



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Theatre

Grades K - 2

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Grade K-2 Theatre Curriculum Overview

Grade K-2 Theatre is taught as one unit at the end of the school year. The theatre curriculum is a hands-on and sequential process of discovering the fundamentals of theatre. As part of the spiraling curriculum, aspects of theatre are incorporated into the general music classroom throughout the year. Participating in this hands-on program helps students:

1. To foster a lifelong enjoyment of theatre.
2. To observe and create theatre in response to the world around them.
3. To meet the theatre standards for New Jersey Public Schools.

Suggested Course Sequence*:

Unit 1: Creative Expression/Fundamentals of Theatre:

Week 1: Improvisation and Self-Expression

Week 2: Stage Directions and Vocabulary

Week 3: Body Language and Movement

Week 4: Observing/Performing and Reflecting

Week 5: Observing/Performing and Reflecting

Pre-Requisite: None

**The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 42 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*

Content Area: Theatre	
Unit Title: Creative Expression/Fundamentals of Theatre	
Grade Level: K-2	
Unit Summary: 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): New Jersey Student Learning Standards	
CPI#:	Statement:
Visual and Performing Arts: Theatre	
NJSLS 1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances
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.)
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.
1.1.2.C.4	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
1.3.2.C.2	Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
21st Century Standards	
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Technology Standards	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
Interdisciplinary Standards	
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Career Ready Practices	
CRP6	Demonstrate creativity and innovation.
CRP4	Communicate clearly and effectively and with reason.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> What makes theatre a unique experience? Why are props important? How do actors move to express an emotion? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> All students can contribute and succeed in a theatrical context. Theatre relies on understanding of context and imagination. </div> </div>	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Imitate or create people, creatures, or things based on observation using body and facial expression Demonstrate the ability to follow a simple set of steps in a dramatic task. Describe the difference between theatre and real life Use appropriate theatre vocabulary to critique a live performance Recognize, mirror and create emotions described in stories and dramatic play. Contribute positively and responsibly to ensemble activities. Respond within imaginary circumstances to objects, settings and conditions. Sustain concentration, focus and commitment in group activities with a shared performance goal. Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or hearing a story. 	
Formative Assessments: <ul style="list-style-type: none"> Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process Written or Drawn Work (using technology when appropriate): <ul style="list-style-type: none"> Sharing feelings, dreams, and wishes about theatre and acting. Planning and documenting choreographic process (sketching or collecting ideas for a skit/performance) Personal responses to performances Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objects and specified criteria. Students may set personal goals and identify personal competencies and challenges. 	
Summative/Benchmark Assessment(s): A final performance (student or observed) with accompanying critique.	
Alternate assessment: Oral assessment.	
Resources/Materials (copy hyperlinks for digital resources): Scripted works, as needed Props, as needed Open space in classroom or stage http://www.bbbpress.com/dramagames/ https://www.childdrama.com/warmups.html	
Modifications: <ul style="list-style-type: none"> Special Education Students At-Risk Students 	

<ul style="list-style-type: none"> o Extended time for assignment completion as needed o Ask students to restate information, directions, and assignments. o Preferential seating to be mutually determined by the student and teacher 	<ul style="list-style-type: none"> o Extended time for assignment completion as needed o Ask students to restate information, directions, and assignments. o Preferential seating to be mutually determined by the student and teacher
<ul style="list-style-type: none"> • English Language Learners <ul style="list-style-type: none"> o Extended time for assignment completion as needed o Assign a buddy, same language or English speaking o Modified assignments 	<ul style="list-style-type: none"> • Gifted and Talented Students <ul style="list-style-type: none"> o Use of Higher Level Questioning Techniques o Inquiry-based instruction o Adjusting the pace of lessons

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Week 1: Improvisation and Self-Expression	Students will demonstrate understanding of guidelines for successful improvisation in a group setting.	1 day
Week 2: Stage Directions and Vocabulary	Students will demonstrate understanding of stage directions through movement games. Students will use theatre vocabulary to describe a performance.	1 day
Week 3: Body Language and Movement	Students will demonstrate awareness of vocal range, personal space, and character-specific vocal and creative movement choices.	1 day
Week 4: Observing/Performing and Reflecting	Students will synthesize their knowledge and skills accumulated over course of unit to reflect on a classroom or observed performance.	1 day
Week 5: Observing/Performing and Reflecting	Students will synthesize their knowledge and skills accumulated over course of unit to reflect on a classroom or observed performance.	1 day

Teacher Notes:
N/A

Additional Resources

Click links below to access additional resources used to design this unit:

<https://www.state.nj.us/education/cccs/>

<https://www.state.nj.us/education/modelcurriculum/vpa/t/>

<https://www.state.nj.us/education/aps/cccs/career/>

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>