Hoboken Public Schools

Foundations of Theatre & Creative Expression

Grade K-2

Update 25-26

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre **HOBOKEN PUBLIC SCHOOLS**

Spotlight Stories: Theatre Arts for Grades K–2 introduces our youngest learners to the expressive world of theatre through creative movement, voice exploration, storytelling, and imagination. Rooted in play-based learning, this program empowers students to discover that their body, voice, and imagination are powerful tools for communication and expression. Through these mediums, students learn to share ideas, emotions, and stories in ways that transcend words.

Theatre is introduced as both a creative art form and a vehicle for social-emotional development. Students build confidence, empathy, and collaboration through improvisation, pantomime, and role-play activities that encourage teamwork and self-expression. Lessons focus on process over product—valuing exploration, imagination, and growth rather than perfection. In dramatizing familiar picture books, folktales, and student-created stories, children make connections between theatre and literacy, learning that stories can be told through both language and action.

Aligned with the 2020 New Jersey Student Learning Standards for Visual and Performing Arts (Theatre), this course provides an interdisciplinary foundation where artistic learning supports academic achievement and social-emotional well-being. Students explore all four artistic processes—Creating, Performing, Responding, and Connecting—to nurture imagination, discipline, and cultural understanding. Theatre experiences are scaffolded across the K–2 continuum to develop essential performance skills, collaborative awareness, and creative confidence.

Throughout the year, students will:

- Use movement, gesture, and voice to communicate character and emotion;
- Collaborate with peers to create and refine original performances;
- Respond thoughtfully to their own and others' work through reflection and discussion; and
- Connect theatre to their personal experiences, community, and the wider world.

By the end of the program, each child will understand that theatre is more than acting—it is a dynamic, inclusive art form that celebrates diversity, empathy, and imagination. Every unit culminates in a joyful sharing or performance that showcases student growth, teamwork, and creativity, reinforcing the idea that **theatre belongs to everyone**.

Interdisciplinary Connections

Theatre integrates naturally with literacy, movement, and creative technology. Students develop oral language, sequencing, and expressive skills while connecting their learning to multiple disciplines.

- **English Language Arts (ELA): NJSLSA.R1:** Read closely to determine what a text (or script) says explicitly and infer meaning from performance actions.

NJSLSA.SL4: Present information, findings, and supporting evidence so listeners can follow reasoning and organization.

- **Social Studies: 6.1.2.HistoryCC.3:** Recognize how cultural traditions, including storytelling and theatre, reflect diverse groups.
- **Mathematics: K.MD.A.2:** Directly compare lengths and distances as students move through space, exploring spatial awareness.
- **Technology: 8.1.2.CS.1:** Model how computing devices, applications, and networks can support creativity in theatre (e.g., recording performances).
- **Physical Education: 2.2.2.MSC.2:** Demonstrate body control, coordination, and spatial awareness through movement exercises.

Integration of 2020 Career Readiness, Life Literacies & Key Skills (Grades K–2 Codes):

- **9.4.2.CI.1:** Apply curiosity and imagination in exploring theatre ideas.
- **9.4.2.CT.1:** Identify and evaluate solutions when creative problems arise.
- **9.4.2.GCA.1:** Demonstrate respect and empathy for diverse perspectives and cultures through performance.
- **9.4.2.TL.3:** Use technology tools (with guidance) to enhance communication and collaboration.

DEI, Disability, and LGBTQ+ Representation

This curriculum ensures that all children see themselves reflected in the stories, characters, and performances studied. Theatre is a mirror for self-expression and empathy; therefore, lessons emphasize inclusion, representation, and respect for every student's identity and ability.

Examples of Representation and Integration:

- *Julian Is a Mermaid* by Jessica Love — celebrating gender expression and individuality.
- *The Snowy Day* by Ezra Jack Keats — featuring an African American protagonist exploring his world.
- *El Deafo* by Cece Bell — centering disability representation and self-advocacy.
- *And Tango Makes Three* by Justin Richardson — depicting diverse family structures and LGBTQ+ inclusion.
- *The Name Jar* by Yangsook Choi — embracing immigrant identity and cultural pride.
- *Rainbow Weaver* by Linda Elovitz Marshall — celebrating Indigenous and environmental storytelling.

Students learn to respect individual differences and explore social-emotional themes such as fairness, kindness, and courage through dramatic play.

