

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: Performing Arts

Course/Grade Level: Grades 3 - 5

Curriculum Committee Members:

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Board Approval Date:

8/24/22



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

Mission:

- To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:

- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
 - Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
 - Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
 - Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
 - Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.
- The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theater, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.



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K-2 Performing Arts classes utilize *Guided Drama Experiences* (e.g. process drama, creative drama and story drama) as the foundation for learning within this content area. Grades 3 - 5 will build on the Guided Drama Experience and move into more technical aspects of the drama/theater experience.

Definitions of Guided Drama Experiences:

- **Guided Drama Experience:** a leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role.
- **Creative Drama:** a process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama.
- **Process Drama:** a non-linear, episodic (*containing or consisting of a series of loosely connected parts or events*), process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves. It usually involves the whole class working with the teacher in role in a made-up scenario. Process drama is also suggested as a tool to promote literacy development through opportunities for dramatic play in early childhood settings within which children speak for a range of purposes in role. (Sun,2008).
- **Story Drama:** episodic (*containing or consisting of a series of loosely connected parts or events*), process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores implied moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves. (e.g. fairy-tales, storybooks, etc.)
- [Theater Glossary of Definitions](#)



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Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Resources for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info:

http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Formative assessments:

Teachers use formative assessment techniques throughout the process of teaching a lesson or unit of study to gauge student understanding and comprehension of skills and concepts. These check-in assessments help the teacher determine next steps for instruction.

Examples may include:

- Observations of students engaged in class activities.
- Anecdotal notes
- Thumbs up/thumbs down
- Exit slips or tickets

Summative Assessments:

Teachers use summative assessment techniques at the end of a unit of study to determine which concepts or skills students have learned and their level of mastery of those concepts. Summative assessments are usually graded.

Examples may include:



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- **Rubrics** built around criteria developed by teachers and/or students.
- **Portfolios** - Student created portfolios that may progress from one grade level to next (e.g. paper; digital using Google Sites)
- **Reflective Journal** – Students could be asked to reflect on their process and performance in a journal used only for that purpose (writing, drawing).
- **Critique (Oral)** – Students could be asked to orally critique a piece of drama in order to demonstrate their understanding of dramatic conventions, performance techniques, or themes.
- **Presentation (group or individual)** – Students could be asked to present on a drama topic, or presentation could be used as part of a performance. Students could take time to introduce or debrief a performance in a presentation format in order to show that their depth of understanding extends beyond the performance itself.
- **Creative Work** – Students could be asked to produce any number of creative works, including: diagrams, photographs, costume designs, theater make-up displays, sound effects (live foley or electronic), original music, original reviews of drama work, or lighting and set designs.
- **Demonstration** – Students could be asked to plan and give a demonstration of a particular set of drama skills or drama knowledge. Demonstration could be of a practical and/or creative nature.
- **Performance** – Students could be asked to perform a work of drama in front of an audience so that they can demonstrate their skills and understanding in a real-time, live situation.
- **Recorded Work** – Students could be asked to create videos or performances designed specifically for the medium of video (flipgrid, etc.)
- **Student Negotiated Assessment** – Students could be asked to help develop an assessment that will allow them to demonstrate their abilities, knowledge and understanding of drama topics. This assessment is likely to be a hybrid of the other summative assessment types.

Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)



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- Assessments other than paper & pencil tests See link for more info:
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with **ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students**.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Modifications & Accommodations Menu](#)

Additional Resources for to Support Planning & Instruction

NJDOE 2020 Visual & Performing Arts Standards Document

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Deasy, R. J. (Ed.). (2002). *Critical links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.

National Coalition for Core Arts Standards. (2014). *National Core Arts Standards: Theatre, Grades PreK to 12*. National Coalition for Core Arts Standards.

Sun, Ping-Yun. *Using Drama and Theater to Promote Literacy Development: Some Basic Classroom Applications*. Archived 2008-06-13 at the [Wayback Machine](#) Indiana University website.

