

Fourth Grade Theatre Curriculum

Unit: Character Development	Time: September- October	Standards:
Essential Questions <ul style="list-style-type: none">• How do actors become characters?	Enduring Understandings <ul style="list-style-type: none">• Actors/actresses portray characters onstage.• Actors use the five Ws to create characters.• Actors can create realistic and fantasy characters.• Audiences recognize stock characters in performance.• Actors understand the importance of warming-up and of safety in performance.• Actors can create characters using the "outside in" method.• Actors can demonstrate non-verbal communication.• Actors can develop exaggerated and non-exaggerated character traits for their characters.• Actors understand the importance of warming-up the voice before performance.• Actors must speak loudly and clearly onstage.• Actors use the voice to create characters onstage.• Actors retain focus while creating both realistic and fantasy characters onstage based on self-created character maps.• Actors work together to improvise both fictional and non-fictional stories.• Actors can work as an ensemble to story board an adaptation of a familiar story to be performed onstage.• Actors must stay in character while working as an ensemble to perform an adaptation of a familiar story, using cues and stage directions, in front of their peers.	<p>1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.</p> <p>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.</p> <p>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.</p>
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Working with a partner, choose two characters from a familiar story. Create a "new" scene to perform through improvisation. Demonstrate the emotional traits of your character through gesture and action. NOTE: A "new" scene is one not originally written but that could have happened in the story.		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

Fourth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- **Characterization-** Demonstrate character traits through gesture, voice, movement, and facial expression, Use the Five Ws to create character, Distinguish between realism and fantasy in theatre, Employ the actors' tools , Recognize some universal stock characters, Create characters from the outside in, Use verbal and non-verbal communication, Demonstrate character traits through gesture, voice, facial expression and blocking, Use character voices, Create believable characters, Analyze characters' goals, objectives and motivations, Adapt physical movement appropriate to a character, Adopt a voice appropriate to a character, Show a character's emotions through facial expression, gesture, voice, accent, blocking, etc., Recognize the difference between realism and fantasy in drama, Maintain focus in a performance, Stay in character, Develop a character map for a character to be performed
- **Movement-** Warm-up body and voice, Be aware of the safety of all participants in drama exercises, Use a variety of physical movement, Use a variety of gestures, Exaggeration character traits, Consider various traits of character (age, status, etc.)
- **Walkabouts-** Participate in character walks
- **Voice-** Warm-up body, voice and imagination, Articulate to be understood and use appropriate diction for character, Project to be heard by a large audience, Use appropriate inflection for characterization
- **Story-** Improvise and extend scenes from a story create dialogue for characters in a story, Adopt appropriate tone for a story, Identify and show plot points in a scene, Identify and show the climax of a scene, Identify and show the resolution of a scene, Recognize dramatic genres, Create story boards for scenes, Adapt new, creative interpretations of scenes, Improvise existing and "new" scenes from a story
- **Performance-** Utilize dialogue, Follow stage directions, Learn cues, Maintain focus, Stay in character, Work supportively in an ensemble, Use appropriate audience behaviors

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: Actors/Actresses, Characters, The Actors' Tools (Body, Voice, Imagination), Stock Characters, Gesture, Physical Movement, Outside In, Non-verbal communication, exaggeration, articulation, diction, projection, inflection, character voice, Realistic fiction, believability, improvisation, tone, plot (beginning, middle, end), climax, resolution, dialogue, genres, stage directions, focus, staying in character, cues, character maps, story boards, adaptation, ensemble

Cross-Curricular Connections

21st Century Skills- CRP2: Apply appropriate academic and technical skills, CRP4: Communicate clearly and effectively and with reason, CRP6: Demonstrate creativity and innovation, CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

SEL- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals, **Self-Awareness:** Recognize the importance of self-confidence in handling daily tasks and challenges

ELA- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly., SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Fourth Grade Theatre Curriculum

