

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: Performing Arts
Course/Grade Level: Kindergarten - Grade 2

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Board Approval Date:

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Performing Arts (Theater) Curriculum Grade Levels K - 2

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 (NJSL-S-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 NJSL-S-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.

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.gmu.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:

- **Rubrics** built around criteria developed by teachers and/or students.



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- **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](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf



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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](#)

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



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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 K - 2

Kindergarten

GK Unit 1: Welcome to School!	Pacing: 10 weeks
<p>Unit Summary: Students will be welcomed into the wonderful world of Performing Arts! They will learn how they can act and respond in an environment that supports social-emotional learning. They will explore the Performing Arts classroom, how to be responsible and work with their new friends through guided drama experiences.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can creative exploration and inquiry help build social skills? 2. How are sounds and movements used to support stories? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Theater artists rely on intuition, curiosity and critical inquiry. • Creative exploration and play can be used to practice empathy and positive social behaviors.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<ul style="list-style-type: none"> • 1.4.2.Cr.1: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g. process drama, story drama, creative drama). • 1.4.2.Cr.3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g. process drama, story drama, creative drama). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify ways to use gestures, movements and sounds to retell a story in a process drama. • Begin to explore emotions that characters in a story drama feel. • Connect personal emotions to how characters in a story drama. • Identify a few similarities in gestures and movements in the stories. • Establish and maintain healthy relationships. 	<ul style="list-style-type: none"> • Imagine • Realize



Performing Arts (Theater) Curriculum Grade Levels K - 2

Interdisciplinary Connections

English-Language Arts

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives..

Social-Emotional Competencies & Sub Competencies:

- Recognize and identify the thoughts, feelings, and perspectives of others.
- Establish and maintain healthy relationships.
- 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.

GK Unit 1: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Mimic <input type="checkbox"/> Gesture 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning about emotions and how to act out what characters are doing, feeling, and responding in a story



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- Imagination
- Movement
- Similarities
- Differences
- Voice
- Sound
- Facial expressions
- Cooperation
- Emotions

- Learning the routines of a performing arts classroom.
- Utilize positive communication and social skills to interact effectively with others.

GK Unit 1: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials

Supplemental Instructional Materials

- Going on a Bear Hunt (book, video, music)
- Nursery Rhymes (e.g. Itsy-Bitsy Spider, Humpty Dumpty, Hey Diddle Diddle)
- Various storybooks such as:
 - [Time to Say Please](#) by Mo Willems
 - [Time to Say Please Read Aloud video](#)
 - Manners by Alike
 - [The Very Quiet Cricket](#) by Eric Carle (Great for gestures & movement)
 - [The Very Quiet Cricket Animated video](#)
- Games to help develop Social-Emotional Learning (See [link](#))
- Book: Lacey Walker non stop talker by Christianne Jones
- Book: Harrison P Spader, Personal Space invader by Christianne Jones
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GK Unit 1: Assessments

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.
- Performance by students in small groups to demonstrate understanding.

Alternative Assessments:

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

GK 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](#)



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GK Unit 2: My Emotions	Pacing: 10 weeks
<p>Unit Summary: Students will begin to explore how emotions can be expressed through voice and facial/bodily gestures. Through the use of guided drama experiences, students will act out and identify different emotions of characters.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can emotions be used to complement words and actions? 2. How are characters in stories similar to real life? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Theater artists rely on intuition, curiosity and critical inquiry. • Theater artists make choices to convey meaning.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<ul style="list-style-type: none"> • 1.4.2.Cr.1a: Propose potential character choices and plot details in a guided drama experience (e.g. process drama, story drama, creative drama). • 1.4.2.Cr.1b: Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g. process drama, story drama, creative drama). • 1.4.2.5b: 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.Re.9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g. process drama, story drama, creative drama), or theater performance, and explain how personal preferences and emotions affect an observer's response in a guided drama. • 1.4.2.Cn.10a: With prompting and support, identify 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss character choices including emotions and actions in a story drama or creative drama. • Identify ways to use voice and emotion when creating or retelling a story in a process drama. • With prompting and support, explore & identify emotions in a guided drama experience. • With prompting and support, identify similarities between characters in a guided drama experience and personal experiences. • Connect personal experiences and emotions to characters in a story. • Recognize and identify the thoughts, feelings, and perspectives of others through creative drama 	<ul style="list-style-type: none"> • Establish • Analyze • Critique • Incorporate



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similarities between characters in a dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g. process drama, story drama, creative drama).