[Drama Ideas](#) [Reading Rockets PDF](#)

[SEL Reading List to launch drama ideas](#)



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[Using Drama and Theater to Promote Literacy Development](#) [Some Basic Classroom Applications](#)

Websites:

- [21 Creative Role Play Activities for Your Child](#)
- [24 Pretend Play Ideas](#)
- [The Importance of Pretend Play](#)
- [List of Imaginative Play ideas](#)
- [Role Play ideas and information](#)
- [Drama Games and Activities for Kids](#)
- Games to help develop Social-Emotional Learning (See [link](#))



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

Grade 3

G3 Unit 1: Move and Groove	Pacing: 10 weeks
Unit Summary: Students will learn how to use their bodies to express themselves using physical, vocal, and cognitive, exercises.	
Essential Questions: <ol style="list-style-type: none"> 1. How do theater artists fully prepare a performance or design? 2. How do theater artists use tools and techniques to communicate ideas and feelings? 	Enduring Understandings: <ul style="list-style-type: none"> • Theater artists develop personal processes and skills for a performance or design. • Theater artists make choices to convey meaning.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.5.Pr.4a Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theater work.</p> <p>1.4.5.Pr.4b Identify and utilize basic technical/design elements that can be used in dramatic theater work to demonstrate an understanding of the elements.</p> <p>1.4.5.Pr.5b Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theater work</p> <p>1.4.5.re.9c Identify and discuss physiological changes connected to emotions in posture, gesture, breathing, and vocal intonation in a drama/theater work.</p> <p>1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate how to use body, voice, facial expressions and dance to express feelings and to create a character. • Explain the importance of an actor's tools (mind, body, and voice) to the art form. • Identify different technical elements that can and are used in different productions. 	<ul style="list-style-type: none"> • Choose • Rehearse • Establish • Analyze



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

Interdisciplinary Connections

English-Language Arts

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Comprehensive Health & Physical Education

- 2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.CHSS.3 Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- 2.1.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.1.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.1.5.PF.2 Accept and respect others of all skill levels and abilities during participation.

Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.

G3 Unit 1: Core Unit Content



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Mind, body, voice <input type="checkbox"/> Emotions <input type="checkbox"/> Projection <input type="checkbox"/> Technical elements <input type="checkbox"/> Character traits <input type="checkbox"/> Plot <input type="checkbox"/> Conflict <input type="checkbox"/> Dialogue <input type="checkbox"/> Concentration <input type="checkbox"/> Participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Use movement in ways to show how characters behave and feel. <input type="checkbox"/> Determine why characters act in certain ways. <input type="checkbox"/> Explore story elements, including character, setting, voice and movements. <input type="checkbox"/> Identify the technical elements of theater <input type="checkbox"/> Identify real vs. imaginary

G3 Unit 1: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Fairy Tales • Videos/ movie clips <ul style="list-style-type: none"> ▶ If You're a Kid [Animal Remix] (song for kids about animal sound... ▶ Shake Your Sillies Out 🎵 Brain Breaks Songs for Kids 🎵 Kids Ac... • ▶ Have Fun and Freeze! Freeze Dance Song Jack Hartmann M... • ▶ Move and Freeze - Animal Edition! Brain Break Freeze Dance... • ▶ The Sid Shuffle - Ice Age: Continental Drift • ▶ Can You Run the Red Carpet Activities For Kids Exercise Go... • ▶ Jungle Chase Break Break Just Dance GoNoodle Inspired • Books: Decibella, Quiet, Speak Up molly Lou Mellon • Props • Costumes
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Performing Arts (Theater) Curriculum Grade Levels 3 - 5

G3 Unit 1: Assessments

Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

Alternative Assessments:

- Rubrics
- Self critique/Group critique
- *Assessments other than paper & pencil tests See link for more info: http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

G3 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

G3 Unit 2: Creating Stories	Pacing: 10 weeks
Unit Summary: Students will imagine and create characters and identify technical/ design elements in drama.	
Essential Questions: <ol style="list-style-type: none"> 1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration & inquiry? 2. How can the same work of art communicate different messages to different people? 	Enduring Understandings: <ul style="list-style-type: none"> • Theater artists rely on intuition, curiosity, and critical inquiry. • Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.5.Cr.1a Create roles, imagined worlds and improvised stories in a drama/theater work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theater work.</p> <p>1.4.5.Cr.1b Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theater work.</p> <p>1.4.5.Cr.1c Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.</p> <p>1.4.5.Re.8c Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theater work.</p> <p>1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create an original character • Collaborate to create a story • Use body, voice, and face to act out a character in a story • Identify props, set, and costumes in a production • Articulate why certain props, costumes and set were used • Critique fellow students work by articulating their responses to a performance. • Compare personal experiences with stories and videos. • Demonstrate plan by acting out own version of a fable. 	<ul style="list-style-type: none"> • Imagine • Envision • Interpret



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1.2.5.Cr1e: Model ideas and plans in an effective direction.

