

BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, NEW JERSEY

**ELEMENTARY SCHOOL  
ENGLISH DEPARTMENT**

**THEATRE FOUNDATIONS (K-5)**

**Course # TBD**

Curriculum Guide

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This curriculum may be modified through varying techniques,  
strategies, and materials, as per an individual student's  
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education  
at the regular meeting held on 12/9/19.

## **VISION STATEMENT**

The discipline of acting allows people to experience life, emotions, and ideas that are both interpersonal and intrapersonal through an imaginative art form. The artistry of acting provokes intellectual thought and aesthetic emotional response in both those on stage and those who are witness. We believe that experiencing the creative process of theatre allows our students not just to become better actors or better audience members, but it helps them to become better citizens within society.

This discipline has evolved throughout the world in several cultures. Indeed, the exploration of the imagination seems to be a timeless and critical element within the human experience. Theatre arts can inform, entertain, create wonder, actuate hypotheticals, and draw connections for people in order to develop deeper understandings of life.

The **Educational Theatre Association** espouses that “every student will have access to theatre taught by qualified educators as a vital part of a well-rounded education.” The incorporation of theatre into our public schools fosters students who appreciate the value and historical significance of theatre to society.

Additionally, the field of theatre allows students to learn the art of expression as a means to develop a personal sense of value and meaning. It is our goal to make theatre education available to all students, at all levels, using strategies and techniques that will fully enable everyone to experience theatre to the fullest level possible.

## **MISSION STATEMENT**

Our mission is to provide opportunities for students to develop their potential in the field of theatre, understanding, and communication through physical/emotional expression, exploration, experimentation, and exposure in the arts. The study of theatre, its history, and characteristics are essential parts of an academic and interdisciplinary curriculum that provides keys to understanding our own culture, as well as the cultures of others. The goal of the theatre curriculum is to develop people who feel the power of the arts, appreciate the artistic work of others, and collaborate effectively.

- To provide students with a theatre experience that promotes growth, value, and identification of theatre as a meaningful part of education.
- To enable students to respond to theatre intellectually and emotionally.
- To enable students to make aesthetic judgments based upon intellectual and emotional criteria.
- To provide students with proper techniques and choreographic tools.
- To provide students with the ability to generate creative ideas.
- To provide students with the knowledge to analyze and improve the quality of their creative work and the creative work of others.
- To develop a personal understanding within each student as to when their creative work is ready to be shared.
- To provide students with knowledge pertaining to physical forms of gesture and expression.
- To provide students with knowledge pertaining to internal emotional expression.
- To provide students with skills that will enable them to convey internal expression through external means.
- To provide students with knowledge that allows them to appropriately select repertoire.
- To familiarize students with a variety of theatre forms within various styles and genres throughout human history.
- To enable students to improvise scenes.
- To enable students to use the vocabulary and notation of theatre.
- To provide meaningful connections related to creating, performing, and responding.
- To understand how the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to theatre.

**COURSE PROFICIENCIES**  
**COURSE OBJECTIVES**

1. To utilize prior knowledge and skills that strengthens and heightens aesthetic awareness in the visual and performing arts.
2. To evaluate works of art based on aesthetic principles and artistic elements, using higher order thinking skills.
3. To organize and develop artistic ideas and works.
4. To convey meaning through the presentation of artistic work.
5. To develop the technical skills needed to perform as an actor.
6. To express creativity through the performance of theatre works.
7. To develop a variety of approaches in analyzing theatre works from many cultures throughout history.
8. To develop an understanding of the basic steps and skills of improvisation in theatre.
9. To understand how to read and perform theatre from notation/written directions.
10. To understand how to interpret notated instructions to realize the writer's intent.
11. To develop work ethic and cooperative learning skills needed to be able to perform in a theatre ensemble.
12. To develop non-verbal skills to better communicate with fellow theatre members and audience members.

