

Second Grade Theatre Curriculum

Unit: Actors Work as an Ensemble		Time: September- October	Standards: 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances. 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.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
Essential Questions <ul style="list-style-type: none">• Why is it important for actors to work cooperatively with one another?	Enduring Understandings <ul style="list-style-type: none">• Actors must work as an ensemble to create machines.• Actors can use various levels and shapes to create machines.• Actors can add appropriate sounds to the machines.• Actors use various feelings to create emotional machines.• Actors can create thematic machines using familiar stories.• Actor can use rhythm and repetition to create machines.• Actors can demonstrate cause and effect using improvisation• Actors use sustained rhythmic movement and sound to create machines onstage.• Actors use various levels and dimensions to create machines onstage.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Working in a group, create a machine using body, voice, and imagination. The machine will show a theme from classroom curriculum (for example: courage, kindness, friendship).			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

Second Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Cooperation
 - Work together to achieve a common goal in a scene or improvisation
 - Acknowledge and validate each member's ideas and opinions
 - Dramatize a concept to solve a problem
- Machine
 - Work together to produce a product
 - Move and freeze in a variety of shapes and at different levels
 - Produce appropriate sounds to match movement
 - Use our feelings to create inanimate objects
 - Work together to create machines that express emotions
 - Use themes to create machine
 - Sustain a rhythmic gesture/motion in a machine
 - Demonstrate levels and dimensions
 - Sustain rhythmic movement and sound in a machine
- Characterization
 - Use our feelings to create characters
 - Move onstage by following feelings
 - Demonstrate emotions with facial expressions
 - Imitate characteristics
- Story- Identify theme
- Rhythm
 - Use in story
 - Use repetition
 - Sustain rhythmic movement and sound
 - Connect movement with fluidity
- Improvisation
 - Respond/React to other actors in an ensemble
 - Demonstrate cause/effect
 - Solve dramatic problems through improvisation

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: Ensemble, Cooperation, Machine, Levels, Shapes, Freeze, Emotion, Theme, Rhythm, Repetition, Imitation, Improvisation, Cause/Effect, Problem Solving, Connected Movement, Sustained Rhythmic Movement and Sound, Levels and Dimensions

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 (Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

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Unit: Different Stories Work Out Similar Problems	Time: November- December	Standards:
Essential Questions <ul style="list-style-type: none">• Why are many stories from different cultures about the same type of people and problems?	Enduring Understandings <ul style="list-style-type: none">• Animal characters in fables are really representing humans in situations and problems.• Universal characters show us that people throughout the world and throughout time have similar relationships and problems.• A personal story can be compelling theatre.• Our own personal stories have universal themes, ideas and characters that can be dramatized.• Two or more stories from very different cultures can teach similar lessons.• Universal characters and situations appear in stories from different cultures.• An ensemble can create vivid settings through sound collage.• There are many creative ways to establish a setting.	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. 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices. 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">➤ Working as part of an ensemble, perform improvised scenes or stories that have a universal character. Use sound collage to establish settings. In your journal identify the universal character and the message or moral. NOTE: A universal character is a character that is found in many stories.		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

Second Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Analysis
 - Identify universal character traits of characters in a fable
 - Identify some universal problems that all humans have dealt with throughout all time
 - Identify universal ideas in personal stories
- Characterization
 - Develop believable universal characters
 - Portray characters in situations
- Storytelling
 - Tell a personal story that demonstrates conflict and resolution
 - Demonstrate understanding of story structure: beginning, middle and end
 - Use tableau(x) to create story
- Culture
 - Explore through improvisation similar stories from very different cultures
- Universal Characters
 - Identify several universal characters from stories you have heard
 - Create believable characters in situations and stories
- Sound Collage
 - Participate in group to produce a sound collage by making a sound that is sustained, rhythmic or intermittent
 - Listen to the group sound and be loud or soft to create the appropriate environment

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.
- 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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Vocabulary: Universal, Aesop's Fables, Moral, Theme, Storytelling, Tableau(x), Culture, Universal theme, Universal characters, Sound collage: intermittent, sustained and rhythmic sounds, Improvisation, Scene

Cross-Curricular Connections

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Second Grade Theatre Curriculum

Unit: People Use Stories to Explain Things	Time: January- February	Standards:
Essential Questions <ul style="list-style-type: none">• Why do stories help us understand things?	Enduring Understandings <ul style="list-style-type: none">• Myths are rooted in beliefs.• Myths are as old as civilization.• Stories help people understand phenomena in nature.• Nature myths are based on human observations.• Nature myths are primitive explanations of nature.• Life is filled with changes that happen over and over in the same way.• The stories were told to help in understanding change.• A myth is a story that has a clear beginning, middle, and end.• Theatre skills can be used to present an original nature myth.	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). 1.4.2.A.4 Distinguish patterns in nature found in works of 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">➤ Working as a class, create and perform a nature myth with a clear beginning, middle and end. Discuss with your classmates the message or moral of the myth.	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	