Interdisciplinary Connections

English-Language Arts

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.

G3 Unit 2: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Conflict	<input type="checkbox"/> Understanding story structure <input type="checkbox"/> Determining what makes a believable character



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- ☐ Prop
- ☐ Costume
- ☐ Dialogue
- ☐ Cast
- ☐ Imagination
- ☐ Collaborate
- ☐ Perspective
- ☐ Articulate
- ☐ Real vs. imaginary

- ☐ Understand the thought and preparation it takes to create costumes, props and sets that support the story, given circumstances, and characters in a drama/theater work.

G3 Unit 2: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials

Supplemental Instructional Materials

- Examples of props, costumes and sets.
- Book about story structure
Across the Alley by Richard Michelson and E.B. ...
A Voyage in the Clouds by Matthew Olshan and Sophie Blackall is also on my Mock Caldecott watching list.
Samson in the Snow by Phillip C. ...
Du Iz Tak by Carson Ellis is also great for inferring.
White Water by Michael S.
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- Books about putting on a play
- Videos: [YouTube Story Elements PowToon](#) [YouTube Story Elements](#)

G3 Unit 2: Assessments

Formative assessments:



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- Observation of students engaged in lessons and activities.
- Anecdotal notes

Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

Alternative Assessments:

- Rubrics
- Self critique/Group critique
- *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

G3 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



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G3 Unit 3: Cultural Diversity	Pacing: 10 weeks
Unit Summary: Students will examine stories from different cultures through readers theater, videos, and story books. Students will explain their responses to different dramas based on their own cultural perspective and evaluate works of drama.	
Essential Questions: <ol style="list-style-type: none"> 1. How are theater artists' processes and the audience's perspectives impacted by analysis and synthesis? 2. How can culture shape individual and community perspectives and points of view in the theater? 3. How can the theater help to promote dignity and respect for all people? 	Enduring Understandings: <ul style="list-style-type: none"> • Theater artists apply criteria to investigate, explore, and assess drama and theater work. • All people are worthy of dignity and respect.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.5.Cr.1b Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theater work.</p> <p>1.4.5.Cr.1c Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.</p> <p>1.4.5.Re.8c Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theater work.</p> <p>1.4.5.Re.9a Compare and contrast multiple personal experiences when participating in or observing a drama/theater work and justify responses to drama/theater work based on personal experience.</p> <p>1.4.5.Re.9b Explain responses to characters based on</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of theater from different cultures. • Describe how design ideas support a story • Identify how a character's actions can affect others in a story. • Identify personal responses to theater • Explain their responses to characters from different cultures. • Demonstate how to see things from a different point of view. • Identify, explain, research and show how media artworks and ideas relate to thier community. 	<ul style="list-style-type: none"> • Imagine • Envision • Interpret • Critique



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cultural perspectives when participating in or observing drama/theater work.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

- 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

Interdisciplinary Connections

English-Language Arts

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Comprehensive Health & Physical Education

- 2.1.5.SSH.3 Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

Career Readiness, Life Literacies & Key Skills



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- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.

Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Develop, implement, and model effective problem-solving and critical thinking skills.

