

First Grade Theatre Curriculum

Unit: Theatre Brings Stories to Life	Time: September- November	Standards:
Essential Questions	Enduring Understandings	1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
<ul style="list-style-type: none">• Why do we share stories?	<ul style="list-style-type: none">• Actors must demonstrate body awareness and control.• Actors can use body to express emotions.• Actors can create emotion statues.• Pantomime can be used to respond to imaginary characters.• A "magic box/bag" can be used to respond to imaginary objects.• Problems with imaginary objects and reactions to them can be explored using pantomime.• Simple activities requiring two or more people can be replicated using pantomime.• The five senses can be used to explore various ways of creating and responding to a setting.• Sound collages can be created for various settings.• The actor's tools can be used to demonstrate the ability to react to various settings.• The five senses can be used to react to changes in the environment.• Improvisation can be used to tell a story with a beginning, middle and end.• Tableau can be used to create a picture of a story onstage.	1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
Benchmark Assessment(s)	<ul style="list-style-type: none">➤ Listening to your teacher, use the actor's tools and five senses to take an imaginary journey. While on the journey use your body, voice, and imagination to react to the characters and problems in the setting. Verbally respond to questions about your journey.	1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances
		Materials <ul style="list-style-type: none">• Music & Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

First Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Movement
 - Maintain personal space (space bubbles)
 - Isolate movement in one part of the body (hand, foot, shoulder, etc.)
 - Create emotional statues
- Pantomime
 - Respond to imaginary characters
 - Use the magic box/bag to respond to imaginary objects
 - Perform simple activities including two or more people
- Setting
 - Show through movement and words when & where an action happens
 - Respond to different settings
 - Create sound collages (soundscapes) for different settings
- Walkabouts
 - Use the five senses
 - Respond to setting
 - Respond to change in imaginary environment
- Story
 - Identify and dramatize plot (beginning, middle, and end)
- Improvisation
 - Improvise parts of a story
- Tableau
 - Create a frozen picture of a moment in a story

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Space bubble, emotion, choreographer, isolation, statues, pantomime, imaginary characters, imaginary objects, setting, sound collage, the five senses, walkabouts, Tableau, plot, stage, improvisation, environment

Cross-Curricular Connections

21st Century Skills: CRP6. Demonstrate creativity and innovation.

Technology: 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts or Math: SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

First Grade Theatre Curriculum

Unit: Beginning, Middle, and End

Time: December- January

Essential Questions

- Why do stories need a beginning, a middle and an end?

Enduring Understandings

- Actors watch and copy different physical movements of a variety of people and animals when creating characters.
- Actors listen to different types of voices and change their voices to copy the sounds when creating characters.
- Actors create believable characters based observations.
- Actors stay in character while performing.
- Actors give human qualities to an object by using actors' tools.
- An actor's goal is to achieve the character's objective.
- Actors listen and respond to other performers.
- Actors follow the plot sequence to dramatize a story.
- An interesting plot includes problems and solutions.
- Actors can become part of a tableau, either as a person, an object, a part of an object, or even an idea.
- Actors show sound without making sounds using tableau(x).
- Actors show frozen motion without actually moving using tableau(x).
- Actors use tableau(x) to help an audience see the story.
- Actors enact a scene by unfreezing and responding to one another.
- Actors perform a scene as believable characters in a specific setting.

Standards:

1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).

1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Benchmark Assessment(s)

- Working with a group, use tableau to present the beginning, middle, or end of a story that you know. Use pantomime and improvisation to bring the tableau to life. Practice giving feedback to classmates.