Second Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Comprehension
 - Read, explore and retell several myths
 - Physicalize myths using pantomime, tableau and improvisation
 - Practice exaggerating gesture and movement to express conflicts in myths
 - Explore ways of changing from one character or setting to another to express transformative nature of myths
 - Read and discuss several nature myths
 - Identify the natural events in the myths
 - Realize explanations were created without scientific knowledge
 - Read and discuss several cyclical myths.
 - Compare and contrast the mythical explanation to scientific evidence.
- Dramatize
 - Enact situations from nature myths
 - Personify characters, settings and events in nature myths
 - Enact situations from cyclical myths
 - Explore acting techniques to express abstract concepts and symbols in myths and life cycles
- Development
 - Brainstorm and select elements for original myth
 - Storyboard beginning, middle, and end of myth
- Rehearsal
 - Establish and practice simple blocking techniques
 - Refine characters, setting and activities for performance
 - Select simple materials to enhance theatricality

REINFORCEMENT

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Vocabulary: Myth, Transformation, Gesture, Exaggerate, Nature myth, Phenomena, Personify, Observation, Primitive, Cyclical, Environmental, Playmaking, Blocking, Storyboard, Rehearse, Theatricality

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Second Grade Theatre Curriculum

Unit: Stories Can Be Created Through Improvisation

Time: March- April

Essential Questions

- How do we use theatre to tell stories?

Enduring Understandings

- Each participant in the production process makes a unique contribution to the whole.
- Some jobs are artistic, some are technical, and some are organizational.
- Stories with plot twists and conflicts can be successfully dramatized.
- Stories should have interesting characters and definite settings.
- Performers and audiences should find the story interesting and relevant.
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- Stories should have interesting characters and definite settings.
- Performers and audiences should find the story interesting and relevant.
- Audience members should be comfortable, secure, and able to clearly understand the performance.
- Performers and crew remain focused on assigned tasks during a successful performance.

Standards:

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

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.

Benchmark Assessment(s)

- Working in an ensemble, dramatize a story, such as a folktale or a story from personal experience, for the class. Work cooperatively to choose a job needed to present the play.

Other Assessments

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

Materials

- Music & Audio player: CD, radio, Bluetooth speaker, iPod
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SUGGESTED ACTIVITIES

- Collaboration
 - Work with an ensemble to select an artistic vision for the production
 - Select appropriate jobs for all group members
- Organization
 - Determine what you need to do to accomplish your job
 - Cooperate with one another to complete all jobs
- Selection
 - Read and discuss a variety of stories and choose one to dramatize
 - Decide how to cast and design story for performance
- Improvisation
 - Improvise plot points to create a script
 - Explore ways to create characters and settings
- Rehearsal Process
 - Practice improvised script to remember story points and cues
 - Add technical elements and work on them until they are smooth
 - Listen to director's suggestions and continually work to improve your job
- Communication
 - Perform so that audience understands the story
 - Make sure everyone can be seen, heard and understood
 - Coordinate technical elements so they contribute to the presentation

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Vocabulary: Artistic Vision, Artistic Jobs: director, actor, designers (set, costume, props, lighting, sound), Technical Jobs: crew members (set, wardrobe, prop, lighting, sound), Organizational Jobs: stage manager, front of house staff, Plot Twist, Rehearsal, Cues

Cross-Curricular Connections

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Unit: Identifying Elements of a Play		Time: May- June	Standards: 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.2 Apply the principles of positive critique in giving and receiving responses to performances. 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.
Essential Questions <ul style="list-style-type: none">• How do actors in a play help us understand the meaning of the story?	Enduring Understandings <ul style="list-style-type: none">• The audience identifies elements of a play that help to tell the story.• Understanding a character’s objective and motivation is an important step in character development.• Exploring the message of a play increases understanding.• Responses vary according to prior experience.• Live theatre is a two-way communication.• Understanding the work of an actor enhances ability to develop characters.• Discerning the message of a play is a significant step in audience education.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Attend a live theatre performance. Choose a character from the play, and in your journal write two things the actor did to make the character seem real. Tell what you think the message of the play was.			Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances
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SUGGESTED ACTIVITIES

- Exploration
 - Practice developing characters using walkabout, pantomime, gesture, motivation and objective
 - Discuss the message of the play and compare to similar stories
- Improvisation
 - Improvise scenes based on characters' objectives and motivations
 - Dramatize scenes connected to the message of the play
- Concentration
 - Respond appropriately to emotional impact
 - Notice audience's effect on actors' performances
- Analysis
 - Discover the specific decisions the actors made in developing characters
 - Explore the message of the play and your personal connection to it

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Vocabulary: Objective, Motivation, Character Development, Message, Communication

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