Interdisciplinary Connections

English-Language Arts

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- RL.K.1 :With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings...
 - D. Distinguish **shades of meaning** among verbs describing the same general action (e.g., walk, march, strut, prance) **by acting out** the meanings. (*Instructional note: Focus on shades of meaning for emotions in this unit.*)

World Language

- 7.1.2.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.CHSS.5 Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).



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- 2.1.2.EH.5 Explain healthy ways of coping with stressful situations.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and 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.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.

GK Unit 2: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Emotions <input type="checkbox"/> Imitate <input type="checkbox"/> Mimic <input type="checkbox"/> Gestures 	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring the use of emotions in theater. <input type="checkbox"/> Understanding different shades of emotions (e.g. sad, depressed, angry, enraged, etc.) <input type="checkbox"/> Learn to act and role-play in guided drama experiences. <input type="checkbox"/> Analyze storybooks and different types of drama to identify the emotions used by characters. <input type="checkbox"/> Utilize positive communication and social skills to interact effectively with others.

GK Unit 2: 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"> • Use story books to launch discussion such as: <ul style="list-style-type: none"> ○ <u>Decibella & Her 6-Inch Voice</u> by Julia Cook <ul style="list-style-type: none"> ■ Decibella Read aloud video ○ <u>The Grouchy Ladybug</u> by Eric Carle ○ <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judit Viorst ○ <u>Millie Fierce</u> by Jane Manning
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- My Mouth is a Volcano by Julia Cook
 - [My Mouth is a Volcano Read Aloud Video](#)
- Students share own created stories
- [BEAN BAG 'VOICE PROJECTION' Activity](#)

GK Unit 2: Assessments

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.
- Performance by students in small groups to demonstrate understanding.

Alternative Assessments:

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

GK 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.



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GK Unit 3: Imaginative Play	Pacing: 10 weeks
<p>Unit Summary: In this unit, students will use their imagination to role-play scenarios they have seen, experienced or would like to experience. Through open-ended, unstructured play, students will develop confidence, collaborate with peers and explore technical elements used to support stories.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can emotions be shown in real life and imaginary play using the body, gestures and voice? 2. How can someone create their own stories? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Theater artists work to discover different ways of communicating meaning.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.2.Cr.2a: 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).</p> <p>1.4.2.Pr.4b: Explore and experiment with various technical elements in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Pr.6a: Use voice, sound, movement and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences with peers.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Collaborate with peers on creating a story. • Explore how scenery, props and costumes are used in a guided drama experience. • Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience. • Informally share guided drama experiences with peers. 	<ul style="list-style-type: none"> • Plan • Construct • Choose • Rehearse • Share

Interdisciplinary Connections

English-Language Arts



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- RL.K.1 :With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings...
 - D. Distinguish **shades of meaning** among verbs describing the same general action (e.g., walk, march, strut, prance) **by acting out** the meanings.

Math

- K.G.A.1 Describe objects in the environment using names of shapes, and **describe the relative positions ... using terms such as above, below, beside, in front of, behind, and next to.**

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2. CHSS.3 Demonstrate how to dial and text 911 in case of an emergency.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.(e.g. role-play)

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.

GK Unit 3: Core Unit Content

Vocabulary

Key Concepts



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- Plot
- Dialogue
- Technical Elements
- Scenery
- Costumes
- Gesture
- Technical elements

- Through role-playing, practice healthy reactions and responses to stressful situations like an emergency.

GK Unit 3: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials

Supplemental Instructional Materials

- Various storybooks such as
 - [Time for Bed, Miyuki by Roxanne Marie Gillez](#)
- [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](#)

GK Unit 3: Assessments

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.



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- Performance by students in small groups to demonstrate understanding.

Benchmark Assessments:

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

Alternative Assessments:

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

GK 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.

[Modifications & Accommodations Menu](#)



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Grade 1

G1 Unit 1: Making Friends	Pacing: 8 weeks
<p>Unit Summary: As students enter first grade, conversations, positive social interactions, listening skills and coping strategies all help students make friends. Through guided drama experiences students will develop these skills in a fun and playful way.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do artists use their whole body in a performance? 2. How do emotions help artists demonstrate meaning in a performance? 3. How can we learn about building friendships through guided play experiences? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Theater artists develop personal processes and skills for a performance.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.2.Pr.4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences. (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Pr.5b: With prompting and support, interpret story elements (e.g. character and setting) in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Pr.6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Re.7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use body and facial gestures to communicate and demonstrate different emotions. • Experiment using different ranges of voice in different roles in a guided drama. • Express emotional responses to characters. • Change the plot and dialogue in process and creative drama experiences. • Explain and act out healthy ways for friends to express feelings for and to one another in a creative drama experience. 	<ul style="list-style-type: none"> • Choose • Rehearse • Establish • Analyze • Examine • Discern • Critique



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guided drama experience (e.g. process drama, story drama, creative drama).