G3 Unit 3: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Cultures <input type="checkbox"/> Diversity <input type="checkbox"/> Personal response <input type="checkbox"/> Critique <input type="checkbox"/> Evaluate <input type="checkbox"/> Circumstances <input type="checkbox"/> Design 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how stories vary according to the playwrights perspectives <input type="checkbox"/> Determine why a character makes certain choices <input type="checkbox"/> Examine their own perspectives and discuss how that affects their experience with a story. <input type="checkbox"/> Through discussion, students will examine similarities and differences between cultural performances

G3 Unit 3: Instructional Materials & Resources

Core Instructional Materials <ul style="list-style-type: none"> • Teacher created materials 	Supplemental Instructional Materials <ul style="list-style-type: none"> • Multicultural books: <ul style="list-style-type: none"> The Crane Girl by Curtis Manley, illus. ... My Very Own Room/Mi propio cuartito by Amada Irma Pérez, Mama and Papa Have a Store by Amelia Lau Carling Crazy Horse's Vision by Joseph Bruchac Sweet Music in Harlem by Debbie Taylor
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- Videos
 - Ms. Hannah reads "Anansi the Spider: A Tale from the A..."

G3 Unit 3: Assessments

Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

Benchmark Assessments:

- Check for understanding of main concepts by having a discussion with students.

Alternative Assessments:

- Rubrics
- Self critique/group critique
- Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G3 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible



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accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



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Grade 4

G4 Unit 1: Improvisation	Pacing: 10 weeks
Unit Summary: Students will make physical, vocal, and technical choices to create characters. Students will assess how these choices support central ideas or themes in a production.	
Essential Questions: <ol style="list-style-type: none"> 1. What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry? 2. How do we determine the central idea or theme of a story? 3. How do we demonstrate an understanding of connections within, between, and/or among performing arts and English-Language Arts classes? 	Enduring Understandings: <ul style="list-style-type: none"> • Theater artists rely on intuition, curiosity and critical inquiry. • Evidence from a text or story is used to determine the main idea or theme.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.5.Cr.1b Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theater work.</p> <p>1.4.5.Cr.3b Use and adapt sounds and movements in a guided drama experience.</p> <p>1.4.5.Pr.5b Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theater work.</p> <p>1.4.5.Re.8b Analyze technical elements from multiple drama/theater works and assess how the technical elements may support or represent the themes or central ideas of drama/theater works.</p> <p>1.4.5.Re.9c Identify and discuss physiological changes</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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). • Determine a theme of a story, drama, or poem from details in the text or creative drama. • Identify how different technical elements supported the themes and central ideas of the work. • Discuss how sound, voice, movement, and all technical elements can support a drama. • Create their own stories and characters 	<ul style="list-style-type: none"> • Imagine • Envision • Construct • Establish • Analyze • Interpret



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connected to emotions in posture, gesture, breathing, and vocal intonation in a drama/theater work.

1.2.5.Cr2b: Model ideas, plan in an effective direction.

1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork

- Discuss their own design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theater work.
- Students model how to use different improvisation techniques.
- Demonstrate different presentation techniques.

Interdisciplinary Connections

English-Language Arts

- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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.4.5. 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.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 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.

Comprehensive Health & Physical Education

- 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.CHSS.3 Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- 2.1.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.1.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.1.5.PF.2 Accept and respect others of all skill levels and abilities during participation.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Social Studies

- 6.1.5.CivicsCM Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Develop, implement, and model effective problem-solving and critical thinking skills.

G4 Unit 1: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
❑ Character development	❑ Creating stories on the spot



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

- ☐ Design
- ☐ Technical Elements
- ☐ Improvisation
- ☐ Ensemble
- ☐ Personal Characteristics
- ☐ Costumes, props, sets




- ☐ Understanding how costumes, sets, props, and technical elements can enhance a production
- ☐ Determine how to use voice, body and face to create believable characters
- ☐ Making personal choices in works of theatre.

G4 Unit 1: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials

Supplemental Instructional Materials

- [Comparing Technical Elements Lesson Plan](#)
-  The 5 Elements of Drama
-  Tabs' Improv Performance - Warm Up Game - One Word Story
-  Theatre Props

G4 Unit 1: Assessments

Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

Alternative Assessments:

- Rubrics



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- Self critique/group critique
- *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

G4 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

G4 Unit 2: Shakespeare for Kids!

Pacing: 12-15 weeks

Unit Summary: Students will learn about Shakespeare's life and work and compare artistic choices between then and today. They will identify how Shakespeare's work reflects the culture during that time period.