Other Assessments

- ✓ Teacher observation
- ✓ Student Growth Objectives
- ✓ Dress Rehearsals
- ✓ Final performances

Materials

- Music & Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

First Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Observation
 - Watch walks, gestures and facial expressions of different people
 - Watch the ways animals move and do common activities
 - Notice the way people and animals react to emotional situations
- Character Development
 - Change your body and voice to become a different character
 - Develop gestures to fit them characters
 - React to situations as the character would
 - Remain in character at all times
 - Change your body and voice to become different inanimate objects
 - Develop gestures to fit the object characters
 - React to situations as the object would
 - Establish a personality type for the object character
 - Remain in character at all times
- Cooperation
 - Listen and watch other actors to create a scene together
 - React appropriately to others in the group
- Improvisation
 - Respond in the positive - don't deny a fact
 - Strive to achieve your objective immediately
 - Use different ways to get your objective
- Sequencing
 - Find the beginning, middle and end of a story
 - Identify problems and solutions
- Improvising
 - Dramatize plot: beginning, middle and end
 - Establish problems and find ways to solve them
- Tableau
 - Demonstrate levels and depth in tableau
 - Participate in a tableau as a person, a thing, part of a thing, or an idea (like a feeling)
 - Follow cues to create tableaux with a partner or group
 - Hold still and focus for your part in a tableau
 - Choose a point in a story to create a tableau with a partner or a small group
- Bringing Stories to Life
 - Physicalize a character
 - Use voice to create dialogue

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
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- Interact with other actors
- Maintain focus on scene

Vocabulary: Character, Observation, Gesture, Personality, Inanimate Objects, Personification, Tableau(x), Levels: high, medium, low, Cue, Improvisation, Pantomime, Scene, Character, Setting

Cross-Curricular Connections

21st Century Skills: CRP6. Demonstrate creativity and innovation.

Technology: 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts or Math: SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

First Grade Theatre Curriculum

Unit: We All Have Stories to Tell **Time: February- April**

Essential Questions

- Why are stories used to explain ideas?
- What are my own stories that I can tell?

Enduring Understandings

- Many stories are created to reveal something about human nature.
- Some stories explain how and why things happen. Most cultures have traditional stories as part of their heritage.
- Many cultures create stories about the same subjects.
- Stories are frequently passed down through oral traditions.
- Stories have settings and characters.
- Stories have plots that include a beginning, middle and ending.
- Plots include conflicts.
- Combinations of pantomime, improvisation and tableau are used to enact stories.
- Stories can be fiction or non-fiction.
- Subjects can be from personal experience.
- Subjects can be from classroom curricula.
- Actors must understand the themes and ideas to communicate them.
- Audiences will respond according to their own understanding as well as to the actors' interpretation.

Standards:

- 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances.
- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Benchmark Assessment(s)

- Working with a small group, dramatize a story from another culture with a clear plot (beginning, middle, end), problem, characters, and setting.

Other Assessments

- ✓ Teacher observation
- ✓ Student Growth Objectives
- ✓ Dress Rehearsals
- ✓ Final performances

Materials

- Music & Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

First Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Comprehension
 - Read stories and identify theme
 - Read similar stories and find common ideas
 - Understand cause and effect of events told through stories
 - Read similar stories from different cultures and compare themes
 - Explore traditions, music, art from the cultures
 - Identify setting, character and plot in stories
 - Identify and list the conflicts (problems) and solutions in stories
 - Discuss the themes and ideas in stories
 - Connect themes and ideas to personal experience
- Appreciation
 - Participate in simulated cultural traditions using realia
 - Retell a story to experience oral tradition
- Improvisation
 - Explore settings using 5 senses
 - Develop physical and vocal character traits
 - Enact plot moments (beginning, middle, ending)
 - Participate in situations that establish conflict
 - Create stories based on fantasy or reality
 - Develop stories from personal experience
 - Create stories using classroom curricula
- Acting Techniques
 - Pantomime characters, settings and plots in stories
 - Improvise, using dialogue, characters, settings and plot points in stories
 - Create tableaux (frozen images) to illustrate plot points
- Interpretation
 - Communicate chosen interpretation through acting techniques
 - Realize audiences will respond differently according to their experiences

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
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Vocabulary: Theme, Heritage, Oral Tradition, Setting, Character, Plot, Conflict, Fiction, Non-fiction, Interpretation

Cross-Curricular Connections

21st Century Skills: CRP6. Demonstrate creativity and innovation.