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Artistic Process	SEL Competency	Enduring Understanding	Essential Question
Create	Self-Awareness	Recognizing feelings inspires imaginative ideas for dramatic play.	How do my feelings help me create stories?
Perform	Relationship Skills	Theatre depends on listening, cooperation, and empathy.	How do we work together to make theatre?
Respond	Self-Management	Reflection helps improve focus and performance.	How does reflection help me grow as a performer?
Connect	Social Awareness	Theatre helps us understand people, places, and cultures.	How does theatre teach me about others?

Course Resources

- *Creative Drama for the Classroom Teacher* – Nellie McCaslin
- *Drama Start!* – Julie Meighan
- *Teaching Drama to Little Ones* – Jessica McCuiston
- DramaNotebook.com – K–2 Story Theatre Scripts
- National Theatre (UK) Primary Resources
- *Storytime Plays* (Scholastic)
- *SEL Arts Framework* (NJDOE)
- Flipgrid / Seesaw – Digital Reflections
- *Teaching Artist Journal* – Early Drama Activities
- *PBS LearningMedia*: “Drama for Young Learners”
- Canva or Google Slides – Visual Storyboarding

Pacing Guide:

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Unit #	Unit Title	Grade Level(s)	Duration / Marking Period	Culminating Performance & Benchmark Assessment
1	Theatre Explorers: Body, Voice & Imagination	Grades 1–2	Marking Period 3 (February)	Emotion Ensemble Showcase: Students present short expressive skits using body, voice, and imagination to communicate feelings and actions.
2	Story Builders: Bringing Books to Life	Grades 1–2	Marking Period 3 (March–April)	Storybook Theatre Performance: Students dramatize a favorite children's story, demonstrating sequencing, character roles, and collaborative storytelling.
3	Act It Out: Feelings, Friendship & Fairytales	Kindergarten	Marking Period 4 (April–May)	Kindness Tales Showcase: Students prepare to perform short, teacher-narrated scenes focusing on empathy, friendship, and expressive movement.
4	Our First Play: The Kindergarten Theatre Celebration	Kindergarten	Marking Period 4 (May–June)	Kindergarten Theatre Celebration: A fully staged play featuring songs, narration, and ensemble performance, integrating skills from all previous units.

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Unit 1 – Imagination in Action: Exploring Characters and Movement

Unit Duration: September – November

Unit Overview

Students will explore the foundations of theatre through creative movement, voice exploration, and character creation. They learn how imagination drives storytelling and develop skills in collaboration, communication, and self-expression. Through pantomime, guided improvisation, and short role-play activities, students discover how physicality and voice combine to portray emotion and action.

The unit culminates in a **"Movement and Character Showcase"** where students perform a short sequence of character-based skits that demonstrate expressive choices and ensemble collaboration.

NJSLS Visual & Performing Arts Standards – Theatre (Grades K–2)

Strand	Code	Description
Creating	1.4.2.Cr1a	Enact roles, imagined worlds, and improvised stories in guided drama experiences.
	1.4.2.Cr2a	Contribute ideas to develop short scenes in response to prompts.
	1.4.2.Cr3a	Collaborate with peers to refine dramatic ideas and performances.
Performing	1.4.2.Pr4a	Experiment with movement and voice to portray characters.
	1.4.2.Pr5a	Use rehearsal strategies to refine performance.

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	1.4.2.Pr6a	Share drama experiences with peers or an audience.
Responding	1.4.2.Re7a	Explain how personal preferences influence response to drama.
Connecting	1.4.2.Cn10a	Relate character experiences to personal experiences.

Essential Questions

- How can my imagination help me create characters and stories?
- What choices can I make with my body and voice to express emotion?
- How can I collaborate to create and perform with others?

Enduring Understandings

- Theatre is a creative space where imagination brings stories to life.
- Expressive voice and movement communicate emotions and ideas.
- Working together makes performances stronger and more meaningful.

Exemplar Unit Objectives

1. Use imagination to create original characters and stories.
2. Demonstrate appropriate facial expressions, posture, and gestures for a given role.
3. Collaborate respectfully with peers during dramatization activities.
4. Reflect on how movement and voice contribute to character.
5. Perform short, improvised skits for classmates.

Integration of Computer Science & Design Thinking

- **8.1.2.CS.1:** Record performances using tablets for student reflection.
- **8.2.2.ED.1:** Design simple props or costumes to support character development.