Essential Questions:

1. What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?
2. How are theater and drama work reflected in communities and cultures?

Enduring Understandings:

- As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
- Theater and drama work reflect communities and cultures.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.5.Pr.4b Identify and utilize basic technical/design elements that can be used in drama/theater work to demonstrate an understanding of the elements.</p> <p>1.4.5.Pr.5a Describe and apply dramatic elements of dialogue, action, character emotion and theme in the performance and/or creation of a drama/theater work.</p> <p>14.5.Re.7a Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theater work through participation and observation.</p> <p>1.4.5.Cn.10a Explain how drama/theater connects oneself to a community or culture and identify the ways drama/theater work reflects the perspectives of a community or culture.</p> <p>1.4.5.Cn.11b Compare the drama/theater conventions of a given time period with those of the present.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss and identify cultural differences between Shakespeare's work and contemporary Theatre. • Identify technical elements of drama used in theater • Analyze works by Shakespeare • Explain how theatre can reflect a community or culture. • Discuss their opinions and thoughts about Shakespeare and other playwrights choices • Identify how Shakespeare's stories have been adapted and retold. • Discuss how they would change or adapt theater from Shakespeare's time to fit our community and society. 	<ul style="list-style-type: none"> • Incorporate • Affect • Expand



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

Interdisciplinary Connections

English-Language Arts

- 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).
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 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.

Comprehensive Health & Physical Education

- 2.1.5.SSH.1 Describe gender-role stereotypes and their potential impact on self and others.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.DC.1 Explain the need for copyrights.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.

Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

G4 Unit 2: Core Unit Content

Vocabulary

Key Concepts



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

- ☐ William Shakespere
- ☐ Romeo and juliet
- ☐ Hamlet
- ☐ Sonnet
- ☐ Playwright
- ☐ Acts
- ☐ Scenes
- ☐ Imagery
- ☐ Compare and contrast
- ☐ Contemporary
- ☐ Artistic choices
- ☐ Themes
- ☐





- ☐ Determine how theater has changed throughout the years
- ☐ Compare and contrast Skakespeares work with contemporary theater.
- ☐ Examine underlying themes in Shakespeare's work and how they relate to modern times.
- ☐ Understand how theater reflects the times and communities in which they are created

G4 Unit 2: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials

Supplemental Instructional Materials

- Book About Shakespeare
- Play: Romeo and Juliet
- Play: Hamlet
- Videos
-  History of Theatre
-  William Shakespeare Animated Biography
-  Hamlet vs the Lion King
- Movies clips
-  Gnomeo and Juliet Character Slideshow

G4 Unit 2: Assessments

Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

Alternative Assessments:

- Rubrics
- Self critique/Group critique
- *Assessments other than paper & pencil tests See link for more info:* http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G4 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

G4 Unit 3: Performer	Pacing: 10 weeks
Unit Summary: Students will explore ways to express a character through physical, vocal, and cognitive exercises. They will apply dramatic elements to a performance and reflect on, and evaluate, their work.	
Essential Question: <ol style="list-style-type: none"> 1. What happens when theater artists and audiences share creative experiences? 2. How can the same work of art communicate different messages to different people? 	Enduring Understandings: <ul style="list-style-type: none"> • Theater artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. • Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.5.Cr.1b Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theater work.</p> <p>1.4.5.Pr.4a. Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theater work.</p> <p>1.4.5.Pr.5a Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work.</p> <p>1.4.5.Pr.6a Practice drama/theater work and share reflections individually and in small groups, and informally with an audience.</p> <p>1.4.5.Re.8a Develop and implement a plan to evaluate drama/theater work.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Practice drama/theater work. • Share reflections individually and in small groups, and informally with an audience. • Demonstrate a variety of physical, vocal and cognitive exercises. • Demonstrate understanding of the elements of drama • Reflect on their own and others performances • Perform in front of an audience 	<ul style="list-style-type: none"> • Imagine • Envision • Choose • Rehearse • Interpret • Establish • Analyze



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

1.4.5.Re.8c Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theater work.

Interdisciplinary Connections

English-Language Arts

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 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.