1.4.2.Re.9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g. process drama, story drama, creative drama), or theater 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 theater performance.

Interdisciplinary Connections

English-Language Arts

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.SSH.6 Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7 Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8 Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9 Define bullying and teasing and explain why they are wrong and harmful.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.



Performing Arts (Theater) Curriculum Grade Levels K - 2

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.

G1 Unit 1: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Physical movement <input type="checkbox"/> Sound effects <input type="checkbox"/> Vocal range <input type="checkbox"/> Emotions 	<ul style="list-style-type: none"> <input type="checkbox"/> Through role-playing, practice healthy reactions and responses to stressful situations like bullying and teasing. <i>(See Interdisciplinary Connections)</i>

G1 Unit 1: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
<ul style="list-style-type: none"> ● Teacher created materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Various storybooks such as: <ul style="list-style-type: none"> <input type="checkbox"/> The Crayon Box That Talked <input type="checkbox"/> Where Are You From? ● 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



Performing Arts (Theater) Curriculum Grade Levels K - 2

G1 Unit 1: Assessments

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.
- Performance by students in small groups to demonstrate understanding.

Alternative Assessments:

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

G1 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 K - 2

G1 Unit 2: Animals	Pacing: 10 weeks
Unit Summary: This unit will explore story elements (e.g. character, setting, voice, movement, etc.) in an engaging, fun atmosphere through the theme of animals. Students will also explore global issues, such as climate change, through guided drama experiences of our animal friends.	
Essential Questions: <ol style="list-style-type: none"> 1. How does climate change impact animals and their habitat? 2. How do theater artists use tools and techniques to communicate ideas and feelings? 	Enduring Understandings: <ul style="list-style-type: none"> • Theater artists rely on intuition, curiosity, and critical inquiry. • Theater artists make choices to convey meaning.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.2.Cr.1c Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g. process drama, creative drama, story drama).</p> <p>1.4.2.Pr.5a With prompting and support, interpret story elements (e.g. character, setting) in a guided drama experience (e.g. process drama, creative drama, story drama).</p> <p>1.4.2.Re.7a Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g. process drama, creative drama, story drama).</p> <p>1.4.2.Re.9b With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g. process drama, creative drama, story drama).</p> <p>1.4.2.Cn.11a With prompting and support, identify similarities</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Through guided drama, compare and contrast the climates of two distinct environments by connecting to the settings of stories and how animals might adapt.. • Explore and identify story elements, including character, setting, voice and movements, in both creative and story dramas. • Identify causes of character actions in both creative and story dramas. • Identify similarities and differences in stories from one's own community and from multiple cultures in a guided drama experience. 	<ul style="list-style-type: none"> • Imagine • Envision • Establish • Analyze • Examine • Discern • Critique • Affect • Expand



Performing Arts (Theater) Curriculum Grade Levels K - 2

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, creative drama, story drama) experience about global issues, including climate change.

Interdisciplinary Connections

English-Language Arts

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Comprehensive Health & Physical Education

- 2.1.2.CHSS.4 Describe how climate change affects the health of individuals, plants and animals
- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills



Performing Arts (Theater) Curriculum Grade Levels K - 2

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Social Studies

- 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.GeoPP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

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.

G1 Unit 2: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Story elements <input type="checkbox"/> Character, setting, plot, problem, solution. <input type="checkbox"/> Cultures <input type="checkbox"/> Social skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Use sound and movement in ways to show how characters behave. <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"/> Understand the difference between a story drama and a creative drama. <input type="checkbox"/> Use illustrations in a text to help understand the emotions used by artists to portray the meaning of the story.

