

Theater Curriculum (K-8)



Mendham Township School District

18 West Main Street - Post Office Box 510
Brookside, NJ 07926

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Mendham Township School District Theater Arts Curriculum

Grade	K - 2
Unit	1
Unit Duration	12 Weeks
Course	Creative Process, History of the Arts and Culture
Overview/Rationale	Experience with and knowledge of the arts are essential components of the Theatre Arts curriculum in the 21st century. As we transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts and its history, to unleash creativity and innovation in our students is critical for success.
DESIRED OUTCOMES	
<i>NJSLS Standards Addressed</i>	
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<i>Cumulative Progress Indicators (CPIs) Addressed</i>	
<ol style="list-style-type: none"> 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures 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. 	

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6. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
7. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
8. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
9. 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
10. 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
11. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
12. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	Global Awareness	T,E,A	Creativity and Innovation
	Environmental Literacy	T,A	Critical Thinking
x	Health Literacy	T,E, A	Problem Solving
	Civic Literacy	E, T	Communication
	Financial, Economic, Business, and Entrepreneurial Literacy	T,E, A	Collaboration

Interdisciplinary Connections

English Language Arts

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;



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summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Engage in collaborative discussions utilizing effective speaking and listening skills.

Respond to dramatic performances while developing and understanding, calling upon acquaintance with theatre based vocabulary and reference to works from a variety of cultures and historical periods.

Perceive theatre performances from a structural, historical, cultural and aesthetic perspectives.

Understand how various types of theatre skills and styles are related.

Math

Utilize ratios and proportional relationships.

Real world problems with surface and area.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation..

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms	Improvisation, mimicry, pantomime, role playing, story-telling, West African, Native American culture
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Student Learning Objectives (SLO)

1. Recognize, mirror and create emotions described in stories and dramatic play.
2. Respond within imaginary circumstances to objects, settings and conditions.
3. Use emotional expression and imaginary objects in dramatic play.
4. Sustain focus in the imaginary world of the activity, sharing or performance.
5. Demonstrate an understanding of sequence of actions through pantomime.
6. Pantomime simple daily activities, including healthful practices in eating and hygiene.
7. Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
8. Understand and use basic vocabulary related to stage directions and areas of the stage.

Instructional Strategies

Edpuzzle video Lessons
Class Discussion
Cooperative Learning Activities
Think, Pair, Share Strategies
Project based strategies

Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?
6. How do we use our imagination to tell a story?
7. How are the values of culture represented in theatre?

Enduring Understandings

1. All students will understand the basic content knowledge and elements of Theatre Arts.
2. Students will gain a greater appreciation of the arts by studying the history of the Theatre.
3. Participation in Theatre Arts will enhance student creativity and freedom of expression.



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<i>Assessments</i>	
<ol style="list-style-type: none"> 1. Teacher Observation 2. Completed Projects 3. Oral Student Feedback 4. Peer Review 5. Level of Creativity 6. Reflection 7. Class Discussion 8. Performance Task Checklist 9. Journal Entries 	
<i>Differentiated Activities</i>	
Enrichment	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
Gifted and Talented	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
ELL	<p>Modified Assignments Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete</p>

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	<p>materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
<i>Special Education</i>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments</p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p>



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	Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
At-Risk (Intervention)	Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.
Resources	
Student Resources	Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.
Teacher Resources	Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps Teacher created rubrics, materials, graphic organizers and images, Various internet resources. http://artsedge.kennedy-center.org/educators.aspx
Core Instructional Materials	Facility: Scripted works as needed

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	<p>Facility with open space and stage</p> <p>Props as needed</p> <p>Additional materials can include various audio and video recordings and printed materials.</p>
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Grade	K - 2
Unit	2
Unit Duration	12 Weeks
Course	Performing
Overview/Rationale	<p>Experience with and knowledge of the arts are essential components of the Theatre Arts curriculum in the 21st century. As we transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts and its history, to unleash creativity and innovation in our students is critical for success. With this foundation in mind, performance of the essential elements of Theatre allows students to create authentic works progressing toward the future.</p>

DESIRED OUTCOMES

NJSLS Standards Addressed

1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators (CPIs) Addressed

- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
- 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,

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- plot, theme, etc.).
4. 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.
 5. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
 6. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
 7. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
 8. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
 9. 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
 10. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
 11. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>

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Interdisciplinary Connections

English Language Arts

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Engage in collaborative discussions utilizing effective speaking and listening skills.