Comprehensive Health & Physical Education

- 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Career Readiness, Life Literacies & Key Skills

- 9.4.5.DC.1 Explain the need for copyrights.

Social-Emotional Competencies & Sub Competencies:

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

G4 Unit 3: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive <input type="checkbox"/> Theater <input type="checkbox"/> Playwright <input type="checkbox"/> Script <input type="checkbox"/> Dialogue <input type="checkbox"/> Technical Elements <input type="checkbox"/> Costume plot <input type="checkbox"/> Perspective <input type="checkbox"/> Action <input type="checkbox"/> Theme <input type="checkbox"/> Evaluation 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate work of Drama <input type="checkbox"/> Examine ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theater work. <input type="checkbox"/> Practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theater work. <input type="checkbox"/> Analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theater work

G4 Unit 3: Instructional Materials & Resources

Core Instructional Materials <ul style="list-style-type: none"> • Teacher created materials 	Supplemental Instructional Materials <ul style="list-style-type: none"> • Books: <ul style="list-style-type: none"> ◦ Amandina by Sergio Ruzzier ◦ Amazing Grace by Harriet Ziefert ◦ Stagestruck by Tomie DePaola ◦ The Happiness Tree by Uma krishnaswami ◦ The boy, the bear, the baron on the bard by Gregory Rogers • Videos Elements of Drama <ul style="list-style-type: none"> 03_ Drama Technical Elements Scenery Costume Propertie...
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- ▶ Creative Arts Theatre - Let's Play - How To Make Your Own Play
- ▶ An Actor's Warm-Up | Voice
- ▶ Vocal Warm-Up #1: Breathing

G4 Unit 3: Assessments

Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

Summative Assessments:

- Reflective Journal
- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

Benchmark Assessments:**Alternative Assessments:**

- Rubrics
- Self critique/Group critique
- *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

G4 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

[Modifications & Accommodations Menu](#)



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

Grade 5

G5 Unit 1: Impact of Theater		Pacing: 3-4 weeks
Unit Summary: Students will study connections between the theater and global issues.		
Essential Questions: <ol style="list-style-type: none"> 1. How can the same work of art communicate different messages to different people? 2. What happens when theater artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy? 3. What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? 		Enduring Understandings: <ul style="list-style-type: none"> • As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. • As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.5.Cn.11a Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.</p> <p>1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify global issues including climate change and other content areas in a dramatic/theatrical work. • Respond to global issues including climate change and other content areas in a dramatic/theatrical work. • Investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work. • Research and perform new content. 	<ul style="list-style-type: none"> • Incorporate • Affect • Expand



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

Interdisciplinary Connections

English-Language Arts

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 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.

Comprehensive Health & Physical Education

- 2.1.5.CHSS.2 Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Career Readiness, Life Literacies & Key Skills



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- 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.

Social Studies

- 6.1.5.CivicsPD.3 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Social-Emotional Competencies & Sub Competencies:

- Evaluate personal, ethical, safety, and civic impact of decisions.
- Identify the consequences associated with one's actions in order to make constructive choices.

G5 Unit 1: Core Unit Content




<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Climate change <input type="checkbox"/> Global issues <input type="checkbox"/> Ethics <input type="checkbox"/> Civil impact <input type="checkbox"/> Consequences 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how theater can express the need for social and environmental change

G5 Unit 1: Instructional Materials & Resources

Core Instructional Materials <ul style="list-style-type: none"> • Teacher created materials 	Supplemental Instructional Materials <ul style="list-style-type: none"> • Books <ul style="list-style-type: none"> ○ The Magic School Bus and the Climate Challenge by Joanna Cole. ○ The Fog by Kyo Maclear. ○ The Lorax by Dr. Seuss.
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- A Hot Planet Needs Cool Kids by Julie Hall.
- Mission: Save the Planet by Sally Ride and Tam O'Shaughnessy
- Videos
 -  How theatre education can save the world | Rachel Har...
 -  What is the Globe Theatre? - Behind the News
 -  Global Warming - The End Game | The Dr. Binocs Show...