G1 Unit 2: 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"> ● Various storybooks such as: <ul style="list-style-type: none"> ○ Manners are Not for Monkeys by Heather Tekavec <ul style="list-style-type: none"> ■ Manners are Not for Monkeys Read Aloud video
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Performing Arts (Theater) Curriculum Grade Levels K - 2

- [My Pet Wants a Pet by Eric Barclay](#)
- [Alfie, The Turtle That Disappeared by Thyra Heder](#)
- [Giraffes Can't Dance by Giles Andreae](#)
- [The Pout-Pout Fish by Deborah Diesen](#)
- [Happy Puppy, Angry Tiger: The Little Book about Big Feelings by Brad Petersen](#)

G1 Unit 2: Assessments

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.
- Performance by students in small groups to demonstrate understanding.

Alternative Assessments:

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

G1 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 K - 2



Performing Arts (Theater) Curriculum Grade Levels K - 2

G1 Unit 3: Express Yourself!	Pacing: 10 weeks
Unit Summary: Students will use personal preferences and collaboration with peers to adapt story drama and creative drama experiences. They will consider how props and costume choices are made by theater artists to add to a story.	
Essential Question: <ol style="list-style-type: none"> 1. How can the same work of art communicate different messages to different people? 2. How do theater artists fully prepare a performance? 	Enduring Understandings: <ul style="list-style-type: none"> ● Theater artists reflect to understand the impact of drama processes and theater experiences. ● Theater artists develop personal processes and skills for a performance.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.2.Cr.3a With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.PR.4a With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Re.8a 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).</p> <p>1.4.2.Re.8b Identify and use props and costumes that might be used in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Cn.10a With prompting and support, identify similarities between characters in dramatic play or a guided drama</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experience to personal experiences of self and peers. ● Contribute ideas to adapt the plot in a story drama by collaborating with peers and the teacher to alter or add to the story. ● Contribute ideas to adapt the plot in a creative drama experience by collaborating with peers and the teacher to alter or add to the experience. ● Contribute ideas to adapt the dialogue in a story drama by collaborating with peers and the teacher to alter or add to the story. ● Contribute ideas to adapt the dialogue in a 	<ul style="list-style-type: none"> ● Evaluate ● Clarify ● Realize ● Choose ● Rehearse ● Interpret



Performing Arts (Theater) Curriculum Grade Levels K - 2

<p>experience and relate character emotions and experience to personal experiences of self and peers. (e.g. process drama, story drama, creative drama).</p>	<p>creative drama experience by collaborating with peers and the teacher to alter or add to the experience.</p> <ul style="list-style-type: none"> ● Identify and plan for props and/or costumes that might be used to support the dramas in class. ● Perform creative and story drama experiences in class, demonstrating how to use physical movements, voice and sound to support the experience. 	
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Interdisciplinary Connections

English-Language Arts

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.SSH.1 Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2 Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.CHSS.5 Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.



Performing Arts (Theater) Curriculum Grade Levels K - 2

- 9.4.2.CI.2 Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan.
- 9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

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.
- Recognize one's personal traits, strengths, and limitations.

G1 Unit 3: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Ensemble <input type="checkbox"/> Contribute <input type="checkbox"/> Teamwork <input type="checkbox"/> Imagination <input type="checkbox"/> Performance <input type="checkbox"/> Theater etiquette 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapt plots through the use of storybooks and in story dramas. <input type="checkbox"/> Contribute ideas to adapt plots. <input type="checkbox"/> Study characters and stories to identify similarities and differences. <input type="checkbox"/> Learn about dialogue.

G1 Unit 3: 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"> ● Various storybooks such as <ul style="list-style-type: none"> ○ What if...by Samantha Berger ● 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
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Performing Arts (Theater) Curriculum Grade Levels K - 2

G1 Unit 3: Assessments

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.
- Performance by students in small groups to demonstrate understanding.

Benchmark Assessments:

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

Alternative Assessments:

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

G1 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.

[Modifications & Accommodations Menu](#)



Performing Arts (Theater) Curriculum Grade Levels K - 2

Grade 2

G2 Unit 1: Making Good Choices	Pacing: 10 weeks
<p>Unit Summary: Through the use of morals and stories (e.g Aesop’s Fables) , students will make choices about characters and plot details as they think about making good choices in life and comparing those to choices made by characters in stories. Through the use of unscripted role-playing and class discussions, students will continue to learn to build on each other’s ideas in the creative process.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can the same work of art communicate different messages to different people? 2. How, when, and why do theater artists’ choices change? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Theater artists’ interpretations of drama/theater work are influenced by personal experiences and aesthetics. • Theater artists work to discover different ways of communicating meaning.

