

Third Grade Theatre Curriculum

Unit: Actors Make Creative Choices

Time: September- October

Standards:

1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

1.1.5.C.4 Explain the function of sensory recall and apply it to character development.

1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

Essential Questions

- How do actors make creative choices about their work?

Enduring Understandings

- Actors work together to use pantomime to express believable emotions.
- Actors work together to use pantomime to demonstrate objective and motivation.
- Actors must speak loudly and clearly.
- Actors use the voice to express emotion.
- Listening is an integral part of the theatre experience.
- Actors use the five Ws to create believable characters.
- Actors use character traits to create characters.
- Actors use both personal and surrounding conflict to create characters.
- Actors use the five senses to create and experience various settings.
- Actors work collaboratively to create believable scenes using the five Ws.
- Actors can use improvisation to resolve conflicts onstage.
- Actors use improvisation to learn to compromise onstage.

Benchmark Assessment(s)

- Working with a partner, choose a setting and two characters. Through improvisation, create a problem for the characters and a way to solve it. Identify the 5 Ws in the scene: who, what, when, where and why. Present the scene 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

Third Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Pantomime- **Respond in pantomime with emotion, Create believable characters**, Improvise using pantomime
- Tableau(x)- Show emotion in tableau statues, Use the five senses in creating tableaux
- Characterization
 - Show character's objective and motivation in attaining a goal
 - Stay in character
 - Be believable in role
 - Create believable characters using the five Ws
 - Define character traits
 - Understand personal (internal) conflict
 - Understand surrounding (external) conflict
 - Show character's mood through expression and gesture
- Collaboration
 - Communicate intentions with others and respond to others' intentions
- Voice
 - Project the voice to be heard
 - Articulate well to be understood
 - Use appropriate inflection for character and meaning
- Audience
 - Experience theatre using appropriate audience behaviors
 - Listen to actors' expression
- Walkabouts
 - Move through imaginary substances
 - Create sound collages
 - Move through imaginary settings
- Improvisation
 - Work with a partner to create believable scenes using the five Ws
 - Improvise conflict/conflict resolution
 - Compromise in 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: Pantomime, Objective, Motivation, Communication, Collaboration, Believability, Tableau(x), Voice, Projection, Articulation, Inflection, Theatre Experiences, Audience, Character Traits, Mood, Conflict, The Five Ws, Settings, The Five Senses, Improvisation (acting without script/making it up as you go along), Conflict, Compromise, Resolution

Cross-Curricular Connections

21st Century Skills- CRP4. *Communicate clearly and effectively and with reason.*

Technology- 8.1.5.A.1 *Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.*

SEL- Demonstrate an understanding of the need for mutual respect when viewpoints differ, Demonstrate an awareness of the expectations for social interactions in a variety of settings

Language Arts- SL.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

Third Grade Theatre Curriculum

Unit: Stories Around the World		Time: November- December	Standards:
Essential Questions	Enduring Understandings		1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.
<ul style="list-style-type: none">• How does theatre help us understand the world around us?• What are some universal characters in stories from around the world?	<ul style="list-style-type: none">• Theme is the idea that underlies the story.• Interpretations of theme may vary.• Audiences can understand universal themes through theatre.• Actors learn about different societies to portray the themes of their stories.• Different cultures use similar themes in their stories.• Throughout history, stories reflect similar ideas and situations.		1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
			1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
			1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
Benchmark Assessment(s)			Other Assessments
<ul style="list-style-type: none">➤ Students will read various examples scripts from different cultures. Working with a partner, create and perform a scene that shows traits of a universal theme (for example, a fool can be easily fooled, good things come in small packages, one good deed deserves another, if you want a friend be a friend). In your journal identify one universal theme.			<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

Third Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Analysis
 - Identify themes in stories
 - Find the commonalities among themes
 - Compare and contrast universal themes from stories
 - Research cultural group or historical period to determine reason behind choice of theme
- Improvisation
 - Establish conflicts and resolutions arising from the themes
 - Create characters and settings to reflect the themes
- Interpretation
 - Select and clearly define the universal theme
- Communication
 - Use the 5W's to prepare dramatization
 - Represent the culture or time period accurately to the audience

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: Theme, Culture

Cross-Curricular Connections

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

SEL

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Language Arts

SL.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

Third Grade Theatre Curriculum

Unit: Origins of Theatre		Time: January- February	Standards:
Essential Questions	Enduring Understandings		1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.
<ul style="list-style-type: none">Why are myths, stories, and rituals frequently adapted into theatre pieces?	<ul style="list-style-type: none">Some rituals are every day.Some rituals occur occasionally.Rituals are universal and timeless. Rituals are a central focus of Native American cultures.Rituals celebrate milestones in human life.Age-old ceremonies bring families together.Ritualistic activities remain the same throughout time.Ritual participation builds communityRituals include visual, auditory and kinesthetic activities.Ritual activities address the five senses.Symbolism is central to all rituals.There are rituals connected to the practice of theatre.Reenacting a ritual deepens human understanding.Participants discover personal identities through ritualistic roles.		1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
Benchmark Assessment(s)			1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
<ul style="list-style-type: none">Work with the class to create and perform a ritual based on Native American culture. The students should create a script using script-writing formats.			1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
			1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
		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, iPodStudents should wear appropriate clothing and footwear	