Differentiation

- **Special Education:** Visual aids for emotion/gesture; alternative communication options.
- **ELL:** Model vocabulary for emotions and character actions.

- **At-Risk:** Scaffolded group support; guided rehearsal cues.
- **Gifted & Talented:** Extended scene-writing challenges.

Assessments

Formative Assessments (ongoing)

- **Pantomime Exit Tickets:** 15–30 second silent actions (e.g., "open a sticky jar," "tiptoe past a sleeping dragon") scored with a 3-point checklist for clarity of action, use of space, and facial expression.
- **Voice & Gesture Micro-Performances:** Students try two contrasting vocal choices and two gestures for the same character; quick teacher notes on projection, diction, and intention.
- **Rehearsal Goal Cards:** Students set one performance goal (e.g., "show surprise with eyes/eyebrows") and self-rate progress at the end of class.
- **Peer Warm-Cools ("Two Stars & a Wish"):** Partners share two strengths and one suggestion after a 20-second improv.
- **Vocabulary Snap Sort:** Rapid sort/match of terms (gesture, posture, projection, pantomime) to examples seen in class.

Benchmark Assessment (mid-unit) – "Character Choice Studio"
Students present a 60–90 second solo or duet showing **one character** moving through **three emotions** (e.g., curious → scared → brave). Include at least one change in **level**, one **frozen tableau**, and a clear **voice shift**.
Rubric (12 pts): Emotion clarity (3), physical choices/levels (3), vocal variation/projection (3), transitions & focus (3).

Summative Assessment (end-of-unit) – "Movement & Character Showcase"
Small groups perform short, teacher-prompted skits for classmates.
Rubric (16 pts):

- Expressive movement & gesture (4)
- Vocal clarity & intention (4)
- Ensemble awareness (listening, cueing, spacing) (4)
- Growth evidence (compares rehearsal video notes to performance) (4)

21st-Century Skills

Creativity • Collaboration • Communication • Self-Awareness • Empathy

Digital Citizenship Codes

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- **9.4.2.DC.1:** Demonstrate safe and respectful digital practices when using technology.
- **9.4.2.DC.2:** Explain why crediting others' creative work is important.

DEI & Statutory Topics Integration Chart

Area	Lesson Integration	Standards Alignment (Codes)
Amistad / African American History	Dramatize African folktales emphasizing unity and perseverance.	6.1.2.HistoryCC.3
Holocaust Education	Discuss kindness and inclusion through theatre stories.	6.1.2.CivicsPD.1
AAPI Contributions	Explore Asian fables focusing on wisdom and respect.	6.1.2.HistoryCC.3
Civics / Media Literacy	Practice teamwork and respectful listening during ensemble activities.	6.3.2.CivicsPD.1
Financial Literacy	Share class materials responsibly for performances.	9.1.2.CR.1
Career Education	Identify roles in theatre such as actor, director, and designer.	9.2.2.CAP.1

Interdisciplinary Connections (Grades K–2)

- **Creating (1.4.2.Cr1a–Cr3a):** Generate and refine imaginative stories and roles.

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- **Performing (1.4.2.Pr4a–Pr6a):** Express character and emotion through movement and voice. **Responding (1.4.2.Re7a):** Interpret and discuss how theatre communicates meaning.
- **Connecting (1.4.2.Cn10a–Cn11a):** Relate drama to personal experiences and community storytelling.
- **English Language Arts (NJSLSA.R1, NJSLSA.SL4):** Retell and perform short stories through expressive language.
- **Mathematics (K.MD.A.2):** Sequence story events and measure timing for stage movement.
- **Social Studies (6.1.2.HistoryCC.3):** Explore storytelling traditions from diverse cultures.
- **Technology (8.1.2.CS.1, 8.2.2.ED.1):** Record and review performances; design basic stage props.
- **Physical Education (2.2.2.MSC.2):** Develop coordination and spatial awareness in performance.

Integration of 2020 Career Readiness, Life Literacies & Key Skills

- **Creativity & Innovation (9.4.2.CI.1):** Apply imagination and curiosity to create characters and dramatic stories.
- **Critical Thinking & Problem Solving (9.4.2.CT.1):** Identify challenges in rehearsals and test solutions collaboratively.
- **Global & Cultural Awareness (9.4.2.GCA.1):** Respect diverse cultures through inclusive storytelling.
- **Information & Media Literacy (9.4.2.IML.1):** Recognize media as a tool to share creative ideas responsibly.
- **Technology Literacy (9.4.2.TL.3):** Use digital devices to record and reflect on performance.
- **Digital Citizenship (9.4.2.DC.1, 9.4.2.DC.2):** Use devices safely and ethically.
- **Career Awareness & Preparation (9.2.2.CAP.1):** Identify theatre jobs and teamwork roles.
- **Financial & Civic Responsibility (9.1.2.CR.1):** Manage and share materials responsibly.