New Jersey Student Learning Standards	Student Learning Objectives	Theater Practices
<p>1.4.2.CR.2b Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Re.8a 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).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Contribute original ideas to help advance a familiar story in a guided drama experience. • Make decisions about plot, characters and settings in creative drama experiences. • Build on other students’ ideas when creating a drama experience. • Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family • Use a variety of types of thinking to solve problems (e.g. inductive, deductive) 	<ul style="list-style-type: none"> • Imagine • Plan • Construct • Interpret



Performing Arts (Theater) Curriculum Grade Levels K - 2

Interdisciplinary Connections

English-Language Arts

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. 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).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

Comprehensive Health & Physical Education

- 2.1.2.EH.1 Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.CHSS.5 Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.3.2.PS.6 Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.1.2.SSH.6 Determine the factors that contribute to healthy relationships.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g. inductive, deductive)
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety, and civic impact of decisions



Performing Arts (Theater) Curriculum Grade Levels K - 2

G2 Unit 1: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Communication <input type="checkbox"/> Contribute <input type="checkbox"/> Boundaries <input type="checkbox"/> Respect 	<ul style="list-style-type: none"> <input type="checkbox"/> Make decisions about plot, scenery, costumes. <input type="checkbox"/> Explore skills in making good decisions and distinguish between positive and negative choices through guided drama. <input type="checkbox"/> Communicate original ideas to creative or story drama experiences.

G2 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"> • Various storybooks such as <ul style="list-style-type: none"> ◦ Aesop's Fables ◦ I am Human: A Book of Empathy by Susan Verde ◦ Babu's Song by Stephanie Stuve-Bodeen ◦ Chalk by Bill Thomson ◦ A Chair for My Mother by Vera B Williams ◦ The Cloud Spinner by Michael Catchpool • 30 Responsible Decision-Making Books for Children • 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
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Performing Arts (Theater) Curriculum Grade Levels K - 2

G2 Unit 1 Assessments

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.
- Performance by students in small groups to demonstrate understanding.

Alternative Assessments:

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

G2 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 K - 2

G2 Unit 2: Cultural Diversity	Pacing: 12 weeks
<p>Unit Summary: Through the theme of cultural diversity, students will identify similarities between characters and explore how characters respond to challenges, such as climate change. Students will be exposed to a variety of stories from different cultures and will explore different points of view and interpretations both within cultures and with the realm of theater (e.g. artist to audience; artist to artist; artist to author, etc.)</p>	
<p>Essential Question:</p> <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 allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics. • Theater artists apply criteria to investigate, explore, and assess drama and theater work. • 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>1.4.2.Re.7a 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).</p> <p>1.4.2.Re.8c Compare and contrast how characters respond to challenges in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Re.9a With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g. process drama, story drama, creative drama) or theater performance, and explain how personal preferences and</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore and express personal preferences and emotions evoked when viewing or participating in a guided drama. • Identify similarities and differences in stories from one's own community and from multiple cultures in a guided drama experience. • Identify similarities between characters' experiences and emotions to personal experiences of self and peers. 	<ul style="list-style-type: none"> • Examine • Discern • Interpret • Critique • Affect • Expand



Performing Arts (Theater) Curriculum Grade Levels K - 2

<p>emotions affect an observer's response in a guided drama.</p> <p>1.4.2.Cn.10a With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experience to personal experiences of self and peers. (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Cn.11a 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.</p>	<ul style="list-style-type: none">● Explain their personal preferences and give reasons for their preferences.● Act out how characters respond to challenges, including climate change.● Compare and contrast how characters respond to challenges.	
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Interdisciplinary Connections

English-Language Arts

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. 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).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.



Performing Arts (Theater) Curriculum Grade Levels K - 2

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2 Demonstrate originality and inventiveness in work.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Social Studies

- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.2.HistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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

G2 Unit 2: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Personal preference <input type="checkbox"/> Similarities <input type="checkbox"/> Differences <input type="checkbox"/> Empathy 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore ways to handle or address personal and global challenges through guided drama. <input type="checkbox"/> Determine similarities and differences between cultures through the study of characters. <input type="checkbox"/> Practice skills through creative and story drama that develop positive social interactions with others outside of the performing arts classroom.



