

**Moonachie School District**

**2019-2020**

**THEATRE CURRICULUM**

**Pre-Kindergarten**

***New Jersey Student Learning Standards***

**Theater - Pre-Kindergarten**

**Unit 1: Theater & Dramatic Play**

**Time Allotted: Approximately 10 Weeks**

**New Jersey Student Learning Standards (NJSLS)**

1.3.P.C.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic)

1.3.P.C.2 Use memory, imagination, creativity, and language to make up new roles and act them out

1.3.P.C.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props

1.3.P.C.4 Differentiate between fantasy/pretend play and real events

1.3.P.C.5 Sustain and extend dramatic play during dramatic play interactions (i.e., anticipate what will happen next)

1.3.P.C.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.

Essential Questions	Student Learning Objectives	Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- How can we express ourselves through dramatic play?</li> <li>- What items can be used that will help you to pretend you are that character? (Props)</li> <li>- How do we demonstrate understanding of different cultures and times?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Role play life experiences and predict what may happen next</li> <li>- Use imagination to act our new roles</li> <li>- Participate in dramatic play, including group play</li> <li>- Understand and demonstrate the difference between fantasy/pretend and reality</li> <li>- Listen and act out stories from a variety of cultures and times</li> </ul>	<ul style="list-style-type: none"> <li>- Dramatic Play Center</li> <li>- Choose a Story (Think about which stories the children interact with and enjoy at storytime.)</li> <li>- Present (make it fun and your students will love doing it! Children can simply take turns being the audience or the actors. Children love to act out favorite stories and in turn the children come to love the stories they act out - this is the beginning of drama!)</li> <li>- Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. - this story has animals, rhymes, colors, senses and plenty of opportunity for children to be</li> </ul>	<ul style="list-style-type: none"> <li>- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist.</li> <li>- Written or Drawn Work (using technology when appropriate):</li> </ul>

		<p>creative and act upon these ideas.</p> <ul style="list-style-type: none"> <li>- Goldilocks and the Three Bears - this classic fairy tale is one children love to act out.</li> <li>- <u>We're Going on a Bear Hunt</u> - has plenty of motions to act out as a group.</li> <li>- <u>Quick As a Cricket</u> by Audrey Wood - this story tells about animals and what's special about each one.</li> <li>- The Three Billy Goats Gruff - this story lets the children explore size, order, repetitive storylines and the excitement of the "troll."</li> <li>- Passport Activity- "Around the World" <ul style="list-style-type: none"> <li>- Teachers decide which countries you want your class to visit. Teachers and students research, using digital tools, and record important facts, and make "stamps" from each country (Ex: Egypt = Pyramid) With each country visited students will perform an activity that demonstrates a cultural connection (see "Resources")</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Sharing feelings, dreams, and wishes about dance and dancing</li> <li>- Planning and documenting choreographic process (sketching or collecting ideas for a dance)</li> <li>- Personal responses to performances</li> <li>- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology)to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as <ul style="list-style-type: none"> <li>- "I noticed ..."</li> <li>- "I like the way ... because ..."</li> <li>- "Have you thought of ...?"</li> <li>- "I would like to suggest ..."</li> </ul> </li> <li>- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process <ul style="list-style-type: none"> <li>- I understand _____, and can explain it (e.g., thumbs up).</li> <li>- I do not yet understand _____ (e.g., thumbs down).</li> <li>- I'm not completely sure about _____ (e.g., wave hand).</li> </ul> </li> <li>- 3-2-1</li> <li>- Students identify: <ul style="list-style-type: none"> <li>- 3 things they discovered</li> <li>- 2 interesting things they</li> </ul> </li> </ul>
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			noticed - 1 question they still have <a href="#">Performance Rubrics</a>
<b>Resources/Materials</b>	Dramatic play ideas: <a href="https://www.pre-kpages.com/category/dramatic-play/Cultural%20games%20from%20around%20the%20World">https://www.pre-kpages.com/category/dramatic-play/Cultural games from around the World</a> Brain Dance <a href="#">Theatre Folk Website and Resources</a>		
<b>Interdisciplinary Connections</b>	SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.		
<b>21st Century Life and Careers</b>	CRP1. Act as a responsible and contributing citizen and employee CRP11. Use technology to enhance productivity.		
<b>Technology Standards</b>	8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words. 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label dance and classroom materials</li> <li>● Word walls</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modification/accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement).</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Change movement</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>

	requirements to reduce activity time		
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**Theater - Pre-Kindergarten**

**Unit 2: Aesthetic Response and Critique Methodologies**

**Time Allotted: Approximately 10 Weeks**

**New Jersey Student Learning Standards (NJSLS)**

1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.

1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.

1.4.P.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.

1.4.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

1.4.P.B.5 Begin to demonstrate appropriate audience skills during creative movement and dance performances.

1.4.P.B.6 Begin to demonstrate appropriate audience skills during recordings and music performances.