Unit 2 – Story Builders: Bringing Books to Life

Unit Duration: November – January

Overview

Students learn to transform written and spoken language into live performance. Through dramatization of familiar picture books, folktales, and poems, they explore story sequence, character development, and collaboration. Students experiment with narration, dialogue, and movement to bring stories to life, while reinforcing comprehension and teamwork.

Arts Education & Social and Emotional Learning (SEL) Framework Connections

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The unit culminates with a **"Storybook Theatre Showcase"**, where small groups adapt and perform scenes from children's literature using expressive voice, gesture, and simple props.

NJSLS Visual & Performing Arts Standards – Theatre

Strand	Code	Description
Creating	1.4.2.Cr1a	Create roles, imagined worlds, and improvised stories in guided drama experiences.
	1.4.2.Cr2a	Contribute ideas to develop short scenes in response to prompts.
Performing	1.4.2.Pr4a	Experiment with voice and movement to portray characters.
	1.4.2.Pr5a	Use rehearsal strategies to improve performance.
	1.4.2.Pr6a	Present dramatizations to an audience.
Responding	1.4.2.Re7a	Explain how preferences and emotions influence response to drama.
Connecting	1.4.2.Cn10a	Relate character experiences to personal experiences.
	1.4.2.Cn11a	Identify connections between theatre and other disciplines.

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre HOBOKEN PUBLIC SCHOOLS

Essential Questions

- How can we bring a story to life on stage?
- What makes a story exciting and meaningful for an audience?
- How does teamwork help us tell stronger stories?

Enduring Understandings

- Theatre transforms words and ideas into expressive action.
- Stories have structure—beginning, middle, and end—that guide performance.
- Collaboration creates successful dramatizations.

Exemplar Unit Objectives

1. Retell familiar stories using expressive voice and movement.
2. Identify story elements—setting, character, problem, and solution.
3. Collaborate in small groups to adapt and perform short stories.
4. Reflect on how performance deepens understanding of narrative.
5. Demonstrate focus and listening skills during group rehearsals.

Benchmark Assessment

Performance Task: *Storybook Theatre Showcase*
Students dramatize scenes from literature, incorporating narration, expression, and movement.

Criteria: Story sequence, collaboration, vocal clarity, and expressive storytelling.

Formative & Summative Assessments

- Teacher observation checklists
- Rehearsal participation logs
- Peer feedback forms
- Final performance rubric

Integration of Computer Science & Design Thinking

- **8.1.2.CS.1:** Use digital tools to record practice scenes for reflection.
- **8.2.2.ED.1:** Collaborate to design simple props, puppets, or sets for performances.

Differentiation

- **Special Education:** Visual cue cards for sequencing and story structure.
- **ELL:** Pair with fluent peers and use bilingual picture books.
- **At-Risk:** Provide structured prompts and rehearsal guides.
- **Gifted & Talented:** Allow for original adaptations or story rewrites.

Assessments

Formative Assessments (ongoing)

- **Story-to-Scene Maps:** Convert beginning/middle/end into 3 tableaus; teacher checklist for accuracy and clarity.
- **Narrator/Actor Cue Practice:** Short reads where the narrator cues actors; quick notes on timing and cue words.
- **Choral Line Try-outs:** Groups test two pacing choices for a key line; self-reflection: "Which pacing helped meaning?"
- **Prop & Blocking Sketch:** Simple plan showing entrances/exits and prop handoffs; teacher stamps for safe/clear plans.

Benchmark Assessment (mid-unit) – "One-Page Playbook"
Teams create a one-page plan for a 30–45 second scene: narration lines, 3–5 blocking notes, prop list, and a freeze-frame ending. Perform a **draft** for feedback.
Rubric (12 pts): Sequencing & comprehension (3), collaborative roles (3), blocking that matches story beats (3), clear narration/actor balance (3).