Respond to dramatic performances while developing and understanding, calling upon acquaintance with theatre based vocabulary and reference to works from a variety of cultures and historical periods.

Perceive theatre performances from a structural, historical, cultural and aesthetic perspectives. Understand how various types of theatre skills and styles are related.

Math

Utilize ratios and proportional relationships.

Real world problems with surface and area.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business

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letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms	Improvisation, mimicry, pantomime, role playing, story-telling, acting, character, listening, movement, speaking style, vocal expression, folk tales, myths
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Student Learning Objectives (SLO)

1. Recognize, mirror and create emotions described in stories and dramatic play.
2. Respond within imaginary circumstances to objects, settings and conditions.
3. Use emotional expression and imaginary objects in dramatic play.
4. Sustain focus in the imaginary world of the activity, sharing or performance.
5. Demonstrate an understanding of sequence of actions through pantomime.
6. Pantomime simple daily activities, including healthful practices in eating and hygiene.
7. Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
8. Understand and use basic vocabulary related to stage directions and areas of the stage.
9. Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
10. Demonstrate physical self control in large and fine motor skills.
11. Use the body and face to create and react to imaginary conditions.
12. Create and mirror shapes and movements with other students.
13. Create and imitate human inanimate and animal characters.

Instructional Strategies

Edpuzzle video Lessons
Class Discussion
Cooperative Learning Activities
Think, Pair, Share Strategies
Project based strategies

Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?

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6. How do we use our imagination to tell a story?
7. How are the values of culture represented in theatre?

Enduring Understandings

1. All students will understand the basic content knowledge and elements of Theatre Arts.
2. Students will gain a greater appreciation of performance of the arts by studying the history of the Theatre.
3. Participation in Theatre Arts will enhance student creativity and freedom of expression.

Assessments

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

Differentiated Activities

Enrichment

Conduct research and provide presentation of cultural topics.
 Design surveys to generate and analyze data to be used in discussion.
 Debate topics of interest / cultural importance
 Authentic listening and reading sources that provide data and support for speaking and writing prompts.
 Exploration of art and/or artists to understand society and history.
 Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).
 Anchor Activities
 Use of Higher Level Questioning Techniques
 Provide assessments at a higher level of thinking

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.



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ELL	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
Special Education	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p>

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	<p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
At-Risk (Intervention)	<p>Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
Resources	
Student Resources	Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.



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Teacher Resources	Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps Teacher created rubrics, materials, graphic organizers and images, Various internet resources. http://artsedge.kennedy-center.org/educators.aspx
Core Instructional Materials	My First Acting Book 25 Just Right Plays for Emergent Readers Learning Through Theatre - Glossary of Terms Facility: Scripted works as needed Facility with open space and stage Props as needed Additional materials can include various audio and video recordings and printed materials.



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Grade	K - 2
Unit	3
Unit Duration	12 Weeks
Course	Aesthetic Responses and Critique Methodologies
Overview/Rationale	Experience with and knowledge of the arts are essential components of the Theatre Arts curriculum in the 21st century. As we transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts and its history, to unleash creativity and innovation in our students is critical for success. Once students acquire this knowledge they will then be able to critique various works and productions in a meaningful and authentic way.

DESIRED OUTCOMES

NJSLS Standards Addressed

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators (CPIs) Addressed

- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
- 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

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- interacting with others in creative drama and storytelling.
5. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
 6. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
 7. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
 8. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
 9. 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
 10. 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
 11. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
 12. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
 13. 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
 - 14.1.4.2.B.3 Recognize the making subject or theme in works of dance, music, Theatre and visual arts.