Unit: New Jersey Theatre History	Time: November- December	Standards: 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. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
Essential Questions <ul style="list-style-type: none">• Why do the stories of early New Jersey characters provide great material for actors?	Enduring Understandings <ul style="list-style-type: none">• New Jersey is a state full of diverse people and cultures.• Personal stories provide material for interesting theatre.• Many different men and women have contributed to the development of New Jersey.• Stories are both fictional and non-fictional.• Different cultures contributed unique skills to build New Jersey.• Actors use actual facts and events from history to develop realistic characters.• Actors understand the importance of objectives and motivation to build vibrant characters.• Actors use their own body, voice and imagination to become characters.• Basic costume pieces can assist in character believability.• A few carefully chosen props will help with historical accuracy.• Masks and makeup add interesting detail if appropriate.• Simple set pieces and lighting effects bring life to the performance.• Music and sound effects contribute to the history and mood of the p	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

Fourth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- **Storytelling-** Share personal stories of becoming a New Jersey resident, Present story theatrically
- **Cooperation-** Choose stories to dramatize, Apply the 5 Ws, Share group story
- **Research-** Find stories of interesting New Jersey residents from history, Explore a variety of characters and events
- **Character Development-** Create characters physically and vocally, Interpret personality and emotional traits of characters, Place characters in historical context
- **Character Building-** Develop physical traits of the characters, Develop vocal qualities of the characters, Analyze objectives and motivations of the characters, Improvise actual situations that provide conflict
- **Design-** Choose technical elements to support character believability
- **Create-** Establish historical period with the use of music, sound effects, set pieces and props
- **Collect-** Gather costume, prop and set pieces that reflect the historical period

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

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Vocabulary: Diversity, Personal narrative, character types, objective, motivation, conflict, design, costumes, props, makeup, masks, set pieces, lighting, sound effects

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

ELA

Fourth Grade Theatre Curriculum

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Fourth Grade Theatre Curriculum

Unit: Storytelling Traditions of New Jersey	Time: January- February	Standards: 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
Essential Questions <ul style="list-style-type: none">• Why do different cultural groups tell similar stories in such a variety of ways?	Enduring Understandings <ul style="list-style-type: none">• Methods used to communicate stories develop from a society’s history.• Storytelling techniques are passed down through generations.• Oral traditions predate written narratives.• New Jersey is filled with people from many different backgrounds.• Each cultural group has unique storytelling techniques developed over time.• One of the popular styles of storytelling is evidenced in melodrama.• Stories are created and told for a specific purpose.• Storytelling is used to entertain, teach, explain and deepen human understanding.	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. 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.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Working with an ensemble, adapt and perform a short story using a storytelling tradition and style that comes from one of the diverse cultures of New Jersey. Students will view examples of art from New Jersey and learn about the history of New Jersey in their Social Studies classes. Students will assess their classmates performances using a rubric.		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

Fourth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- **Comprehension-** Watch storytelling performances from a variety of cultures, Identify the different storytelling techniques used, Compare and contrast the different styles
- **Communication-** Practice telling stories using the various techniques
- **Exploration-** Research the various cultures in New Jersey and identify their storytelling techniques, Watch storytellers from each of the cultures, Choose appropriate stories for telling
- **Performance-** Tell stories using the observed techniques, Personalize techniques according to individual strengths, Include exaggeration when appropriate, Tell story for selected audiences, Organize a storytelling festival
- **Creation-** Adapt and storytell a short story from a specific culture, Select storytelling technique appropriate to the cultural origin of the story, Rehearse for a variety of audiences

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

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Vocabulary: Storytelling, Oral tradition, diversity, storytelling techniques, melodrama, stock characters

Cross-Curricular Connections

21st Century Skills

- *CRP2: Apply appropriate academic and technical skills*
- *CRP4: Communicate clearly and effectively and with reason*
- *CRP6: Demonstrate creativity and innovation*
- *CRP8: Utilize critical thinking to make sense of problems and persevere in solving them*

Technology

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*

Fourth Grade Theatre Curriculum

- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Fourth Grade Theatre Curriculum

Unit: Dramatizing New Jersey History

Time: March- April

Essential Questions

- How does theatre help us to understand the past and the present?