Summative Assessment (end-of-unit) – "Storybook Theatre Showcase"
Groups adapt and perform a scene from literature with narration, dialogue, movement, and simple props.
Rubric (16 pts):

- Story structure (beginning/middle/end) (4)
- Characterization (voice, gesture) (4)
- Audience engagement (focus, volume, pace) (4)
- Teamwork & rehearsal refinement (4)

21st-Century Skills

Creativity • Communication • Collaboration • Critical Thinking • Responsibility

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre HOBOKEN PUBLIC SCHOOLS

Digital Citizenship Codes

- **9.4.2.DC.1:** Demonstrate respect when recording or sharing creative work.
- **9.4.2.DC.2:** Understand the importance of crediting story sources.

DEI & Statutory Topics Integration Chart

Area	Lesson Integration	Standards Alignment (Codes)
Amistad / African American History	Re-enact folktales from African American traditions highlighting community.	6.1.2.HistoryCC.3
Holocaust Education	Discuss fairness and bravery in stories that promote justice.	6.1.2.CivicsPD.1
AAPI Contributions	Explore Asian folktales emphasizing wisdom and creativity.	6.1.2.HistoryCC.3
Civics / Media Literacy	Role-play decision-making and teamwork in group dramatizations.	6.3.2.CivicsPD.1
Financial Literacy	Manage class resources when creating costumes or props.	9.1.2.CR.1
Career Education	Identify creative careers like illustrator, director, or playwright.	9.2.2.CAP.1

Interdisciplinary Connections (Grades K–2)

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre HOBOKEN PUBLIC SCHOOLS

- **Creating (1.4.2.Cr1a–Cr2a):** Develop short dramatizations inspired by literature.
- **Performing (1.4.2.Pr4a–Pr6a):** Use movement, voice, and timing to tell stories.
- **Responding (1.4.2.Re7a):** Describe emotions and story impact through discussion.
- **Connecting (1.4.2.Cn10a–Cn11a):** Relate story messages to personal experiences.
- **English Language Arts (NJSLSA.R1, NJSLSA.SL4):** Strengthen comprehension and public speaking.
- **Mathematics (K.MD.A.2):** Sequence story events and use timing during group performance.
- **Social Studies (6.1.2.HistoryCC.3):** Connect stories to historical and cultural traditions.
- **Technology (8.1.2.CS.1, 8.2.2.ED.1):** Record scenes and create simple props.
- **Physical Education (2.2.2.MSC.2):** Apply coordination and movement awareness during performance.

Integration of 2020 Career Readiness, Life Literacies & Key Skills (Grades K–2)

- **Creativity & Innovation (9.4.2.CI.1):** Generate ideas for dramatizing stories in new ways.
- **Critical Thinking & Problem Solving (9.4.2.CT.1):** Revise dialogue or staging when faced with challenges.
- **Global & Cultural Awareness (9.4.2.GCA.1):** Appreciate diverse stories and storytelling traditions.
- **Information & Media Literacy (9.4.2.IML.1):** Use technology responsibly to present and reflect on performance.
- **Technology Literacy (9.4.2.TL.3):** Use digital devices to support theatrical storytelling.
- **Digital Citizenship (9.4.2.DC.1, 9.4.2.DC.2):** Credit original stories and protect shared digital work.
- **Career Awareness & Preparation (9.2.2.CAP.1):** Identify creative jobs related to theatre and storytelling.
- **Financial & Civic Responsibility (9.1.2.CR.1):** Manage materials responsibly when preparing performances.

Unit 3 – Act It Out: Feelings, Friendship & Fairytales

Unit Duration: February – April
Grade Level(s): Kindergarten

Unit Overview

In this unit, students explore how stories and emotions are expressed through acting. By dramatizing fairytales, fables, and social stories, they learn how movement, facial expressions, and voice communicate feelings and relationships.

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre **HOBOKEN PUBLIC SCHOOLS**

Through guided role-play and pantomime, students practice empathy, cooperation, and problem-solving. The focus is on understanding emotions, friendship, and teamwork—core foundations of theatre and social-emotional learning.

The unit culminates in the **"Kindness Tales Performance"**, a short presentation of fairytales dramatized by students that highlight empathy and positive social behavior.