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>



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	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>
Interdisciplinary Connections			
<p>English Language Arts</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Engage in collaborative discussions utilizing effective speaking and listening skills.</p> <p>Respond to dramatic performances while developing and understanding, calling upon acquaintance with theatre based vocabulary and reference to works from a variety of cultures and historical periods.</p> <p>Perceive theatre performances from a structural, historical, cultural and aesthetic perspectives.</p> <p>Understand how various types of theatre skills and styles are related.</p> <p>Math</p> <p>Utilize ratios and proportional relationships.</p> <p>Real world problems with surface and area.</p> <p>Career Ready Practices</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation..</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Integration of 21st Century Standards</p> <p>9.1.4.A.2: Identify potential sources of income.</p> <p>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.</p> <p>9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.</p> <p>Social Studies</p> <p>6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p>			



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Compare and contrast cultural practices of Native American groups.

Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms

Improvisation, mimicry, pantomime, role playing, story-telling, dialogue, scenery, conflict, monologue, plot, costumes, music, sound, props

Student Learning Objectives (SLO)

1. Recognize, mirror and create emotions described in stories and dramatic play.
2. Respond within imaginary circumstances to objects, settings and conditions.
3. Use emotional expression and imaginary objects in dramatic play.
4. Sustain focus in the imaginary world of the activity, sharing or performance.
5. Demonstrate an understanding of sequence of actions through pantomime.
6. Pantomime simple daily activities, including healthful practices in eating and hygiene.
7. Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
8. Understand and use basic vocabulary related to stage directions and areas of the stage.
9. Use constructive criticism when critiquing another student's artistic work.

Instructional Strategies

Edpuzzle video Lessons
Class Discussion
Cooperative Learning Activities
Think, Pair, Share Strategies
Project based strategies

Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?
6. How do we use our imagination to tell a story?

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7. How is constructive criticism used in the evaluation of Theatre Arts?	
<i>Enduring Understandings</i>	
<ol style="list-style-type: none"> 1. All students will understand the basic content knowledge and elements of Theatre Arts. 2. Students will gain a greater appreciation of the arts by studying the history of the Theatre. 3. Participation in Theatre Arts will enhance student creativity and freedom of expression. 4. Constructive criticism leads to the refinement of performance and successful productions. 	
<i>Assessments</i>	
<ol style="list-style-type: none"> 1. Teacher Observation 2. Completed Projects 3. Oral Student Feedback 4. Peer Review 5. Level of Creativity 6. Reflection 7. Class Discussion 8. Performance Task Checklist 9. Journal Entries 	
<i>Differentiated Activities</i>	
<i>Enrichment</i>	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
<i>Gifted and Talented</i>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>



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ELL	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
Special Education	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments</p>

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	<p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
At-Risk (Intervention)	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
Resources	
Student Resources	Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.
Teacher Resources	Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps



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Core Instructional Materials	<p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources. http://artsedge.kennedy-center.org/educators.aspx</p> <p>Facility: Scripted works as needed Facility with open space and stage Props as needed Additional materials can include various audio and video recordings and printed materials. Classroom and Drama Lesson Plans http://www.childdrama.com/lessons.html#typetop</p>
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Grade	3 - 5
Unit	1
Unit Duration	12 Weeks
Course	Creative Process, History of the Arts and Culture
Overview/Rationale	<p>As we move into grades 3 - 5 experience with and knowledge of the arts are still essential components of the Theatre Arts curriculum in the 21st century. Additional information and the refinement of skills mixed with creativity and an deeper understanding of history and culture will enrich the lives of our students.</p>

DESIRED OUTCOMES

NJSLS Standards Addressed

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

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Cumulative Progress Indicators (CPIs) Addressed

1. 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
2. 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances
3. 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.).
4. 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.
5. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
6. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
7. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
8. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
9. 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
10. 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
11. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
12. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	Global Awareness	T,E,A	Creativity and Innovation



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	<i>Environmental Literacy</i>	T, A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T, E, A	<i>Problem Solving</i>
x	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T, E, A	<i>Collaboration</i>

Interdisciplinary Connections

English Language Arts

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Engage in collaborative discussions utilizing effective speaking and listening skills.

Respond to dramatic performances while developing and understanding, calling upon acquaintance with theatre based vocabulary and reference to works from a variety of cultures and historical periods.

