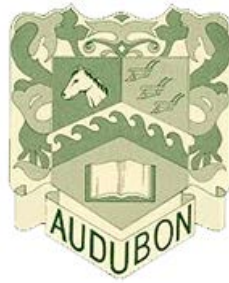


# Audubon Public School District



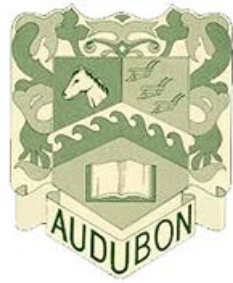
Theater 3-5  
Curriculum Guide

Developed by:

August 19, 2020

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## **Course Description**

Theater 3-5 Curriculum Guide

## Overview / Progressions

<b>Overview</b>	<b>Creating</b>	<b>Performing</b>	<b>Responding</b>	<b>Connecting</b>
<b>Unit 1</b>  <b>Developing Ideas</b>	1.4.5.Cr1a 1.4.5.Cr1b 1.4.5.Cr1c 1.4.5.Cr2a 1.4.5.Cr2b 1.4.5.Cr3a 1.4.5.Cr3b 1.4.5.Cr3c			
<b>Unit 2</b>  <b>Developing Technique</b>		1.4.5.Pr4a 1.4.5.Pr4b 1.4.5.Pr5a 1.4.5.Pr5b 1.4.5.Pr6a		
<b>Unit 3</b>  <b>Critique</b>			1.4.5.Re7a 1.4.5.Re8a 1.4.5.Re8b 1.4.5.Re8c 1.4.5.Re9a 1.4.5.Re9b 1.4.5.Re9c	
<b>Unit 4</b> <b>Relating to the work of other artists</b>				1.4.5.Cn10a 1.4.5.Cn11a 1.4.5.Cn11b



<b>Subject: Theater</b>	<b>Grade: 3-5</b>	<b>Unit 1: Developing Ideas</b>	<b>8 weeks</b>
<b>Focus Standards: Performance Expectations</b>		<b>Critical Knowledge and Skills</b>	
<ul style="list-style-type: none"> <li>● 1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.</li> <li>● 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.</li> <li>● 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.</li> <li>● 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.</li> <li>● 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.</li> <li>● 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.</li> <li>● 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.</li> <li>● 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.</li> </ul>		<ul style="list-style-type: none"> <li>● Imagine plots and characters</li> <li>● Envision what it looks like</li> <li>● Plan how to make it fit together</li> <li>● Construct a product</li> <li>● Evaluate the effect</li> <li>● Clarify through revision</li> <li>● Realize the product through performance</li> </ul>	
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Warm Up Activities</li> <li>● Written and Oral Practice and Participation</li> <li>● Pre-tests</li> </ul>		<ul style="list-style-type: none"> <li>● Assessments</li> <li>● Projects</li> <li>● Common Assessment</li> </ul>	
<b>Suggested Primary Resources</b>		<b>Suggested Supplemental Resources</b>	

<ul style="list-style-type: none"> <li>● Creative Dramatics: An Art for Children</li> </ul>	<ul style="list-style-type: none"> <li>● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● ELA: Speaking and Listening connections</li> <li>● Physical Education Connections</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Theatre artists rely on intuition, curiosity, and critical inquiry.</li> <li>● Theatre artists work to discover different ways of communicating meaning.</li> <li>● Theatre artists refine their work and practice their craft through rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>● How, when, and why do theatre artists' choices change?</li> <li>● How do theatre artists transform and edit their initial ideas?</li> </ul>

<b>Differentiation &amp; Real World Connections</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>

IEP	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
ELLs	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		



<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>
<b>Career education</b>	
<ul style="list-style-type: none"> <li>● Weekly Discussions: Careers in theaters</li> <li>● Weekly Discussions: Careers in movies</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Discussions: Careers in TV</li> <li>● Equity Discussions: People in Theater</li> </ul>

