

Theatre

K-2

Prepared by:

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Superintendent of Schools:

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Theatre K-2

Course Description:

Theatre K-2 will establish the students' knowledge base and skill set needed as a prerequisite to Theatre 3-5. This course is designed to help students develop a basic understanding of the concepts that work together in the creation of theatrical works. Students will apply their knowledge of theatrical methods, media and skills towards creating, performing and/or presenting theatrical works. Students will explore the fundamentals of theatre through introduction to vocabulary, masterworks, improvisation and self expression.

Course Sequence:

Unit 1: Creative Expression (5 class periods)

Pre-requisite: none.

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| Content Area: Theatre | |
| Unit Title: Creative Expression | |
| Grade Level: K-2 | |
| Core Ideas: Students will show an understanding of the basic concepts that work together in the creation of theatrical works. Students will apply their knowledge of theatrical methods, media and skills towards creating, performing and/or presenting theatrical works. Students will explore the fundamentals of theatre through introduction to vocabulary, masterworks, improvisation and self expression. | |
| Standards (Content and Technology): | |
| CPI#: | Statement: |
| Performance Expectations (NJSL) | |
| 1.4.2.Cr1a | Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Cr1b | Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Cr1c | Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences. |
| 1.4.2.Cr2a | Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Cr2b | Contribute original ideas and make decisions as a group to advance a story in a guided drama experience. |
| 1.4.2.Cr3a | With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Cr3b | Identify similarities and differences in sounds and movements in a guided drama experience. |
| 1.4.2.Cr3c | Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Pr4a | With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences. |
| 1.4.2.Pr4b | Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Pr5a | With prompting and support, interpret story elements in a guided drama experience. |
| 1.4.2.Pr5b | Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Pr6a | Use voice, sound, movement and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences with peers. |
| 1.4.2.Re7a | Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Re8a | With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Re8b | Identify and use props and costumes that might be used in a guided drama experience. |
| 1.4.2.Re8c | Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Re9a | With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance. |
| 1.4.2.Re9b | With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama). |
| 1.4.2.Re9c | Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama). |

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| 1.4.2.Cn10a | With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers. | | |
| 1.4.2.Cn11a | With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. | | |
| 1.4.2.Cn11b | Collaborate on the creation of a short scene based on personal perspectives and understandings. | | |
| Career Readiness, Life Literacies, and Key Skills | | | |
| 9.4.2.CT.2 | Identify possible approaches and resources to execute a plan | | |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work. | | |
| Computer Science and Design Thinking | | | |
| 8.1.2.AP.4 | Break down a task into a sequence of steps. | | |
| Intercultural Statements (Amistad, Holocaust, LGBT, SEL) | | | |
| | Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds | | |
| | Demonstrate an understanding of the need for mutual respect when viewpoints differ. | | |
| Interdisciplinary Connection | | | |
| 6.1.2. CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. | | |
| 6.1.2. CivicsPR.3 | Analyze classroom rules and routines and describe how they are designed to benefit the common good. | | |
| Unit Essential Question(s): | | Unit Enduring Understandings: | |
| <ul style="list-style-type: none"> • What are key elements of a theatrical story? • How do actors move to express an emotion? | | <ul style="list-style-type: none"> • Theatrical success is grounded in understanding of plot and characters, along with use of imagination. • All students can contribute and succeed in a theatrical context. | |
| Formative Assessments: Classroom performances, class discussion. | | | |
| Summative/Benchmark Assessment(s): Classroom performances, critiques. | | | |
| Alternative Assessments: One-on-one discussion or performance. | | | |
| Resources/Materials: | | Key Vocabulary: | |
| <p>Scripted works, as needed Props, as needed Open space in classroom or stage http://www.bbbpress.com/dramagames/ https://www.childdrama.com/warmups.html</p> | | <p>Cast, plot, characters, props, improvisation.</p> | |
| Lesson Name/Topic | Student Learning Objective(s) | Suggested Tasks/Activities: | Day(s) to Complete |
| 1 | Improvisation and Self-Expression | Students will demonstrate understanding of guidelines for successful improvisation in a group setting. | 1 Class Period |

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| 2 | Stage Directions/Vocabulary | Students will demonstrate understanding of stage directions through movement games. Students will use theatre vocabulary to describe a performance. | 1 Class Period |
| 3 | Body Language and Movement | Students will demonstrate awareness of vocal range, personal space, and character-specific vocal and creative movement choices. | 1 Class Period |
| 4 | Observe/Perform/Reflect | Students will synthesize their knowledge and skills accumulated over course of unit to reflect on a classroom or observed performance. | 1 Class Period |
| 5 | Observe/Perform/Reflect | Students will synthesize their knowledge and skills accumulated over course of unit to reflect on a classroom or observed performance. | 1 Class Period |

Teacher Notes: N/A

Additional Resources: State of New Jersey Department of Education Website

| Students with Disabilities | English Language Learners | Gifted and Talented Students | Students at Risk | 504 Students |
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| Preferential seating, behavioral prompts, consult case managers. | Extended time, assign a buddy, modify work. | Leadership opportunities, higher-level questioning. | Repeat and/or clarify instructions, prompt. | Preferential seating, behavioral prompts, consult 504/IEP. |