Perceive theatre performances from a structural, historical, cultural and aesthetic perspectives.

Understand how various types of theatre skills and styles are related.

Math

Utilize ratios and proportional relationships.

Real world problems with surface and area.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a

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person achieve personal and professional goals.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms

Improvisation, mimicry, pantomime, role playing, story-telling, West African, Native American culture,

Student Learning Objectives

1. Demonstrate an ability to remain "in character" throughout a performance.
2. Define vocal qualities of pitch, volume, quality and rate.
3. Predict how differences in vocal qualities will affect how the audience interprets a character.
4. Use distinct physical choices to create a character's method of locomotion.
5. Apply techniques of sensory recall to the recreation of a character.
6. Differentiate between stage business and blocking.
7. Improvise or write dialogue for a scene, with at least two characters, that advances the story and or reveals character.
and/or reveals character.
8. Create descriptions of stage directions that reflect the action of a scene and write a description of a character, including physique, age, attitude, temperament.
9. Describe a setting that will enhance the mood of a scene (e.g., a forest on a moonless night).
10. Use given circumstances to perform the role of a character (e.g., an old man in the rain,

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waiting for a bus).

11. Create and perform a scene with at least one partner, where the words or actions of one character change the other character (e.g., a mother walks in as a daughter is trying on her make

Instructional Strategies

Edpuzzle video Lessons
Class Discussion
Cooperative Learning Activities
Think, Pair, Share Strategies
Project based strategies

Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?
6. How do we use our imagination to tell a story?
7. How are the values of culture represented in theatre?

Enduring Understandings

1. All students will understand the basic content knowledge and elements of Theatre Arts.
2. Students will gain a greater appreciation of the arts by studying the history of the Theatre.
3. Participation in Theatre Arts will enhance student creativity and freedom of expression.
4. Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters.
5. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.

Assessments

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

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<i>Differentiated Activities</i>	
<i>Enrichment</i>	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
<i>Gifted and Talented</i>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<i>ELL</i>	<p>Modified Assignments Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>



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Special Education

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device
Support staff will be available to aid students related to IEP specifications.
504 accommodations will also be attended to by all instructional leaders.
Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.
Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

Modifications for Homework and Assignments

Implement RAFT activities as they pertain to the typical Extended complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.



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<p>At-Risk (Intervention)</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p>Resources</p>	
<p>Student Resources</p>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<p>Teacher Resources</p>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps</p> <p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p> <p>http://artsedge.kennedy-center.org/educators.aspx</p>
<p>Core Instructional Materials</p>	<p>Facility:</p> <p>Scripted works as needed</p> <p>Facility with open space and stage</p> <p>Props as needed</p> <p>Additional materials can include various audio and video recordings and printed materials.</p>



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Grade	3 - 5
Unit	2
Unit Duration	12 Weeks
Course	Performing
Overview/Rationale	Activating prior knowledge and performance of the essential elements of Theatre allows students to create authentic works progressing toward the future.

DESIRED OUTCOMES

NJSLS Standards Addressed

1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators (CPIs) Addressed

1. 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
2. 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances
3. 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.).
4. 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.
5. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
6. 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
7. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
8. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

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9. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
10. 1.3.8.C.1, 1.3.8.C.2 Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context.
11. 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
12. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
13. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	Global Awareness	T,E,A	Creativity and Innovation
	Environmental Literacy	T,A	Critical Thinking
x	Health Literacy	T,E, A	Problem Solving
	Civic Literacy	E, T	Communication
	Financial, Economic, Business, and Entrepreneurial Literacy	T,E, A	Collaboration

Interdisciplinary Connections

English Language Arts

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.

Perceive artworks from structural, historical, cultural, and aesthetic perspectives.



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Understand how various types of arts knowledge and skills are related within and across the arts disciplines.

Math

Utilize ratios and proportional relationships.