NJSLS Visual & Performing Arts Standards – Theatre (Grades K–2)

Strand	Code	Description
Creating	1.4.2.Cr1a	Create roles and improvised stories that express feelings and relationships.
	1.4.2.Cr2a	Contribute ideas to develop collaborative scenes based on fairytales.
Performing	1.4.2.Pr4a	Use facial expressions, gestures, and tone to portray emotions.
	1.4.2.Pr5a	Rehearse and refine group performances with teacher feedback.
	1.4.2.Pr6a	Present short dramatic scenes for classmates and families.
Responding	1.4.2.Re7a	Explain personal reactions to performances and characters.
Connecting	1.4.2.Cn10a	Relate fairytale lessons to real-life experiences about kindness and friendship.

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre **HOBOKEN PUBLIC SCHOOLS**

Essential Questions

- How can actors show feelings through their bodies and voices?
- What do fairytales teach us about friendship and courage?
- How can theatre help us work together and solve problems?

Enduring Understandings

- Theatre helps us explore and express emotions safely.
- Stories teach important lessons about empathy and cooperation.
- Teamwork is essential for creating meaningful performances.

Exemplar Unit Objectives

1. Identify and portray basic emotions through body language and voice.
2. Work cooperatively to dramatize scenes based on fairytales.
3. Demonstrate active listening and turn-taking during performance.
4. Reflect on how acting helps understand emotions and others' perspectives.
5. Participate in an ensemble performance celebrating kindness and friendship.

Benchmark Assessment

Performance Task: *Kindness Tales Performance*
Students present dramatizations of short fairytales focusing on friendship and empathy, incorporating movement, dialogue, and emotion.

Criteria: Emotional expression, collaboration, storytelling clarity, and engagement.

Formative & Summative Assessments

- Role-play checklists
- Emotion identification charts
- Peer reflections on teamwork
- Teacher observation rubrics
- Final performance evaluation

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre HOBOKEN PUBLIC SCHOOLS

Integration of Computer Science & Design Thinking

- **8.1.2.CS.1:** Record short scenes for feedback and self-reflection.
- **8.2.2.ED.1:** Design simple props (crowns, capes, etc.) collaboratively.

Differentiation

- **Special Education:** Use visual emotion cue cards; scaffold movement and lines.
- **ELL:** Use bilingual scripts and physical gestures for meaning.
- **At-Risk:** Provide partner modeling and guided rehearsal.
- **Gifted & Talented:** Expand roles or rewrite fairytales with alternate endings.

Assessments

Formative Assessments (ongoing)

- **Emotion Mirror:** Teacher models an emotion; students mirror with face/body/voice. Checklist for face/body/voice alignment.
- **Feelings-to-Action Cards:** Draw a card (feeling + situation) and make a 10-second choice; quick feedback on clarity.
- **Partner Statue to Scene:** Pairs freeze as a fairytale moment, then add one line each; notes on turn-taking and listening.
- **Kindness Cue Circle:** Students practice giving/receiving simple stage cues ("ready," "your turn"); teacher logs respectful cues.

Benchmark Assessment (mid-unit) – "Feelings Mini-Scene Check"
Trios present a 30–45 second scene showing **problem → feeling → kind solution** using clear facial expression and one prop.
Rubric (12 pts): Emotional expression (4), cooperative staging & turns (4), story clarity (4).

Summative Assessment (end-of-unit) – "Kindness Tales Performance"
Class presents short fairytale dramatizations highlighting empathy and friendship.
Rubric (16 pts):

- Emotion portrayal (face/body/voice) (4)
- Ensemble cooperation (sharing space, cueing, support) (4)
- Storytelling clarity & audience focus (4)
- Reflection artifact (drawing or sentence about "how I showed kindness onstage") (4)

21st-Century Skills

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre HOBOKEN PUBLIC SCHOOLS

Collaboration • Communication • Empathy • Problem Solving • Creativity

Digital Citizenship Codes

- **9.4.2.DC.1:** Use digital tools respectfully to record rehearsals.
- **9.4.2.DC.2:** Credit peers' contributions during group projects.