## **STUDENT PROFICIENCIES**

The students will be able to:

1. Develop the necessary skills needed to perform various styles and genres of theatre.
2. Express themselves physically through various cultural approaches.
3. Develop cooperative learning skills needed to be able to perform in a theatre ensemble.
4. Develop a sense of individual expression through gesture, movement, poise, and posture.
5. Demonstrate the correct techniques for expressing oneself vocally and physically.
6. Identify and demonstrate terminology relative to theatre.
7. Demonstrate how interests, knowledge, and skills relate to personal choices and intentions when creating, performing, and responding to theatre.
8. Explore how theatre relates to the other arts.
9. Explore how theatre concepts relate to the individual life experiences of the student.
10. Choreograph and improvise theatre ideas for a variety of purposes and contexts.
11. Connecting theatre gestures and positions to the intention of the character as written by the Author.
12. Choreograph simple scenes for others using traditional and nontraditional approaches.
13. Analyze a variety of theatre works with respect to technique, individuality, and stylistic nuance.
14. Examine how pacing and energy are organized and utilized as a means of effect within the genre of theatre.
15. Utilize different tones and volumes vocally in their performances as a means of conveying emotional intent.
16. Identify major authors and performers within the world of theatre both past and present.

## **METHODS OF EVALUATION**

1. Teacher observation of individual student work critique provided (formal and informal).
2. Teacher observation of ensemble work in rehearsal/performance (formal and informal).
3. Self/peer assessments.
4. Class participation.
5. Activities and projects.
6. Cooperative learning assignments.
7. Acting assessments.
8. Cumulative and final examinations.

## **MODIFICATIONS & ACCOMMODATIONS**

**Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:**

### **Special Education**

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support

- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

### **Gifted & Talented**

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

### **ELLs**

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling

- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

### **504s**

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems

- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

### **Students at Risk of Failure**

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes

- Modified lesson, assessment and study guide format
  - Modified homework
  - Provide an enriched curriculum and activities
  - Contracts/management plans
  - Open-ended responses
  - Project-based learning
  - Group activities
  - Guided Notes
  - Exploration Activities
  - Assessment read aloud
  - Small group assessments
  - Oral questioning assessments to supplement written response
  - Pre-writing Structural Supports for extended writing tasks
  - Ongoing teacher feedback as part of the writing process
  - Interactive Study Guides
  - Multi-sensory approach to instruction
  - Written and spoken step-by-step directions
  - Graphic organizers
  - Non-verbal cues to begin task/remain on task/refocus
  - Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVE**

**K THROUGH GRADE 2**

**Unit 1: Development of Personal Skills (K through Grade 2)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. The exploration of theater as a novice allows students to discover basic foundational aspects of theatre such as spacing, placement, facing, self-awareness, and awareness of others.

**Standards:** 1.3.2.C.1-4

**Technology:** 8.1.2.B.1

**21st Century:** CRP 4; CRP 6

**Cross-Curricular:** 2.5.2.A.1

**Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- How can space convey ideas and emotions?
- How can movement imply ideas and emotions?
- How can we communicate ideas without using verbal language?

**Student Learning Objectives:**

*Students will know and be able to...*

- Develop awareness of their bodies within the relative space utilized in theatre
- Develop awareness of the five senses as tools to utilize while acting

**Possible Activities**

- Analyze movement in terms of function and intent
- Imitate movements and physical expressions of others
- Engage in self-mirroring activities (ex: right arm mirrors left arm, etc.)
- Engage in mirroring activities with others
- Create and imitate “frozen statute” stances
- Express moods and ideas through movement
- Utilize the face as a means of conveying emotional states
- Engage in basic pantomime through structured activities
- Analyze sounds in terms of timbre and pitch; imitate sounds
- Develop sound stories; use sound effects to enhance storytelling
- Engage in sensory actions to augment the story-telling experience

- Create an original story from musical and/or sound effect sources
- Utilize all 5 senses in pantomime activities
- Have students create original “statue” stories
- Play “charades” as a means of conveying and interpreting meaning and ideas
- Play "No, You Can't Take Me" (a drama and pantomime learning game)

## **Unit 2: Developing Skills to Connect/Collaborate with Others (K through Grade 2)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. In this unit, we discover individual skills of the students so to empower them in better engaging with other students. Through collaboration, our students can become more mindful and expressive individuals. Such collaboration will enable them to become better quality citizens within society.