Real world problems with surface and area.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms

Improvisation, mimicry, pantomime, role playing, story-telling, acting, character, listening, movement, speaking style, vocal expression, folk tales, myths

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Student Learning Objectives (SLO)

1. Communicate a character's subtext by writing an inner monologue for a character from a play.
2. Write an original exchange between two characters in which a conflict is revealed.
3. Define and employ active listening skills in an improvisational scene.
4. Create stage directions for short scene using proper blocking terminology.
5. Evaluate a peer's use of vocal variety.
6. Design simple properties, lighting, and sound effects for an original scene that contribute to and support the main storyline.

Instructional Strategies

Edpuzzle video Lessons
Class Discussion
Cooperative Learning Activities
Think, Pair, Share Strategies
Project based strategies

Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?
6. How do we use our imagination to tell a story?

Enduring Understandings

1. All students will understand the basic content knowledge and elements of Theatre Arts.
2. Students will gain a greater appreciation of performance of the arts by studying the history of the Theatre.
3. Participation in Theatre Arts will enhance student creativity and freedom of expression.

Assessments

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries



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<i>Differentiated Activities</i>	
<i>Enrichment</i>	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
<i>Gifted and Talented</i>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<i>ELL</i>	<p>Modified Assignments Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>

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Special Education

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device
Support staff will be available to aid students related to IEP specifications.
504 accommodations will also be attended to by all instructional leaders.
Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.
Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

Modifications for Homework and Assignments

Implement RAFT activities as they pertain to the typical Extended complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.



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<p>At-Risk (Intervention)</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p>Resources</p>	
<p>Student Resources</p>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<p>Teacher Resources</p>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps Teacher created rubrics, materials, graphic organizers and images, Various internet resources. http://artsedge.kennedy-center.org/educators.aspx</p>
<p>Core Instructional Materials</p>	<p>My First Acting Book 25 Just Right Plays for Emergent Readers Learning Through Theatre - Glossary of Terms</p> <p>Facility: Scripted works as needed Facility with open space and stage Props as needed</p>



Mendham Township School District Theater Arts Curriculum

	Additional materials can include various audio and video recordings and printed materials.
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Grade	3 - 5
Unit	3
Unit Duration	12 Weeks
Course	Aesthetic Responses and Critique Methodologies
Overview/Rationale	As we transform students to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts and its history, to unleash creativity and innovation in our students is critical for success. Once students acquire this knowledge they will then be able to critique various works and productions in a meaningful and authentic way.

DESIRED OUTCOMES

NJSLS Standards Addressed

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators (CPIs) Addressed

- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
- 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



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- of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
4. 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.
 5. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
 6. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
 7. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
 8. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
 9. 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
 10. 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
 11. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
 12. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
 13. 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
 - 14.1.4.2.B.3 Recognize the making subject or theme in works of dance, music, Theatre and visual arts.

In this unit, the following 21st Century Themes & Skills are addressed:

Check all Themes that apply		Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>

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	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T, E, A	<i>Collaboration</i>

Interdisciplinary Connections

English Language Arts

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Engage in collaborative discussions utilizing effective speaking and listening skills.

Respond to dramatic performances while developing and understanding, calling upon acquaintance with theatre based vocabulary and reference to works from a variety of cultures and historical periods.

Perceive theatre performances from a structural, historical, cultural and aesthetic perspectives. Understand how various types of theatre skills and styles are related.

Math

Utilize ratios and proportional relationships.

Real world problems with surface and area.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.



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Social Studies

- 6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
Compare and contrast cultural practices of Native American groups.

Technology

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms

Improvisation, mimicry, pantomime, role playing, story-telling, dialogue, scenery, conflict, monologue, plot, costumes, music, sound, props

Student Learning Objectives (SLO)

1. Identify the genre of a play.
2. Compare two productions of the same play by different artistic teams/cultures.
3. Describe what can be deduced about a society/community's values based on a representative play from that culture.
4. Hypothesize the ways in which a story would change by being written by a different person from a different time and place.
5. Determine how spatial relationships between characters communicate their relationship.
6. Demonstrate an ability to separate opinion and taste from fact-based criticism.
7. Evaluate a production based on the merits of its physical realization, direction, blocking, actors' interpretation of character, design, faithfulness to the ideas of the playwright, and clarity of communication.
8. Critique the technical proficiency of a production based on how well sets, light and sound are used in realizing the director's vision.