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G2 Unit 2: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials

Supplemental Instructional Materials

- Various storybooks such as
 - [The Cloud Spinner by Michael Catchpool](#)
 - [The Lorax by Dr. Seuss](#)
 - [The Polar Bears' Home by Lara Bergen](#)
 - [The Fog by Kyo Maclear](#)
 - [The Magic School Bus & Climate Change by Joanna Cole](#)
 - [The Can Man by Laura E. Williams \(Homelessness\)](#)
 - [Amazing Grace by Mary Hoffman](#)
 - [I Love My Hair by Natasha Anastasia Tarpley](#)
 - [Skin Like Mine by LaTashia M. Perry](#)
 - [Abuela by Arthur Dorros](#)
 - [Dreamers by Yuyi Morales](#)
 - [The Crayon Box That Talked](#)

G2 Unit 2: Assessments

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.
- Performance by students in small groups to demonstrate understanding.

Alternative Assessments:

- Rubrics



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

G2 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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G2 Unit 3: Creative Choice	Pacing: 10 weeks
Unit Summary: In this culminating unit, students will use personal perspectives and understanding to collaborate on creating short scenes, utilizing props, costumes, setting, voice, gestures, movement, etc. This unit is about being creative, making choices and performing.	
Essential Question: <ol style="list-style-type: none"> 1. How do theater artists create a short scene? 2. What are essential elements that help convey meaning in a short scene? 3. How is the world portrayed through theater? 	Enduring Understandings <ul style="list-style-type: none"> • Theater artists allow awareness of interrelationships between self and others to inform their work. • 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>1.4.2.Cr.1a Propose potential character choices and plot details in a guided drama experience. (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Cr.1b Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience. (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Cr.1c Identify ways in which voice, gestures, movements and sounds may be used to create or retell a story in a guided drama experience. (e.g. process drama, story drama, creative drama).</p> <p>1.4.2.Cr.2a 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</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Propose character choices and plot details when collaboratively creating a short scene. • Collaborate with peers to plan props, costumes and scenery for the short scene. • Plan how to use voice, gestures, movements and sounds to support the short scene. • Write a sequential plot with peers and contribute original ideas. • Collaborate with peers to plan a meaningful dialogue for the short scene. 	<ul style="list-style-type: none"> • Imagine • Envision • Plan • Construct • Choose • Rehearse • Establish • Analyze • Examine • Discern • Incorporate • Affect • Expand



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drama, creative drama).

1.4.2.Cr.2b Contribute original ideas and make decisions as a group to advance a story in a guided drama experience. (e.g. process drama, story drama, creative drama).

1.4.2.Cr.3c 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.Pr.4a With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g. process drama, story drama, creative drama).

1.4.2.Pr.5b 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.Pr.6a Use voice, sound, movement and gestures to communicate emotions guided drama experience. (e.g. process drama, story drama, creative drama).; informally share guided drama experience. (e.g. process drama, story drama, creative drama).

1.4.2.Re.8a 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.Re.8b Identify and use props and costumes that might be used in a guided drama experience. (e.g. process drama, story drama, creative drama).

- Make decisions as a group to advance a story.
- Independently and with a group, use an object in multiple ways in a variety of guided drama experiences.
- Perform (informally) the short scene using physical movements, voice and sound elements.



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1.4.2.Cn.10a With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experience to personal experiences of self and peers. (e.g. process drama, story drama, creative drama).

1.4.2.Cn.11b Collaborate on the creation of a short scene based on personal perspectives and understandings.

Interdisciplinary Connections

English-Language Arts

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. 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).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.Cl.2 Demonstrate originality and inventiveness in work.



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- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan.

Social Studies

- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Recognize the importance of self-confidence in handling daily tasks and challenges.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

G2 Unit 3: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Independent <input type="checkbox"/> Advance <input type="checkbox"/> Props <input type="checkbox"/> Performance <input type="checkbox"/> Compare <input type="checkbox"/> Contrast <input type="checkbox"/> Scene 	<ul style="list-style-type: none"> <input type="checkbox"/> Being able to create a short scene with peers. <input type="checkbox"/> Being able to identify props, costumes, scenery and dialogue that helps support a story. <input type="checkbox"/> Making decisions in theater. <input type="checkbox"/> Responsibilities involved with putting on an informal production. <input type="checkbox"/> Working with others.

G2 Unit 3: 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"> • Various storybooks such as <ul style="list-style-type: none"> ◦ Imagine by Raul Colon ◦ Acting Classes for KIDS! Episode 1 - Acting with CJ
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G2 Unit 3: Assessments

See link for help in creating assessments



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

Formative assessments:

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

Summative Assessments:

- Discussion with students about key concepts.
- Performance by students in small groups to demonstrate understanding.

Benchmark Assessments:

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

Alternative Assessments:

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

Accommodations & Modifications

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