**Standards:** 1.3.2.C.1-4

**Technology:** 8.1.2.B.1

**21st Century:** CRP 4; CRP 6

**Cross-Curricular:** 2.5.2.A.1

### **Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- How do actors engage with inanimate objects?

### **Possible Activities**

- Improvise scenes/dialogue alone and with others
- Engage in “control activities”
- Observe, analyze, and imitate movements and sounds
- Interact with puppets and inanimate objects
- Engage in activities that demonstrate mastery in mirroring both alone and in groups
- Provide opportunities for students to interact within dramatizations
- Draw cross-content connections from theatre with elements from life
- Engage in guided acting activities

## **Unit 3: Developing Aesthetic Understandings and Connecting Them to Theatre (K through Grade 2)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. Theatre is created and analyzed through human aesthetics. In this unit, we develop an understanding of aesthetics and discover how they are used to create and analyze theatre.

**Standards:** 1.3.2.C.1-4

**Technology:** 8.1.2.B.1

**21st Century:** CRP 4; CRP 6

**Cross-Curricular:** SL.K.1; SL.1.1; SL.2.1

**Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- What are the elements that exist in more advanced drama depictions?
- How do all of the visual and performing arts relate to each other?
- What non-acting elements can be used to augment a performance?
- Which elements of acting can be manipulated to better personify a character?
- What are the similarities and differences between non-fiction and fiction?

**Possible Activities**

- Observe professional theatre performances (live and/or recorded) and have classroom discussions on the elements of what was observed
- Observe higher-level theatre performances within the school district (live and/or recorded) and have classroom discussions on the elements of what was observed
- Discuss/describe how dance, music, and visual arts connect to/are utilized in theatre
- Discuss how scenery and costumes can be used to augment the theatre experience
- Discuss other aspects of theatre that can augment the experience
- Have students identify elements of characterization
- Have students identify elements of fiction and non-fiction in theatre
- Have students draw connections/parallels from characterizations to their own lives

**Unit 4: Artistically Collaborate to Create Theatre (K through 2)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. The exploration of theatre as a novice through group collaboration allows for greater growth within students. At this early stage of development, emphasis is placed on utilizing group energy and dynamics to help the skills of each individual.

**Standards:** 1.3.2.C.1-4

**Technology:** 8.1.2.B.1

**21st Century:** CRP 4; CRP 6

**Cross-Curricular:** SL.K.1; SL.1.1; SL.2.1

**Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- How can actors help each other to develop their craft?

**Possible Activities**

- Have students create simple improvisations based upon personal experiences, imaginative ideas, literary elements, and/or history happenings
- Have students create a small drama depiction from various literary sources
- Have students assume different roles/switch roles in improvisations
- Have students create simple improvised scenes
- Have students utilize variations in movement and in vocal elements to create different characterizations
- Have students create body statues
- Have students create moving statues
- Have students engage in pantomime

**Unit 5: Learning Through Theatre (K through Grade 2)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. The exploration of theater as a novice allows for preliminary understanding of the use of allegorical devices, morals, and themes. At this early stage, drawing personal connections to such literary devices is explored.

**Standards:** 1.3.2.C.1-4

**Technology:** 8.1.2.B.1

**21st Century:** CRP 4; CRP 6

**Cross-Curricular:** SL.K.1; SL.1.1; SL.2.1

**Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- What morals and themes can be depicted within theatre?
- How does theatre relate to other subject areas?
- How does theatre relate to life?

**Possible Activities**

- Have students engage in role play in a variety of contexts

- Have students create dramatic depictions from other subject areas (such as math, science, history, etc.)
- Have students engage in role-play
- Identity/compare similarities/differences in characterizations and/or stories from different drama sources while utilizing a variety of cultural sources
- Foster discussions on how theatre connects to life
- Discuss how the role of the audience differs from a live performance when compared to other types of performances
- Use role-play activities in a variety of contexts to develop student flexibility

## **GRADES 3 THROUGH 5**

### **Unit 1: Developing Internal/External Personal Skills to Aid Theatre (Grades 3 through 5)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. The exploration of theater is continue through development of basic foundational aspects such as spacing, placement, facing, self-awareness, and awareness of others.

**Standards:** 1.3.5.C.1-4

**Technology:** 8.1.5.A.1

**21st Century:** CRP 4; CRP 6

**Cross-Curricular:** 2.5.4.A.2; 2.5.6.A.1

#### **Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- What skills to actors need to develop to “live in the moment” while acting?
- What non-verbal language can our bodies communicate?
- How can we convey semi-complex ideas to others without using verbal language?
- How can our voices be used to convey non-verbal sounds?
- How can guided imagery be useful as a tool in theatre?
- How can the five senses be used to create a more visceral story-telling experience?

