
Stations  
Peer assessment  
Self assessment  
3-2-1 activity

### **Summative assessments**

Student demonstration  
Audition  
Performance/mini-performance assessment  
Rubric  
Basic Knowledge tests

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Journal entries  
Self reflection  
Use technology to create a presentation