Instructional Strategies

Edpuzzle video Lessons
Class Discussion
Cooperative Learning Activities

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Mendham Township School District Theater Arts Curriculum

Think, Pair, Share Strategies
Project based strategies

Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?
6. How do we use our imagination to tell a story?
7. How is constructive criticism used in the evaluation of Theatre Arts?

Enduring Understandings

1. All students will understand the basic content knowledge and elements of Theatre Arts.
2. Students will gain a greater appreciation of the arts by studying the history of the Theatre.
3. Participation in Theatre Arts will enhance student creativity and freedom of expression.
4. Constructive criticism leads to the refinement of performance and successful productions.
5. Formalism in theatre, and visual art varies according to personal, cultural, and historical contexts.

Assessments

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

Differentiated Activities

Enrichment

Conduct research and provide presentation of cultural topics.
Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest / cultural importance
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of art and/or artists to understand society and history.



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<i>Gifted and Talented</i>	<p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<i>ELL</i>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
<i>Special Education</i>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>

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	<p>Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
At-Risk (Intervention)	<p>Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p>



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	<p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
Resources	
Student Resources	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
Teacher Resources	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps</p> <p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p> <p>http://artsedge.kennedy-center.org/educators.aspx</p>
Core Instructional Materials	<p>Facility:</p> <p>Scripted works as needed</p> <p>Facility with open space and stage</p> <p>Props as needed</p> <p>Additional materials can include various audio and video recordings and printed materials.</p> <p>Classroom and Drama Lesson Plans</p> <p>http://www.childdrama.com/lessons.html#typetop</p>



Mendham Township School District Theater Arts Curriculum

Grade	6 - 8
Unit	1
Unit Duration	12 Weeks
Course	Creative Process, History of the Arts and Culture
Overview/Rationale	As our students move through 6 - 8th grades, additional information and the refinement of more complex skills mixed with creativity and a deeper understanding of history and culture will enrich their lives.

DESIRED OUTCOMES

NJSLS Standards Addressed

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Cumulative Progress Indicators (CPIs) Addressed

1. 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
2. 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances
3. 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.).
4. 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.
5. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
6. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

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7. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.
8. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
9. 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
10. 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
11. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
12. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
13. 1. 1.8.C.1 Map historical innovations in theatre that were caused by the creation of New technologies.
14. 1.3.8.C.1, 1.3.8.C.2 Create short dramatizations in selected styles of theatre, such As: melodrama, vaudeville and musical theatre.

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
x	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>

Interdisciplinary Connections

English Language Arts

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.

Perceive artworks from structural, historical, cultural, and aesthetic perspectives.

Understand how various types of arts knowledge and skills are related within and across the arts disciplines.

Math

Utilize ratios and proportional relationships.

Real world problems with surface and area.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership and effective management.

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.



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- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms

Improvisation, mimicry, pantomime, role playing, story-telling, West African, Native American culture

Student Learning Objectives

1. Demonstrate an ability to remain "in character" throughout a performance.
2. Define vocal qualities of pitch, volume, quality and rate.
3. Predict how differences in vocal qualities will affect how the audience interprets a character.
4. Use distinct physical choices to create a character's method of locomotion.
5. Apply techniques of sensory recall to the recreation of a character.
6. Differentiate between stage business and blocking.
7. Improvise or write dialogue for a scene, with at least two characters, that advances the story and or reveals character.
and/or reveals character.
8. Create descriptions of stage directions that reflect the action of a scene and write a description of a character, including physique, age, attitude, temperament.
9. Describe a setting that will enhance the mood of a scene (e.g., a forest on a moonless night).
10. Use given circumstances to perform the role of a character (e.g., an old man in the rain, waiting for a bus).
11. Create and perform a scene with at least one partner, where the words or actions of one character change the other character (e.g., a mother walks in as a daughter is trying on her make

Instructional Strategies

Edpuzzle video Lessons
Class Discussion
Cooperative Learning Activities
Think, Pair, Share Strategies
Project based strategies



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Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?
6. How do we use our imagination to tell a story?
7. How are the values of culture represented in theatre?
8. How do social, cultural, geographical, and historical elements influence theater?
9. How do vocal attributes affect elements of the theater piece?
10. How do styles, trends, and movements vary across cultures and historical eras?
11. How do shifts in societal norms, beliefs, or values impact messages and themes in theater?

