

**Lower Township School District
Cape May, NJ**

Unit Overview	
Content Area: Music	
Unit Title: Theater	
Grade Level: K-2	Timeline: September-June
Anchor Standards: <ol style="list-style-type: none">1. Generating and conceptualizing ideas2. Organizing and developing ideas3. Refining and completing products4. Selecting, analyzing, and interpreting work5. Developing and refining techniques and models or steps needed to create products6. Conveying Meaning through art7. Perceiving and analyzing products8. Interpreting intent and meaning9. Applying Criteria to evaluate products10. Synthesizing and relating knowledge and personal experiences to create products	
Enduring Understandings	
Theatre artists rely on intuition, curiosity, and critical inquiry.	
Theatre artists work to discover different ways of communicating meaning.	
Theatre artists refine their work and practice their craft through rehearsal.	
Theatre artists develop personal processes and skills for a performance or design.	
Theatre artists make choices to convey meaning.	
Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.	
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	
Theatre artists allow awareness of interrelationships between self and others to inform their work.	
As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.	
Essential Questions	
What happens when theatre artists use their imaginations and/or learned theatre skills while	

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engaging in creative exploration and inquiry?
How, when, and why do theatre artists' choices change?
How do theatre artists transform and edit their initial ideas?
How do theatre artists fully prepare a performance or design?
How do theatre artists use tools and techniques to communicate ideas and feelings?
What happens when theatre artists and audiences share creative experiences?
How do theatre artists comprehend the essence of drama processes and theatre experiences?
How can the same work of art communicate different messages to different people?
How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?
What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Performance Expectations
1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama

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experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance

1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic

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

1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Learning Objectives

Students will know/learn:

- Use contextual clues to make informed choices about a character's intentions and demonstrate several different viable physical, emotional, and vocal performance options. -
- Define vocal qualities of pitch, volume, quality, and rate. Examine how each affects a character's portrayal on the stage. -
- Demonstrate an ability to remain "in character" for a scene.
- Read a scene and compile a list of character objectives.
- Improvise or write dialogue for a scene with at least two characters that advances a story and/or reveals a character.
- Use contextual clues to make informed choices about set design, costumes, props and set pieces. Examine the responsibilities of theatrical designers and discuss how designers work collaboratively to bring the director's vision to life.
- Use distinct physical choices to create a character's method of locomotion.
- Justify physical choices of a student-created character.
- Justify vocal choices of a student-created character.
- Demonstrate how changes in vocal inflection affect meaning (e.g., this can be as simple as dialogue composed of only the words "yes", and "no").
- Perform a group and vocal warm-up and articulate the importance of the warm-up to the performer.
- Vocally and physically interpret a character, making believable choices, as appropriate to the characters' circumstance based on the text given.
- Create and apply a process for developing believable characters in scripted and improvised performances.
- Create and perform narrative tales with distinct characters, moods, etc.
- Distinguish ways that theater has impacted society and culture of its time in Western and non-Western theatrical traditions.
- Identify differences in plot structure based on viewing and reading examples of plays from different historical eras.
- Identify differences in the relationships between audiences and performers based on the viewing and reading of different plays from different historical eras and cultures.
- Compare two productions of the same play by different artistic teams/cultures.
- Hypothesize ways in which a story would change by being written by a different person from a different time and place.
- Distinguish commonalities between dance, music, theatre, and visual art.
- Identify differences in plot structure, subject matter, character representation, and

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- cultural identification of works of theatre from diverse eras and individuals.
- Identify differences in plot structure, subject matter, character representation, and cultural
- identification of works of theatre from diverse eras and individuals.

Accommodations and Modifications	
Special Education	Follow 504/IEP accommodations Ask yes/no questions Display project sample and step by step-by-step directions Highlight and define important vocabulary
English Language Learners	Highlight and define important vocabulary Ask yes/no questions Display project sample step-by-step directions
Students At-Risk of School Failure	Allow verbalization before creating Use audio materials when necessary Read directions aloud Restate, reword, clarify directions Re-teach concepts using small groups Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Assignment, Project Modification Based on Individual Student Needs Use mnemonic devices
Advanced Skills	Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs
Students with 504 Plans	Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups ** Allow verbalization before creating Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

Assessments	
Formative	-Student performance/observation

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Summative	-Improvisation rubric -
Benchmark	-Student performance/observation
Alternative	-Performance tasks -Projects

Interdisciplinary Connections

Math, science, social studies, vocabulary, technology, and literature

Integration of 21st Century Skills- NJSL 9

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Standard 9.2 Career Awareness, Exploration, Preparation and Training: 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.

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data.
- 9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts.
- 9.4..2.IML.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices

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should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

Integration of Technology

Standard 8.2 Design Thinking. This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ITH.3: Identify how technology impacts or improves life.

- Examples: Smartboard, Youtube, Recording device

Materials

Manipulatives/Props	Plays
Pictures	Costumes
Movies	

Instructional Activities

- Developing Ideas
 - Imagine plots and characters
 - Envision what it looks like
 - Plan how to make it fit together
 - Construct a product
 - Evaluate the effect
 - Clarify through revision
 - Realize the product through performance
- Developing Technique
 - Choose
 - Rehearse

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- Establish
 - Analyze
 - Share
- Interpreting Drama
 - Examine
 - Discern
 - Interpret
 - Critique
- Connecting Drama to Self
 - Incorporate
 - Affect
 - Expand