DEI & Statutory Topics Integration Chart

Area	Lesson Integration	Standards Alignment (Codes)
Amistad / African American History	Perform African folktales highlighting community and kindness.	6.1.2.HistoryCC.3
Holocaust Education	Discuss standing up for friends and fairness through dramatizations.	6.1.2.CivicsPD.1
AAPI Contributions	Act out Asian folktales emphasizing teamwork and empathy.	6.1.2.HistoryCC.3
Civics / Media Literacy	Practice inclusion and respect during rehearsals and feedback.	6.3.2.CivicsPD.1
Financial Literacy	Share materials and classroom resources fairly.	9.1.2.CR.1
Career Education	Recognize roles in theatre such as actor, narrator, or costume helper.	9.2.2.CAP.1

Arts Education & Social and Emotional Learning (SEL) Framework Connections

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Interdisciplinary Connections (Grades K–2)

- **Creating (1.4.2.Cr1a–Cr2a):** Create stories and roles expressing friendship and emotion.
- **Performing (1.4.2.Pr4a–Pr6a):** Use body and voice to portray relationships and feelings.
- **Responding (1.4.2.Re7a):** Discuss emotions and character motivations.
- **Connecting (1.4.2.Cn10a–Cn11a):** Link fairytale lessons to personal experiences.
- **ELA (NJSLSA.R1, NJSLSA.SL4):** Retell and act out story events.
- **Math (K.MD.A.2):** Sequence story events using order and timing.
- **Social Studies (6.1.2.HistoryCC.3):** Compare fairytales from various cultures.
- **Technology (8.1.2.CS.1, 8.2.2.ED.1):** Record and design small stage elements.
- **PE (2.2.2.MSC.2):** Apply movement control during dramatizations.

Integration of 2020 Career Readiness, Life Literacies & Key Skills (Grades K–2)

- **Creativity & Innovation (9.4.2.CI.1):** Create imaginative interpretations of classic tales.
- **Critical Thinking & Problem Solving (9.4.2.CT.1):** Resolve performance challenges as a group.
- **Global & Cultural Awareness (9.4.2.GCA.1):** Appreciate the diversity of cultural stories.
- **Information & Media Literacy (9.4.2.IML.1):** Evaluate how media retells fairytales.
- **Technology Literacy (9.4.2.TL.3):** Use tablets to record performances safely.
- **Digital Citizenship (9.4.2.DC.1, 9.4.2.DC.2):** Share recordings responsibly.
- **Career Awareness & Preparation (9.2.2.CAP.1):** Identify theatre-related careers.
- **Financial & Civic Responsibility (9.1.2.CR.1):** Respect shared class materials and props.

Unit 4 – Our First Play: The Kindergarten Theatre Celebration

Unit Duration: April – June
Grade Level(s): Kindergarten
Overview

Arts Education & Social and Emotional Learning (SEL) Framework Connections

K-2 Foundations of Theatre **HOBOKEN PUBLIC SCHOOLS**

This culminating unit allows kindergarten students to experience a complete theatrical production process. They apply previously learned skills in movement, voice, storytelling, and collaboration to create a full class play.

Students rehearse, refine, and perform their original work for families and peers, demonstrating growth in confidence, teamwork, and creativity. The unit concludes with the **"Kindergarten Theatre Celebration,"** a joyful showcase marking their first full stage performance experience.

NJSLS Visual & Performing Arts Standards – Theatre (Grades K–2)

Strand	Code	Description
Creating	1.4.2.Cr1a	Use imagination to create roles and stories for performance.
	1.4.2.Cr3a	Collaborate with peers to refine and finalize scenes.
Performing	1.4.2.Pr4a	Demonstrate control of voice and movement for audience presentation.
	1.4.2.Pr5a	Apply rehearsal strategies to improve performance.
	1.4.2.Pr6a	Present final performances for an audience.
Responding	1.4.2.Re8a	Express reactions and feedback to others' performances.
Connecting	1.4.2.Cn10a	Reflect on how stories and performances express personal experience.

Essential Questions

- What steps are needed to prepare for a performance?
- How can we work together to tell one story as a class?
- What does a successful performance look and feel like?

Enduring Understandings

- Preparing and rehearsing builds confidence and skill.
- Theatre is a collaborative art form where each role is important.
- Performance is a celebration of learning and creativity.

Exemplar Unit Objectives

1. Collaborate with peers to create a class play.
2. Use expressive voice, movement, and timing on stage.
3. Apply rehearsal and performance etiquette.
4. Perform confidently for an audience.
5. Reflect on growth as a performer and teammate.

Unit 4 – Our First Play: The Kindergarten Theatre Celebration

Assessments

Formative Assessments (ongoing)

- **Picture Rehearsal Journals:** Students place stickers/checks for “voice,” “face,” “body,” “waiting quietly,” after each rehearsal.
- **Staging Squares:** Tape squares on floor; students practice crossing to marks and holding still; teacher tally of accurate hits.
- **Cue & Quiet Drills:** Practice starting on a visual cue and freezing at blackout; quick success/fix notes.
- **Props Practice Pass:** Students rehearse safe pick-up/put-down routines; checklist for prop care and timing.

