

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	Content Area: Theater
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Original Adoption: October 23, 2018
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin

Recommended Pacing Guide	
Fundamentals and Basics of Theater	10 Days
Creative Expression	10 Days
Historical and Cultural Context	10 Days
Aesthetic Valuing	10 Days

Unit 1: Fundamentals and Basics of Theater	Duration: 10 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **Create**
 - Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of elements of theatre and story construction. - 1.3.5.C.1
 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. - 1.4.5.B.1
- **Perform**
 - Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. - 1.3.5.C.2
 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). - 1.4.5.A.3
- **Critically Respond**
 - Interpret the relationship between the physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. - 1.1.5.C.2
 - Evaluate the characteristics of a well-made play in a variety of scripts and performances. - 1.1.5.C.1

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- Explain the function of sensory recall and apply it to character development. - 1.1.5.C.4
- Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. - 1.1.5.C.3
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. - 1.2.5.A.1
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. - 1.4.5.A.2

New Jersey Student Learning Supporting Standards:

- **A. Aesthetic Responses**

- 1.4.5.A.1 Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

- **B. Critique Methodologies**

- 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

- **ELA - NJSLS/ELA:**

- 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.

- **Social Studies:**

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and

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collaborate and to create and communicate knowledge.

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.

21st Century Life and Career Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 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 relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

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<ul style="list-style-type: none"> • Emoji Self-assessment Door Chart 	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. • Oral review of technique and vocabulary

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Imitate or create people, creatures, or things based on observation using body and facial expression • Demonstrate the ability to follow a simple set of steps in a dramatic task. • Use body and voice to demonstrate knowledge of holidays and other cultural events. • Describe the difference between theatre and real life • Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. • Use appropriate theatre vocabulary to critique a live performance • Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does your voice change when your feelings change? • How does your breath change as your emotions change? • What do you need to know about a character before you can bring him or her to life? • What would you like your audience to know about your character? • What is a believable character? • How can changing one's enunciation, projection, diction, and tone impact the way the audience sees the character? • How do different stage and body positions impact the image that is being created? • Why do drama and theater practitioners use stage directions? • Why are stage directions important? • How does the audience's response to a performance alter the way it is performed? • What makes a story dramatic? • What elements are essential in making a good drama? • What knowledge is necessary to design a scene? • How does one develop appropriate criteria to critique?
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	<ul style="list-style-type: none">• Why is feedback important?• How can you use feedback as a helpful tool?• How has theater impacted historical events?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">• Scripted works as needed• https://artsedge.kennedy-center.org/educators/standards• https://nhpbs.org/kn/vs/artlabd9.asp• Facility with open space and stage• Props as needed	Varied Levels of Text: <ul style="list-style-type: none">• Newsela• CommonLit• ReadWorks• EPIC
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Modifications/Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provide differentiation for students as needed
- Face the student and maintain eye contact.
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

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Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc.)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Create a movement space that feels safe and is free of distractions. Consider room size, temperature, and color.
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Help to provide basic needs while the child is in school (food, clothing, etc.)
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

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Unit 2: Creative Expression	Duration: 10 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

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 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. - 1.4.5.B.1
- **Perform**
 - Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. - 1.3.5.C.2
 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). - 1.4.5.A.3
- **Critically Respond**
 - Interpret the relationship between the physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. - 1.1.5.C.2
 - Evaluate the characteristics of a well-made play in a variety of scripts and performances. - 1.1.5.C.1
 - Explain the function of sensory recall and apply it to character development. - 1.1.5.C.4
 - Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. - 1.1.5.C.3
 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. - 1.2.5.A.1
 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. - 1.4.5.A.2

New Jersey Student Learning Supporting Standards:

- **A. Aesthetic Responses**
 - 1.4.5.A.1 Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.

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- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- **B. Critique Methodologies**
 - 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
 - 1.4.5.B.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.
 - 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
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- CRP10. Plan education and career paths aligned to personal goals.

21st Century Life and Career Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 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.
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Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
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Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
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Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

Knowledge & Skills

Enduring Understandings:

Essential Questions:

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<ul style="list-style-type: none"> ● Imitate or create people, creatures, or things based on observation using body and facial expression ● Demonstrate the ability to follow a simple set of steps in a dramatic task. ● Use body and voice to demonstrate knowledge of holidays and other cultural events. ● Describe the difference between theatre and real life ● Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. ● Use appropriate theatre vocabulary to critique a live performance ● Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story. 	<ul style="list-style-type: none"> ● How does your voice change when your feelings change? ● How does your breath change as your emotions change? ● What do you need to know about a character before you can bring him or her to life? ● What would you like your audience to know about your character? ● What is a believable character? ● How can changing one's enunciation, projection, diction, and tone impact the way the audience sees the character? ● How different stage and body positions impact the image that is being created? ● Why do drama and theater practitioners use stage directions? ● Why are stage directions important? ● How does the audience's response to a performance alter the way it is performed? ● What makes a story dramatic? ● What elements are essential in making a good drama? ● What knowledge is necessary to design a scene? ● How does one develop appropriate criteria to critique? ● Why is feedback important? ● How can you use feedback as a helpful tool? ● How has theater impacted historical events?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Scripted works as needed ● https://artsedge.kennedy-center.org/educators/standards ● https://nhpbs.org/kn/vs/artlabd9.asp 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Newsela ● CommonLit ● ReadWorks ● EPIC
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- Facility with open space and stage
- Props as needed