<b>Subject: Theater</b>	<b>Grade: 3-5</b>	<b>Unit 2: Developing Technique</b>	<b>8 weeks</b>
<b>Performance Expectations</b>		<b>Critical Knowledge and Skills</b>	
<ul style="list-style-type: none"> <li>● 1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</li> <li>● 1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.</li> <li>● 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.</li> <li>● 1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.</li> <li>● 1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.</li> </ul>		<ul style="list-style-type: none"> <li>● Choose</li> <li>● Rehearse</li> <li>● Establish</li> <li>● Analyze</li> <li>● Share</li> </ul>	
<b>Ancillary Standards</b>			
1.4.5.Cr1a			

1.4.5.Cr1b 1.4.5.Cr1c 1.4.5.Cr2a 1.4.5.Cr2b 1.4.5.Cr3a 1.4.5.Cr3b 1.4.5.Cr3c	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
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<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● ELA: Speaking and Listening connections</li> <li>● Physical Education Connections</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Theatre artists develop personal processes and skills for a performance or design</li> <li>● Theatre artists make choices to convey meaning.</li> <li>● Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</li> </ul>	<ul style="list-style-type: none"> <li>● How do theatre artists fully prepare a performance or design?</li> <li>● How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li>● What happens when theatre artists and audiences share creative experiences?</li> </ul>

<b>Differentiation &amp; Real World Connections</b>
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<b>21st Century Skills</b>	
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<b>Integrating Technology</b>	
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<ul style="list-style-type: none"> <li>● Weekly Discussions: Careers in theaters</li> <li>● Weekly Discussions: Careers in movies</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Discussions: Careers in TV</li> <li>● Equity Discussions: People in Theater</li> </ul>

<b>Subject: Theater</b>	<b>Grade: 3-5</b>	<b>Unit 3: Interpreting Drama</b>	<b>8 Weeks</b>
<b>Performance Expectations</b>		<b>Critical Knowledge and Skills</b>	

<ul style="list-style-type: none"> <li>● 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.</li> <li>● 1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.</li> <li>● 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</li> </ul>	<ul style="list-style-type: none"> <li>● Examine</li> <li>● Discern</li> <li>● Interpret</li> <li>● Critique</li> </ul>
<b>Ancillary Standards</b>	
1.4.5.Cr1a 1.4.5.Cr1b 1.4.5.Cr1c 1.4.5.Cr2a 1.4.5.Cr2b 1.4.5.Cr3a 1.4.5.Cr3b 1.4.5.Cr3c	1.4.5.Pr4a 1.4.5.Pr4b 1.4.5.Pr5a 1.4.5.Pr5b 1.4.5.Pr6a
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<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● ELA: Speaking and Listening connections</li> <li>● Physical Education Connections</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</li> <li>● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</li> <li>● Theatre artists reflect to understand the impact of drama processes and theatre experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</li> <li>● How can the same work of art communicate different messages to different people?</li> <li>● How do theatre artists comprehend the essence of drama processes and theatre experiences?</li> </ul>

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<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
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<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
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<b>Subject: Theater</b>	<b>Grade: 3-5</b>	<b>Unit: Connecting Art to Self</b>	<b>8 Weeks</b>
<b>Performance Expectations</b>		<b>Critical Knowledge and Skills</b>	
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.</li> </ul>		<ul style="list-style-type: none"> <li>● Incorporate</li> <li>● Affect</li> <li>● Expand</li> </ul>	
<b>Ancillary Standards</b>			
1.4.5.Cr1a 1.4.5.Cr1b 1.4.5.Cr1c 1.4.5.Cr2a		1.4.5.Pr4a 1.4.5.Pr4b 1.4.5.Pr5a 1.4.5.Pr5b	



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<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Theatre artists allow awareness of interrelationships between self and others to inform their work.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</li> <li>● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?</li> </ul>

### Differentiation & Real World Connections

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At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>

<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>
<b>Career education</b>	
<ul style="list-style-type: none"> <li>● Weekly Discussions: Careers in theaters</li> <li>● Weekly Discussions: Careers in movies</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Discussions: Careers in TV</li> <li>● Equity Discussions: People in Theater</li> </ul>