Benchmark Assessment (mid-unit) – “Cue-to-Cue Readiness Run”
A tech-style walkthrough assessing **entrances/exits**, **scene transitions**, and **prop/ set handoffs** without full dialogue.

Arts Education & Social and Emotional Learning (SEL) Framework Connections

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Rubric (12 pts): Starting on cue (3), hitting marks & spacing (3), safe prop handling (3), quiet transition etiquette (3).

Summative Assessment (end-of-unit) – "Kindergarten Theatre Celebration"
Full class play performed for an audience.

Rubric (16 pts):

- Stage presence & focus (4)
- Vocal projection & diction (4)
- Ensemble timing & transitions (4)
- Post-show reflection (drawing/sentence about what they did well and one goal) (4)

Criteria: Stage presence, vocal projection, teamwork, and focus.

Integration of Computer Science & Design Thinking

- **8.1.2.CS.1:** Record rehearsals for reflection and feedback.
- **8.2.2.ED.1:** Design costumes and backdrops as a group project.

Differentiation

- **Special Education:** Provide sensory-friendly roles and adjusted scripts.
- **ELL:** Visual vocabulary cards and bilingual rehearsal support.
- **At-Risk:** Structured peer mentoring.
- **Gifted & Talented:** Directing or scriptwriting leadership roles.

21st-Century Skills

Leadership • Collaboration • Creativity • Confidence • Communication

Digital Citizenship Codes

- **9.4.2.DC.1:** Use technology responsibly during production.
- **9.4.2.DC.2:** Understand ownership of creative work.

DEI & Statutory Topics Integration Chart

Arts Education & Social and Emotional Learning (SEL) Framework Connections

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Area	Lesson Integration	Standards Alignment (Codes)
Amistad / African American History	Include diverse characters in class play.	6.1.2.HistoryCC.3
Holocaust Education	Emphasize themes of fairness and kindness.	6.1.2.CivicsPD.1
AAPI Contributions	Incorporate cultural tales from Asian heritage.	6.1.2.HistoryCC.3
Civics / Media Literacy	Collaborate respectfully to create a cohesive ensemble.	6.3.2.CivicsPD.1
Financial Literacy	Share and maintain class materials responsibly.	9.1.2.CR.1
Career Education	Explore behind-the-scenes roles (costume, set, sound).	9.2.2.CAP.1

Interdisciplinary Connections (Grades K–2)

- **Creating (1.4.2.Cr1a–Cr3a):** Develop and refine a class play collaboratively.
- **Performing (1.4.2.Pr4a–Pr6a):** Express character through movement and dialogue.
- **Responding (1.4.2.Re8a):** Reflect on performances to improve artistic work.
- **Connecting (1.4.2.Cn10a–Cn11a):** Relate theatre experiences to community and personal identity.

Arts Education & Social and Emotional Learning (SEL) Framework Connections

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- **ELA (NJSLSA.R1, NJSLSA.SL4):** Strengthen oral presentation and comprehension through script reading.
- **Math (K.MD.A.2):** Plan timing and sequence of stage cues.
- **Social Studies (6.1.2.HistoryCC.3):** Understand stories as reflections of community and culture.
- **Technology (8.1.2.CS.1, 8.2.2.ED.1):** Use digital tools and design processes to enhance performances.
- **PE (2.2.2.MSC.2):** Demonstrate spatial awareness and controlled movement.

Integration of 2020 Career Readiness, Life Literacies & Key Skills (Grades K–2)

- **Creativity & Innovation (9.4.2.CI.1):** Use imagination to develop a complete performance.
- **Critical Thinking & Problem Solving (9.4.2.CT.1):** Troubleshoot stage challenges collaboratively.
- **Global & Cultural Awareness (9.4.2.GCA.1):** Respect cultural stories in shared performances.
- **Information & Media Literacy (9.4.2.IML.1):** Use media to review and discuss performance growth.
- **Technology Literacy (9.4.2.TL.3):** Apply digital tools to enhance stage presentation.
- **Digital Citizenship (9.4.2.DC.1, 9.4.2.DC.2):** Share recordings ethically and safely.
- **Career Awareness & Preparation (9.2.2.CAP.1):** Recognize creative and technical theatre careers.