Enduring Understandings

- All contributions to a group task are important.
- Personal issues become secondary to the group work as team identity is established.
- Historical events are often filled with conflict.
- Events from history frequently have characters involved in intense human struggles.
- Extensive research is required to create a script based on history.
- Theatrical experiences based on conflicts and human struggles in history contribute to a better understanding of modern society.
- People, past and present, share similar human qualities.
- Audiences have a variety of backgrounds.
- Productions should build on the particular knowledge base of the audience.

Standards:

- 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.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 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).
- 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.4 Define technical proficiency, using the elements of the arts and principles of design.

Benchmark Assessment(s)

- Work with an ensemble to dramatize an event in New Jersey history and perform it for an invited audience. Students will complete a self-assessment and discuss their findings with their classmates.

Other Assessments

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

Materials

- Music & Audio player: CD, radio, Bluetooth speaker, iPod
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Fourth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- **Collaboration-** Select an event to dramatize, Determine artistic vision, Acknowledge all contributions
- **Team Identity-** Establish a common approach to achieve the artistic vision, Determine member identity within the team: artistic, technical, organizational
- **Exploration-** Research the event for interesting data, Improvise situations and characters to develop script
- **Research-** Collect information relevant to the event including details of daily life, Make a list of necessary information such as architecture, clothing, food, transportation, shelter
- **Creation-** Collaborate to improvise and write a script reflecting the circumstances surrounding the chosen event, Develop characters based on research and personal connection, Design technical elements to enhance artistic vision
- **Analysis-** Select an audience for optimum appreciation of the historical subject, Develop performance to meet the prior knowledge of the audience

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.
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ENRICHMENT

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Vocabulary: ensemble, conflict, human struggles, empathy

Cross-Curricular Connections

21st Century Skills

- *CRP2: Apply appropriate academic and technical skills*
- *CRP4: Communicate clearly and effectively and with reason*
- *CRP6: Demonstrate creativity and innovation*
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Technology

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*

Fourth Grade Theatre Curriculum

- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Fourth Grade Theatre Curriculum

Unit: Audience Preparation		Time: May- June	Standards:
Essential Questions	Enduring Understandings		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.
<ul style="list-style-type: none">• Why are critiques of performances created?	<ul style="list-style-type: none">• Appreciation of an actor’s performance is based on aesthetic standards.• Creating criteria elevates audience response to the actor’s performance.• A set of aesthetic criteria refines observation skills.• Concentration is increased while evaluating actors’ performances.• Actors influence audience emotional response to a performance.• Use of criteria determines the content of a critique.• The acting skills provide the basis for critiquing performances.• Opinions and feelings about performances are unique to each audience member.		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)		Other Assessments	
<ul style="list-style-type: none">➤ Develop criteria to evaluate the actor’s characterization, diction, pacing, gesture, and movement for a live theatre performance. Use the criteria to write a critique of the performance and tell how it made you feel. Students will share their critiques with a classmate and discuss any areas where they disagreed.		<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	

Fourth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- **Development-** Create criteria for a rubric based on actor's characterization, diction, pacing, gestures and movement, Include personal emotional response to actor's work
- **Exploration-** View and discuss emotional responses to actors' portrayal of characters
- **Application-** Record observations on criteria organizer
- **Evaluation-** Use observations to complete the rubric, Write a critique of the actor's performance based on the criteria developed, Include emotional responses to the performance, Share critiques with classmates

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
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Vocabulary: Critique, aesthetic valuing, rubric, characterization, diction, pacing, gesture

Cross-Curricular Connections

21st Century Skills

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SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*

Anticipated Date of BOE Approval: October 22, 2018

Fourth Grade Theatre Curriculum

- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.