Third Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Comprehension
 - List everyday rituals
 - Discuss special occasion rituals
 - Share personal cultural rituals
 - Research history of a ritual
 - Understand and use standard theatre vocabulary and practices
 - Observe and discuss group and individual behaviors during ceremonies
 - Connect group ritual to life experiences
- Exploration
 - Reenact daily rituals
 - Participate in recreating special occasion rituals
 - Compare and contrast personal cultural rituals
 - Experience ensemble building through family ritual
 - Find the commonalities in rituals throughout history
 - Connect small group identity to larger community
 - Participate in rituals using a variety of methods such as dance, visual images, music and poetry
 - Include all five senses when developing a ritual
 - Discover theatrical ways to communicate the symbols connected to the rituals
- Dramatization
 - Select and reenact stories based on specific rituals from Native American cultures
 - Choose a Native American ritual based on an important life event and participate in it

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
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Vocabulary: Ritual, Milestones, Rite of Passage, Ceremony, Visual, Auditory, Kinesthetic, Symbolism

Cross-Curricular Connections

21st Century Skills- CRP4. *Communicate clearly and effectively and with reason.*

Technology- 8.1.5.A.1 *Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.*

SEL- Demonstrate an understanding of the need for mutual respect when viewpoints differ, Demonstrate an awareness of the expectations for social interactions in a variety of settings

Language Arts- SL.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*

Third Grade Theatre Curriculum

Unit: Play Creation		Time: March- April	Standards: 1.1.5.C.2 Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. 1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction. 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
Essential Questions <ul style="list-style-type: none">• How do you know when a personal story would make an interesting theatrical presentation?	Enduring Understandings <ul style="list-style-type: none">• Subjects of some personal stories have universal appeal.• Detailed background information may be readily available.• Personal stories can be developed and expanded by working with a group.• Different points of view and unique experiences of writers contribute to a successful script.. Basic blocking is important in performance.• Artistic and technical personnel work together toward a unified production.• Rehearsals are necessary for a successful production.• Awareness of the audience is crucial for a successful performance.• Audience responses can influence a performance.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ In small groups tell your own story based on a family ritual. The group will choose one story. With your ensemble, perform that story using basic blocking and stage areas. Students will provide feedback to their classmates.			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
 - Tell a variety of personal stories to one another
 - Select a story that can be dramatized by the group
- Development
 - Ask originator of story for additional information when needed
 - Brainstorm plot points, necessary characters and appropriate settings
 - Discuss technical elements
- Collaboration
 - Improvise plot points to create a script
 - Record dialogue at end of each plot point
 - Record stage directions as developed
- Formatting
 - Write in proper script form
 - Use standard structure of writing and revising
 - Read scenes aloud and revise to maintain real conversation
- Organization
 - Hold regular production meetings
 - Establish and practice blocking patterns
 - Create a rehearsal schedule
- Collaboration
 - Discuss artistic vision and make necessary adjustments
 - Compromise to present a unified vision
- Adjustment
 - Hold for laughs and/or applause
 - Notice and react to audience responses
 - Stay in character while maintaining audience awareness

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
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Vocabulary: Universal, Personal Story, Scriptwriting, Dialogue, Blocking, Stage Areas, Cues, Production Meeting

Cross-Curricular Connections

21st Century Skills- CRP4. Communicate clearly and effectively and with reason.

Technology- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

SEL- Demonstrate an understanding of the need for mutual respect when viewpoints differ, Demonstrate an awareness of the expectations for social interactions in a variety of settings

Language Arts- SL.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

Third Grade Theatre Curriculum

Unit: Evaluation of Theatrical Elements **Time: May- June**

Essential Questions

- Why is it so important to look at each of the 5 Ws when evaluating a story?

Enduring Understandings

- Appreciation of live theatre is based on aesthetic standards.
- Creating criteria elevates audience response to live theatre.
- A set of aesthetic criteria refines observation skills.
- Concentration is increased while evaluating performance.
- Use of criteria determines the content of a critique.
- The five Ws provide the basis for critiquing live theatre performance.

Standards:

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Benchmark Assessment(s)

- With your class, develop a rubric to evaluate a play you plan to attend. Base your rubric on the 5 Ws. Use the rubric to write a critique about how well the play develops character (who), setting (where and when) and conflict (what and why).

Other Assessments

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

Materials

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SUGGESTED ACTIVITIES

- Development
 - Create criteria based on the 5 Ws for a rubric
- Application
 - Record observations on criteria organizer
- Evaluation
 - Use observations to complete the rubric
 - Write a critique of the performance based on the criteria developed
 - Share critiques with classmates

REINFORCEMENT

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Vocabulary: Aesthetic Valuing, Rubric, Critique

Cross-Curricular Connections

21st Century Skills- CRP4. Communicate clearly and effectively and with reason.

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SEL- Demonstrate an understanding of the need for mutual respect when viewpoints differ, Demonstrate an awareness of the expectations for social interactions in a variety of settings

Language Arts- SL.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