G5 Unit 1 Assessments

Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

Alternative Assessments:

- Rubrics
- Self critique/Group critique
- *Assessments other than paper & pencil tests See link for more info: http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

G5 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible



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accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

G5 Unit 2: Creative Choice	Pacing: 7-8 weeks
Unit Summary: In this culminating unit, students will use personal perspectives and understanding to collaborate on performing a short play, utilizing props, costumes, setting, voice, gestures, movement, etc. This unit is about being creative, making choices and performing.	
Essential Question: 1.	Enduring Understandings: <ul style="list-style-type: none"> •

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.5.Cr.1b Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theater work.</p> <p>1.4.5.Cr.2a Devise original ideas for a drama/theater work that reflect collective inquiry about characters, plots and their given circumstances.</p> <p>1.4.5.Cr.2b Participate and identify defined responsibilities required to present a drama/theater work informally to peers/audience and participate in the process.</p> <p>1.4.5.Cr.3a Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theater work.</p> <p>1.4.5.Cr.3b Use and adapt sounds and movements in a guided drama experience.</p> <p>1.4.5.Cr.3c Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theater work.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify all technical aspects of theater including costumes, Props, and set. • Create their own complex characters with personality traits • Understand how their characters relate to the plot and circumstances. • Describe the responsibilities required to present a drama. • Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of drama/theater work. • Reflect on their work • Relate personal experiences to that of a drama. 	<ul style="list-style-type: none"> • Choose • Rehearse • Perform • Share



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1.4.5.Pr.4b Identify and utilize basic technical/design elements that can be used in dramatic theater work to demonstrate an understanding of the elements.

1.4.5.Pr.5a Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of drama/theater work.

1.4.5.Pr.6a Practice drama/theater work and share reflections individually and in small groups, and informally with an audience.

1.4.5.Re.7a Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theater work through participation and observation.

1.4.5.Re.8c Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theater work.

1.4.5.Re.9a Compare and contrast multiple personal experiences when participating in or observing a drama/theater work and justify responses to drama/theater work based on personal experience.

1.2.5.Cr2c: Brainstorm goals and plans for a media art audience

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

- Brainstorm the best way to demonstrate goals and plans for a performance.
- Identify, describe, explain and differentiate how methods, and styles in performance affect and manage audience experience.
- Identify, examine and show how performance forms meaning, and cultural experiences, such as cultural events.



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1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events

Interdisciplinary Connections

English-Language Arts

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 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.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.1 Explain the need for copyrights.

Social Studies

- 6.1.5.CivicsCM Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.




Performing Arts (Theater) Curriculum Grade Levels 3 - 5

- Recognize and identify the thoughts, feelings, and perspectives of others.

G5 Unit 2: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"><input type="checkbox"/> Artistic choices<input type="checkbox"/> Audience perspectives<input type="checkbox"/> Dramatic elements<input type="checkbox"/> Technical elements<input type="checkbox"/> Evaluate<input type="checkbox"/> Analyze<input type="checkbox"/> Personal experiences<input type="checkbox"/> Compare and contrast<input type="checkbox"/> Circumstances	<ul style="list-style-type: none"><input type="checkbox"/> Understand many of the different aspects that go into creating a play.<input type="checkbox"/> Through artistic choices, students will make decisions about characters, technical elements, costumes, sets, and props.<input type="checkbox"/> Create and perform a play.<input type="checkbox"/> Discuss their experiences.

G5 Unit 2: Instructional Materials & Resources

Core Instructional Materials <ul style="list-style-type: none">• Teacher created materials	Supplemental Instructional Materials <ul style="list-style-type: none">• Books<ul style="list-style-type: none">Readers theater Grade 5• Videos<ul style="list-style-type: none">◦  Top 5 Tip for Reader's Theater Classroom Quick Tips• Scripts<ul style="list-style-type: none">◦ https://www.mrsjudyaraujo.com/readers-theatre/◦ http://www.thebestclass.org/rtscripts.html
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G5 Unit 2: Assessments



Performing Arts (Theater) Curriculum Grade Levels 3 - 5

Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

Summative Assessments:

- Reflective Journal
- Performance Rubric
- Performance by students in small groups to demonstrate understanding.

Alternative Assessments:

- Rubrics
- Self critique/Group critique
- *Assessments other than paper & pencil tests* See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G5 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)