

Tuckerton Borough School District**Theater****2022-2023 Curriculum****Grades 3-6****Content Area: Theater****Created by: Ellen Healy, Hayley Oliver****Created on : July 13, 2022****Board Approved: Aug 22, 2022****Recommended Pacing Guide****Creating****6-9 days****Performing****6-9 days****Responding****6-9 days****Connecting****6-9 days*****Embedded in ELA Classes and Social Studies****Ongoing**

The NJSLS-VPA are comprised of artistic processes, anchor standards, practices, and performance expectations of the [NJSLS-VPA](#). The artistic processes: creating, performing/presenting/producing, responding, and connecting, are the foundation for developing artistic literacy and fluency in the arts. These processes are the cognitive and physical actions by which arts learning and making are realized across the five arts disciplines.

Eleven anchor standards describe the general knowledge and skills that students are to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and serve as the tangible educational expression of artistic literacy. As illustrated below, each of the anchor standards is derived from one of the five artistic processes.

Creating

- Anchor Standard 1: Conceptualizing and generating ideas.
- Anchor Standard 2: Organizing and developing ideas.
- Anchor Standard 3: Refining and completing products.

Performing/Presenting/Producing

- Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 5: Selecting, analyzing and interpreting work.

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6

Content Area: Theater

- Anchor Standard 6: Conveying meaning through art.

Responding

- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 8: Applying criteria to evaluate products.
- Anchor Standard 9: Interpreting intent and meaning.

Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Suggested Accommodations For All Units

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Special Education Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

504 Plans

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6

Content Area: Theater

Gifted and Talented:

- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Grade 6

Unit 1: Creating

Duration: 5-6 days

Anchor 1

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6

Content Area: Theater

the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

- 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
- 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Anchor 2

- 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

Anchor 3

- 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
- 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.
- 1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Primary Interdisciplinary Connections:

ELA Standards

- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups,

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6

Content Area: Theater

and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- **Social Studies:**

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

Computer Science and Design Thinking -2020 New Jersey Student Learning Standards –

- 8.1.5.IC.1: Identify computing technologies that have impacted how artists live and work and describe the factors that influenced the changes.

Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Evidence of Student Learning

Formative Tasks:

- Peer Assessment
- Pair-share
- Peer evaluation and observation

Alternative Assessments/Performance:

- Self-Assessment
- Journal entries

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6	Content Area: Theater
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• Lesson task checklist • Performance task checklist	• Self reflection - Mapping ones journey • Flipgrid • Seesaw (Digital Portfolio)
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Summative Assessments: • Rubric on Fundamentals and Basics of Theater	Benchmark Assessments: • Oral review of techniques and vocabulary
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Anchor Standard 1: Generating and conceptualizing ideas

Enduring Understandings: • Theatre artists rely on intuition, curiosity and critical inquiry	Essential Questions: • What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
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Anchor Statement 2: Organizing and Developing Ideas

Enduring Understandings: • Theatre artists work to discover different ways of communicating meaning.	Essential Questions: • How, when, and why do theatre artists' choices change?
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Anchor Standard 3: Refining and completing products.

Enduring Understanding	Essential Questions: • How do theatre artists transform and edit their initial ideas?
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Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6

Content Area: Theater

- Theatre artists refine their work and practice their craft through rehearsal.

Unit 2: Performing

Duration: 6-7 days

NJSLA Standards Performance Expectations

Primary Interdisciplinary Connections:

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Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6

Content Area: Theater

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Evidence of Student Learning

Formative Tasks:

- Peer Assessment
- Pair-share
- Peer evaluation and observation
- Lesson task checklist
- Performance task checklist

Alternative Assessments/Performance:

- Self-Assessment
- Journal entries
- Self reflection - Mapping ones journey
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- **Summative Assessments:**

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6	Content Area: Theater
• Rubric on Fundamentals and Basics of • Theater •	Benchmark Assessments: • Oral review of techniques and vocabulary
Anchor Standard 6: Conveying meaning through art	
Enduring Understandings: • Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.	Essential Questions: • What happens when theatre artists and audiences share creative experiences?
	Creative Drama Lesson Plans A Collection of theater lessons and projects https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/theatre-grade-level.pdf

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6	Content Area: Theater
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Unit 3: Responding	Duration: 5-6 days
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Standards/Learning Targets

Anchor Standard 7

1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

Anchor Standard 8:

- 1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.
- 1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
- 1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work

Anchor Standard 9

- 1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience
- 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work

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- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6

Content Area: Theater

and expressing their own clearly.

- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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Evidence of Student Learning

Formative Tasks:

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Alternative Assessments/Performance:

- Self-Assessment

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6	Content Area: Theater
• Peer evaluation and observation • Lesson task checklist • Performance task checklist	• Journal entries • Self reflection - Mapping ones journey • Flipgrid • Seesaw (Digital Portfolio)
Summative Assessments: • Rubric on Fundamentals and Basics of Theater	• Benchmark Assessments: • Oral review of techniques and vocabulary
Anchor Standard 8: Interpreting intent and meaning	
Enduring Understandings: • Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	Essential Questions: • How can the same work of art communicate different messages to different people?
Anchor Standard 9: Applying criteria to evaluate products.	
Enduring Understandings: • Theatre artists apply criteria to investigate, explore and assess drama and theatre work.	Essential Questions: • How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6	Content Area: Theater
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Unit 4: Connecting	Duration: 5-6 days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
- 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work
- 1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.

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Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6

Content Area: Theater

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Evidence of Student Learning

Formative Tasks:

- Peer Assessment
- Pair-share
- Peer evaluation and observation
- Lesson task checklist
- Performance task checklist

Alternative Assessments/Performance:

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Tuckerton Borough School District

Theater

2022-2023 Curriculum

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• Summative Assessments: • • Rubric on Fundamentals and Basics of • Theater	Benchmark Assessments: • Oral review of techniques and vocabulary
Knowledge & Skills	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
Enduring Understandings: • Theatre artists allow awareness of interrelationships between self and others to inform their work.	Essential Questions: • What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Enduring Understandings: • 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 allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Suggested Activities/Resources: • Melting Pot Theater: Teaching For Cultural Understanding • Celebrate Diversity: Reader's Theater Script and Lesson Teacher Created Materials	Varied Levels of Text: - Matisse's Garden • Henri's Scissors

Tuckerton Borough School District

Theater

2022-2023 Curriculum

Grades 3-6	Content Area: Theater
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• The Art of Education University • Deep Space Sparkle • Cassie Stephens	
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