Technology: 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts or Math: SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

First Grade Theatre Curriculum

Unit: Sharing Our Stories		Time: February- April	Standards: 1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). 1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
Essential Questions <ul style="list-style-type: none">• How do stories teach and entertain us at the same time?	Enduring Understandings <ul style="list-style-type: none">• Theatrical performances serve dual purposes simultaneously.• Fables contain universal truths.• Narrative becomes dialogue and action.• Technical elements enliven the story.• Characters may develop in a variety of ways.• Settings can be personified.• Actors need to be aware of their audience.• All performance aspects have the common objective of communicating the essence of the story		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Working with a small group, dramatize a fable using simple props, costume and set pieces. Present your play for the class. In your journal, draw a picture of the props, costumes, and set pieces that you used in your presentation.		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances	Materials <ul style="list-style-type: none">• Music & Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

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SUGGESTED ACTIVITIES

- Selection
 - Read a variety of fables
 - Work with your group to choose a fable to perform
- Analysis
 - Determine the story elements: characters, setting, plot
 - Discuss ways to make moral clear to the audience
- Adaptation
 - Improvise and record dialogue and action
 - Write dialogue and action using script format
- Design
 - Plan and select appropriate prop, costume and set pieces
 - Make or find technical elements
- Development
 - Explore different ways of portraying like characters
 - Invent supporting characters not in original story
- Personification
 - Humanize parts of settings with dialogue and movement
 - Use a variety of theatre techniques such as sound collage, tableau(x) and pantomime
 - Endow objects with human emotions
 - Maintain authentic characteristics of objects
- Audience Awareness
 - Speak to be heard and understood
 - Move to be seen clearly
 - Wait for audience to stop laughing before continuing
 - Stay in character
- Communication
 - Ensure that all technical elements contribute to understanding the story
 - Clearly dramatize the moral of the story

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
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- Have students view great performances through online video.
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Vocabulary: Fable, Universal, Moral, Adaptation, Narrative, Dialogue, Script, Personification, Inanimate, Audience awareness

Cross-Curricular Connections

21st Century Skills: CRP6. Demonstrate creativity and innovation.

Technology: 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts or Math: SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Anticipated Date of BOE Approval: October 22, 2018

First Grade Theatre Curriculum

Unit: Audience Response	Time: May- June	Standards:
Essential Questions <ul style="list-style-type: none">• Why do we talk about how plays make us feel?	Enduring Understandings <ul style="list-style-type: none">• Personal connections support understanding of the theme of the play.• Improvisational activities lead to more precise focus.• Live theatre evokes different audience response than other electronic media.• Audiences respect the performances of live actors.• Plays can make you experience new feelings and ideas.• Discussing a performance can spark personal connections.	1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Attend a live theatre performance. Discuss the theme of the play and how they determined it. Draw a picture of your favorite part of the play and tell why you liked it. Explain how you felt about the play.		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances Materials <ul style="list-style-type: none">• Music & Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

First Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Exploration
 - Discuss personal stories related to theme of play
 - Look at images of characters and settings
- Improvisation
 - Become character statues showing emotions
 - Pantomime activities from play
 - Dramatize conflict of play
- Behavior
 - Sit quietly and focus on the performance
 - Observe and respond to the emotional content of the play
 - Applaud, laugh, cry at appropriate moments
- Evaluation
 - Discuss the characters' feelings and theme of play
 - Make personal connections
 - Draw and write about a character's emotions

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
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- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
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ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Character, Setting, Theme, Conflict, Emotions

Cross-Curricular Connections

21st Century Skills: CRP6. Demonstrate creativity and innovation.

Technology: 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts or Math: SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.