#### **Possible Activities**

- Engage in rhythm activities to develop rhythmic skills
- Engage in fast-paced improvisation games such as "I'm \_\_\_\_ and I \_\_\_\_"
- Engage in complex mirror games and exercises

- Engage in analyses of body language
- Create characters through locomotor movement
- Engage in abstract movement
- Engage in expressive movement exercises
- Engage in higher-level pantomime skills
- Design pantomime stories that convey a beginning, middle, and end
- Develop stories from movement ideas
- Engage in complex sound imitation
- Utilize sound effects to enhance drama depictions
- Develop/create original sounds
- Recall/recreate personal sensory experiences in drama exercises
- Engage in guided imagery exercises
- Engage in methods to utilize sensory information into storytelling
- Engage in the creation of original dialogue
- Create drama scenes that involve movement, sound, and spoken word
- Write original short drama stories/scenes

## **Unit 2: Developing Skills to Connect/Collaborate with Others (Grades 3 through 5)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. In this unit, we continue to develop individual skills of the students so to empower them in better engaging with other students. Through collaboration, our students can continue to develop mindful and expressive habits enabling them to become better citizens within society.

**Standards:** 1.3.5.C.1-4

**Technology:** 8.1.5.A.1

**21st Century:** CRP 4; CRP 6

**Cross-Curricular:** 2.5.4.A.2; 2.5.6.A.1; SL.3.1; SL.4.1; SL.5.1

### **Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- How can critical feedback be helpful and/or hurtful?
- How is constructive criticism more beneficial to individual and group growth?
- What skills to individuals need to acceptingly receive critical feedback?

### **Possible Activities**

- Engage in group improvisations depicting scenes through dialogue and kinesthetic actions
- Utilize improvisation to create pantomime and spoken scenes

- Engage in complex movement imitations
- Play improvisation games with a high degree of spontaneity
- Engage in critical feedback conversations
- Explore criticism utilization techniques
- Explore the differences between description and prescription in criticism
- Engage in sensitivity exercises to develop a positive and supportive critical environment
- Engage in group mirroring improvisations
- Provide opportunities for students to interact with dramatizations
- Realize intricate scenes through detailed planning and careful rehearsal
- Have students brainstorm ideas for scenes and execute them with minimal coaching
- Have students draw parallels from drama works to real-life situations
- Engage in metaphorical activities and have students demonstrate an understand of metaphor as a literary device

### **Unit 3: Developing Aesthetic Understandings and Connecting Them to Theatre (Grades 3 through 5)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. Theatre is created and analyzed through human aesthetics. In this unit, we continue to develop our understanding of aesthetics and further explore how they are used to create and analyze theatre.

**Standards:** 1.3.5.C.1-4

**Technology:** 8.1.5.A.1

**21st Century:** CRP 4; CRP 6

**Cross-Curricular:** SL.3.1; SL.4.1; SL.5.1

#### **Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- What criteria is used to determine whether or not something is aesthetically pleasing?
- What dynamics exist between the performer(s) and audience?
- How do the different mediums in the visual and performing arts convey emotions?
- How can non-theatrical elements augment the theatrical experience?
- How can music and/or sound effects be used to manipulate the mind frame of the actor and audience?

#### **Possible Activities**

- Discuss problem-solving and its role to speculative-based productions
- Utilize rhythmic elements on stage through text, actions, and sounds

- Utilize “special effects” and discuss the impact they have on productions
- Utilize music as an element to augment productions
- Compare and contrast how emotions are depicted in the mediums of theatre, television, film, dance, music, and visual art
- Observe different actors playing the same role and discuss the unique elements that each brought to the role
- Discuss the idea of “representation” vs. “presentation” in theatre
- Analyze the relationship between performer and audience
- Analyze the verbal/aural and non-verbal/visual clues that an audience can convey
- Analyze how the effects of publicity, programs, publications, and other related content can be used to augment the theatrical experience

## **Unit 4: Artistically Collaborate to Create Theatre (Grades 3 through 5)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. We continue our work through group collaboration to develop skills both individually and as an ensemble. We study how the combined efforts of individuals create ensemble synergy.