Modifications/Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Face the student and maintain eye contact.
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Economically Disadvantaged:

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Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
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Unit 3: Creative Expression

Duration: 10 Days

Standards/Learning Targets

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- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). - 1.4.5.A.3
- **Critically Respond**
 - Interpret the relationship between the physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. - 1.1.5.C.2
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New Jersey Student Learning Supporting Standards:

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Primary Interdisciplinary Connections:

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- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

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Evidence of Student Learning

Formative Tasks:

- Class participation

Alternative Assessments:

- Rubric or Observation Checklist

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<ul style="list-style-type: none"> ● Teacher observation ● Questioning ● Discussion ● Demonstration ● Composition ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Emoji Self-assessment Door Chart 	<p>scoring student planning, lyrics, sheet music, or practice towards performance</p> <ul style="list-style-type: none"> ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Verbal feedback ● Student Critique ● Individual evaluation ● Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. ● Oral review of technique and vocabulary
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Knowledge & Skills

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<ul style="list-style-type: none">● Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story.	<ul style="list-style-type: none">● How does the audience's response to a performance alter the way it is performed?● What makes a story dramatic?● What elements are essential in making a good drama?● What knowledge is necessary to design a scene?● How does one develop appropriate criteria to critique?● Why is feedback important?● How can you use feedback as a helpful tool?● How has theater impacted historical events?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none">● Scripted works as needed● https://artsedge.kennedy-center.org/educators/standards● https://nhpbs.org/kn/vs/artlabd9.asp● Facility with open space and stage● Props as needed	<p>Varied Levels of Text:</p> <ul style="list-style-type: none">● Newsela● CommonLit● ReadWorks● EPIC
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Modifications/Accommodations

English Language Learners:

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- Provided differentiation for students as needed
- Face the student and maintain eye contact.
- Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc.)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Create a movement space that feels safe and is free of distractions. Consider room size, temperature, and color.
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Help to provide basic needs while the child is in school (food, clothing, etc.)
- Perspective and experiences of the children need to be considered

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- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Unit 4: Creative Expression

Duration: 10 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **Create**
 - Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of elements of theatre and story construction. - 1.3.5.C.1
 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. - 1.4.5.B.1
- **Perform**
 - Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. - 1.3.5.C.2
 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). - 1.4.5.A.3
- **Critically Respond**

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- Interpret the relationship between the physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. - 1.1.5.C.2
- Evaluate the characteristics of a well-made play in a variety of scripts and performances. - 1.1.5.C.1
- Explain the function of sensory recall and apply it to character development. - 1.1.5.C.4
- Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. - 1.1.5.C.3
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. - 1.2.5.A.1
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. - 1.4.5.A.2

New Jersey Student Learning Supporting Standards:

- **A. Aesthetic Responses**

- 1.4.5.A.1 Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

- **B. Critique Methodologies**

- 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**

- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **Social Studies:**

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the

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behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.

21st Century Life and Career Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 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 relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance

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<ul style="list-style-type: none"> ● Demonstration ● Composition ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Emoji Self-assessment Door Chart 	<ul style="list-style-type: none"> ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Verbal feedback ● Student Critique ● Individual evaluation ● Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. ● Oral review of technique and vocabulary
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Imitate or create people, creatures, or things based on observation using body and facial expression ● Demonstrate the ability to follow a simple set of steps in a dramatic task. ● Use body and voice to demonstrate knowledge of holidays and other cultural events. ● Describe the difference between theatre and real life ● Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. ● Use appropriate theatre vocabulary to critique a live performance ● Improvise to create original characters and environments from 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does your voice change when your feelings change? ● How does your breath change as your emotions change? ● What do you need to know about a character before you can bring him or her to life? ● What would you like your audience to know about your character? ● What is a believable character? ● How can changing one's enunciation, projection, diction, and tone impact the way the audience sees the character? ● How do different stage and body positions impact the image that is being created? ● Why do drama and theater practitioners use stage directions? ● Why are stage directions important? ● How does the audience's response to a performance alter the way it is performed? ● What makes a story dramatic?

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an existing work such as a fairy tale, folk tale, or story.	<ul style="list-style-type: none">• What elements are essential in making a good drama?• What knowledge is necessary to design a scene?• How does one develop appropriate criteria to critique?• Why is feedback important?• How can you use feedback as a helpful tool?• How has theater impacted historical events?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">• Scripted works as needed• https://artsedge.kennedy-center.org/educators/standards• https://nhpbs.org/kn/vs/artlabd9.asp• Facility with open space and stage• Props as needed	Varied Levels of Text: <ul style="list-style-type: none">• Newsela• CommonLit• ReadWorks• EPIC
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Modifications/Accommodations

English Language Learners: <ul style="list-style-type: none">• Collaborate with ELL department to make necessary modifications for students• Provide translated material• Provided differentiation for students as needed• Face the student and maintain eye contact.• Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing Special Education/504 Plans/Students with Disabilities: <ul style="list-style-type: none">• Provide differentiated instruction as needed• Follow all IEP modifications/504 plan• Provide manipulatives or the opportunity to draw solution strategies• Use colored notes instead of traditional notation• Place note names under the notes• Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.• Shorten assignments to focus on mastery of key concepts
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