1.4.P.B.7 Begin to demonstrate appropriate audience skills during storytelling and performances.

**Essential Questions, Student Learning Objectives, Tasks/Activities, Evidence of Learning (Assessment)**

Essential Questions	Student Learning Objectives	Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- How does theatre help us to learn about other people?</li> <li>- Why is it important to watch respectfully during a live performance?</li> <li>- Does everyone feel the same way when they experience a performance?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Observe and respond to performances of others.</li> <li>- Observe and respond to diverse performance genres and styles.</li> <li>- Observe and respond to stories or dramatic performances.</li> <li>- Observe and respond to culturally diverse works of theatre.</li> <li>- Use words and express the meanings, feelings, or images of theatrical movements.</li> <li>- Participate as a thoughtful audience member (looking eyes, listening ears, and a quiet body).</li> <li>- Think about and communicates</li> </ul>	<p><u>Paint to the Beat</u></p> <ul style="list-style-type: none"> <li>- Children paint to the beat of a dance performance which incorporates different tempos of music. During this time, ask them how this music makes them feel--happy, sad, excited, angry, etc.</li> </ul> <p><u>Performance Activity</u></p> <ul style="list-style-type: none"> <li>- Divide students into small groups. Students will take turns being performers and audience members. Have the students perform a popular, well-known song (i.e. Happy Birthday,</li> </ul>	<ul style="list-style-type: none"> <li>- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria</li> </ul>

	<p>the central idea of a performance.</p>	<p>nursery rhymes, Old MacDonald). The remaining students will act as the audience. The teacher in role will become a student and will create different scenarios where he/she will demonstrate inappropriate audience etiquette (i.e. excessive gum chewing, talking on their cell phone, unwrapping candies, talking to their neighbor, fidgeting, using inappropriate sitting posture).</p> <p>After each group has had an opportunity to perform, have a discussion (small group or whole class) using the following prompts. Were there any problems during your performance? How did you feel during your performance? How did this affect your performance?</p> <ul style="list-style-type: none"> <li>- As a whole class, facilitate the creation of a student-developed set of criteria for appropriate audience etiquette using a word processing program.</li> </ul> <p>Sample Criteria Set (see Assessment Rubrics)</p> <ol style="list-style-type: none"> <li>1. Listen quietly during the performance.</li> </ol> <ul style="list-style-type: none"> <li>- Sit up straight.</li> <li>- Look at the stage.</li> <li>- Sit calmly and quietly.</li> </ul>	<p>on a rubric or checklist.</p> <ul style="list-style-type: none"> <li>- Written or Drawn Work (using technology when appropriate): <ul style="list-style-type: none"> <li>- Sharing feelings, dreams, and wishes about dance and dancing</li> <li>- Planning and documenting choreographic process (sketching or collecting ideas for a dance)</li> <li>- Personal responses to performances</li> </ul> </li> <li>- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as <ul style="list-style-type: none"> <li>- "I noticed ..."</li> <li>- "I like the way ... because ..."</li> <li>- "Have you thought of ...?"</li> <li>- "I would like to suggest ..."</li> </ul> </li> <li>- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process <ul style="list-style-type: none"> <li>- I understand _____, and can explain it (e.g., thumbs up).</li> <li>- I do not yet understand _____ (e.g., thumbs down).</li> <li>- I'm not completely sure about _____ (e.g., wave hand).</li> </ul> </li> </ul> <p>- 3-2-1</p>
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		<ul style="list-style-type: none"> <li>- Applaud appropriately.</li> </ul> <p><u>Share the News</u></p> <ul style="list-style-type: none"> <li>- Teacher introduces a topic for the day's discussion and children discuss the topic with a partner. The topics for this activity relate to understanding emotions, emotion recognition and social problem solving. For example, during Share the News the question could be, "What makes you grumpy? How does your face look when you are grumpy?"</li> </ul> <p><u>Play Planning</u></p> <ul style="list-style-type: none"> <li>- Teacher helps students anticipate emotions by telling them explicitly what to expect, "Remember, you are first today, that means you will be last tomorrow."</li> </ul> <p><u>Make Believe Play</u></p> <ul style="list-style-type: none"> <li>- During Make Believe Play children extend their play by introducing story problems and taking it on an emotional terrain.</li> </ul> <p><u>Character Empathy Story Lab</u></p> <ul style="list-style-type: none"> <li>- Encourages children to think about feelings by listening to the story and empathizing with the characters — feeling what they feel.</li> </ul>	<ul style="list-style-type: none"> <li>- Students identify: <ul style="list-style-type: none"> <li>- 3 things they discovered</li> <li>- 2 interesting things they noticed</li> <li>- 1 question they still have</li> </ul> </li> </ul> <p><a href="#">Performance Rubrics</a></p>
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		Field trips and special school assemblies, etc. are suggested as a part of building play themes in which children practice being an audience.	
<b>Resources/Materials</b>	<a href="#">Theatre Folk Website and Resources</a>		
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