Enduring Understandings

1. All students will understand the basic content knowledge and elements of Theatre Arts.
2. Students will gain a greater appreciation of the arts by studying the history of the Theatre.
3. Participation in Theatre Arts will enhance student creativity and freedom of expression.
4. Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters.
5. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.

Assessments

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

Differentiated Activities

Enrichment

Conduct research and provide presentation of cultural topics.
Design surveys to generate and analyze data to be used in discussion.

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<i>Gifted and Talented</i>	<p>Debate topics of interest / cultural importance</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<i>ELL</i>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
<i>Special Education</i>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>

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	<p>Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
At-Risk (Intervention)	<p>Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.</p>



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	<p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
Resources	
Student Resources	Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.
Teacher Resources	Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps Teacher created rubrics, materials, graphic organizers and images, Various internet resources. http://artsedge.kennedy-center.org/educators.aspx
Core Instructional Materials	<p>Facility:</p> <p>Scripted works as needed</p> <p>Facility with open space and stage</p> <p>Props as needed</p> <p>Additional materials can include various audio and video recordings and printed materials.</p>



Mendham Township School District Theater Arts Curriculum

Grade	6 - 8
Unit	2
Unit Duration	12 Weeks
Course	Performing
Overview/Rationale	Activating prior knowledge and performance of the essential elements of Theatre allows students to create authentic works progressing toward the future.

DESIRED OUTCOMES

NJSLS Standards Addressed

1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators (CPIs) Addressed

1. 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
2. 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances
3. 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.).
4. 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.
5. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
6. 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
7. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
8. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

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9. 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
10. 1.3.8.C.1, 1.3.8.C.2 Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context.
11. 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
12. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
13. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>

Interdisciplinary Connections

English Language Arts

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.

Perceive artworks from structural, historical, cultural, and aesthetic perspectives.

Understand how various types of arts knowledge and skills are related within and across the

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arts disciplines.

Math

Utilize ratios and proportional relationships.

Real world problems with surface and area.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership and effective management.

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms

Improvisation, mimicry, pantomime, role playing, story-telling, acting, character, listening, movement, speaking style, vocal expression, folk tales, myths, dialogue, monologue, conflict, plot, storyline

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Student Learning Objectives (SLO)

1. Communicate a character's subtext by writing an inner monologue for a character from a play.
2. Write an original exchange between two characters in which a conflict is revealed.
3. Define and employ active listening skills in an improvisational scene.
4. Create stage directions for short scene using proper blocking terminology.
5. Evaluate a peer's use of vocal variety.
6. Design simple properties, lighting, and sound effects for an original scene that contribute to and support the main storyline.

Instructional Strategies

Edpuzzle video Lessons
Class Discussion
Cooperative Learning Activities
Think, Pair, Share Strategies
Project based strategies

Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?
6. How do we use our imagination to tell a story?

Enduring Understandings

1. All students will understand the basic content knowledge and elements of Theatre Arts.
2. Students will gain a greater appreciation of performance of the arts by studying the history of the Theatre.
3. Participation in Theatre Arts will enhance student creativity and freedom of expression.

Assessments

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

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<i>Differentiated Activities</i>	
Enrichment	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
Gifted and Talented	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
ELL	<p>Modified Assignments Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
Special Education	<p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work</p>

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	<p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments</p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
At-Risk (Intervention)	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p>

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	<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
Resources	
Student Resources	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
Teacher Resources	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps</p> <p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p> <p>http://artsedge.kennedy-center.org/educators.aspx</p>
Core Instructional Materials	<p>My First Acting Book</p> <p>25 Just Right Plays for Emergent Readers</p> <p>Learning Through Theatre - Glossary of Terms</p> <p>Facility:</p> <p>Scripted works as needed</p> <p>Facility with open space and stage</p> <p>Props as needed</p> <p>Additional materials can include various audio and video recordings and printed materials.</p>



Mendham Township School District Theater Arts Curriculum

Grade	6 - 8
Unit	3
Unit Duration	12 Weeks
Course	Aesthetic Responses and Critique Methodologies
Overview/Rationale	As we transform students to meet the needs of a changing world, our workforce, capitalizing on the unique ability of the arts and its history, to unleash creativity and innovation in our students is critical for success. Once students acquire this knowledge they will then be able to critique various works and productions in a meaningful and authentic way.