**Standards:** 1.3.5.C.1-4

**Technology:** 8.1.5.A.1

**21st Century:** CRP 4; CRP 6

**Cross Curricular:** 2.5.4.A.2; 2.5.6.A.1; SL.3.1; SL.4.1; SL.5.1

### **Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- How can personal experiences affect the theatre experience both for the actor(s) and audience?
- What energies exist within a monologue?
- How can tension be created and released in drama?
- How can improvised elements be captured for later enjoyment and analyses?
- How do energies differ relative to solo and ensemble performances?
- How can non-actors collaborate with others within the theatre ensemble to support the production?
- How can placement and design affect the stage setting within productions?
- How can lighting be manipulated to create different moods?
- How can physical elements (such as props) be organized within a theatre production?
- How can visual art be used to augment the theatre experience?

### **Possible Activities**

- Engage in improvisations based upon life-experiences and learned content from other areas
- Collaborate with students to select situations, environments, and characters to depict in planned and improvised theatre
- Improvise dialogue
- Develop original and fully realized characters that can be utilized by the students in theatre
- Have students individually improvise monologues
- Capture improvised materials through the creation of recordings of synopses
- Develop original short plays
- Utilize tensions and release in dramatic situations
- Have students assume different roles in dramatic situations
- Select important scenes from theatrical literature and have students perform
- Have students memorize short monologues and recite them
- Engage in movement and vocal variations to better differentiate characters
- Engage in role-playing exercises where the actor is an observer/is not the center of attention
- Plan and rehearse group scenes collaboratively
- Have students engage in acting in the position of “director” to aid other students in realizing theatrical goals
- Have students prepare rehearsal and performance schedules to successfully support the realization of a theatrical production
- Have students make creative choices in the environment to help the depiction of a scene (re-arrange furniture, add elements to a scene to change the mood, change the lighting, etc.)
- Have students develop artwork to support a theatrical production (artwork could be a billboard and/or could be used as scenery)
- Have students design and create props and set pieces at school and/or at home
- Have students develop a “prop list” to better organize materials for theatrical productions
- Have students analyze elements such as rhythm, balance, emphasis, contrast, and unity within the scenes and environments that they create

## **Unit 5: Learning Through Theatre (Grades 3 through 5)**

**Duration:** 7 Weeks

**Overview:** Basic understanding of the attributes of acting are explored both through the perspective of performer and observer. We continue to explore how allegorical devices, morals, and themes are utilized, conveyed, and interpreted within theatre. We also continue to draw parallels between these literary devices to personal connections.

**Standards:** 1.3.5.C.1-4

**Technology:** 8.1.5.A.1

**21st Century:** CRP 4; CRP 6

**Cross Curricular:** 2.5.4.A.2; 2.5.6.A.1; SL.3.1; SL.4.1; SL.5.1

**Essential Questions:**

- What is the purpose of acting?
- Why do people go to watch theater?
- How can actors develop their craft?
- How life lessons learned from personal experiences be conveyed through theatre?
- Who are some famous writers, choreographers, designers, and directors within the field of theatre?
- How can information learned about theatre be conveyed to peers, parents, and audiences
- What are some common themes, messages, and morals that exist in theatre and how have different cultures interpreted and conveyed these themes?
- What criteria can be used to analyze theatrical works?

**Possible Activities**

- Identify and compare similar characters and situations in stories and dramas from various cultures
- Draw connections from theatrical performances to real-life experiences
- Theorize and identify reasons for the purpose of creating drama
- Engage in role-play in certain situations/contexts to aid in the development of personal understandings within the given context
- Engage in research projects on famous writers of theaters, choreographers, designers, directors, etc.
- Have students conduct research on related content from class productions and communicate findings to peers, parents, and audiences
- Engage in formal written analyses pertaining to characters, stories, and/or productions

## **SUGGESTED MATERIALS AND RESOURCES**

1. Paper for writing down notes and ideas
2. Technological devices for writing down notes and ideas and engaging in research
3. Content appropriate magazines
4. Appropriate literature for each content grade standard
5. Lighting tools
6. Prop “library”
7. Costume “library”