DESIRED OUTCOMES

NJSLS Standards Addressed

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators (CPIs) Addressed

- 1.1.8.C.1 Analyze the structural components of a variety of plays and performances from different cultures and different eras.
- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
- 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

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interacting with others in creative drama and storytelling.

6. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
7. 1.1.8.C.4 Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
8. 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
9. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
9. 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
10. 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, Theatre and visual arts.
11. 1.4.8.A.3 Differentiate the theatrical traditions of cultures across the world.
12. 1.4.8.A.5 Interpret symbolism and metaphors in various works.
13. 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>

Interdisciplinary Connections

English Language Arts

NJLSA.R2. Determine central ideas or themes of a text and analyze their development;



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summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.

Perceive artworks from structural, historical, cultural, and aesthetic perspectives.

Understand how various types of arts knowledge and skills are related within and across the arts disciplines.

Math

Utilize ratios and proportional relationships.

Real world problems with surface and area.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership and effective management.

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

Key Terms	Improvisation, mimicry, pantomime, role playing, story-telling, dialogue, scenery, conflict, monologue, plot, costumes, music, sound, props
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Student Learning Objectives (SLO)

1. Identify the genre of a play.
2. Compare two productions of the same play by different artistic teams/cultures.
3. Describe what can be deduced about a society/community's values based on a representative play from that culture.
4. Hypothesize the ways in which a story would change by being written by a different person from a different time and place.
5. Determine how spatial relationships between characters communicate their relationship.
6. Demonstrate an ability to separate opinion and taste from fact-based criticism.
7. Evaluate a production based on the merits of its physical realization, direction, blocking, actors' interpretation of character, design, faithfulness to the ideas of the playwright, and clarity of communication.
8. Critique the technical proficiency of a production based on how well sets, light and sound are used in realizing the director's vision.

Instructional Strategies

Edpuzzle video Lessons
 Class Discussion
 Cooperative Learning Activities
 Think, Pair, Share Strategies
 Project based strategies

Essential Questions

1. How do we use voice and movement to tell a story?
2. Why do we change our voice for retelling parts of a story?
3. How do actors communicate with the audience?
4. How do we use body language to communicate?
5. How do we use voice to express feelings, emotions or mood?
6. How do we use our imagination to tell a story?
7. How is constructive criticism used in the evaluation of Theatre Arts?

Enduring Understandings

1. All students will understand the basic content knowledge and elements of Theatre Arts.
2. Students will gain a greater appreciation of the arts by studying the history of the Theatre.



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3. Participation in Theatre Arts will enhance student creativity and freedom of expression.
4. Constructive criticism leads to the refinement of performance and successful productions.
5. Formalism in theatre, and visual art varies according to personal, cultural, and historical contexts.

Assessments

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

Differentiated Activities

<i>Enrichment</i>	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
<i>Gifted and Talented</i>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<i>ELL</i>	<p>Modified Assignments Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p>

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	<p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
<i>Special Education</i>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments</p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience,</p>

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	<p>format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
At-Risk (Intervention)	<p>Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
Resources	
Student Resources	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
Teacher Resources	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps Teacher created rubrics, materials, graphic organizers and images, Various internet resources. http://artsedge.kennedy-center.org/educators.aspx</p>



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<i>Core Instructional Materials</i>	Facility: Scripted works as needed Facility with open space and stage Props as needed Additional materials can include various audio and video recordings and printed materials. Classroom and Drama Lesson Plans http://www.childdrama.com/lessons.html#typetop
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Theater Curriculum (K-8)



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