

Kindergarten: Theatre Curriculum

Unit: The Actor's Tools are Body, Voice and Imagination		Time: September- November	Standards: 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations. 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).
Essential Questions <ul style="list-style-type: none">• How do we use our bodies, voices, and imaginations to tell our stories?	Enduring Understandings <ul style="list-style-type: none">• Theatre requires everyone to work cooperatively.• Actors must learn to work within their own space.• The five senses are used to respond to familiar stories through gesture, movement and expression.• The body and imagination can be used without voice to manipulate an imaginary object.• The body and imagination can be used without voice to express feelings and ideas.• Different characters in different settings are created throughout the world.• Different characters in different settings are responded to throughout the world.• Problems, goals and resolutions can be identified in stories.• Theatre can be used to resolve problems and set goals.• Theatre can be used to evoke feelings.• The actor's tools are used to experience various conditions.• The actor's tools are used to experience change.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ While listening to your teacher, use body and imagination to go on an adventure. As you visit different places, there will be problems that you need to solve. Sample script suggested: Sensory Journey Story from Development through Drama by Brian Way, Humanities Press			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

- Work cooperatively (maintain personal space, take turns, listen and be respectful)
- Stay in performance space/keep balanced/no falling (space bubble)
- Pretend to be someone or something
- Use the actor's tools to respond to a familiar story (gesture, movement and expression)
- Respond to story using the five senses
- See, hear, feel, smell and taste using only the creative mind (imagination)
- Recognize plot - beginning, middle and end
- Manipulate imaginary objects
- Express feelings and ideas using pantomime
- Focus on character and setting
- Focus on problems, goals and resolutions
- Focus on situations that evoke specific feelings
- Focus on various settings with conditions

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: Theatre, Imagination, Space Bubble, Cooperation, Drama Seed, Walkabout, Pretend, Dramatize, Actor, Actor's tools: body, voice and imagination, Character, The five senses, Elements of a story: beginning, middle and end (plot), Pantomime, Setting (place and time), Character, Problem/conflict/obstacle, Goal, Resolution, Feelings, Conditions

Cross-Curricular Connections

21st Century Skills – CRP 6 – *Demonstrate creativity and innovation while student uses body and imagination to go on an adventure and solve problems in that particular place.*

Technology – 8.1.2.F.1 – *Use geographic mapping tools to plan and solve problems while student decides the place they will go on to adventure to solve problems in that particular place.*

SEL – *Develop, implement and model effective problem solving and critical thinking skills while student solves problems in that particular place.*

LA - RL.1.3. *Describe characters, settings, and major event(s) in a story, using key details while student uses body and imagination to go on an adventure.*

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Unit: Pantomime with Imaginary Characters and Settings

Time: December- January

Essential Questions

- How do we bring stories to life?

Enduring Understandings

- The body must be under control while moving through the performance space.
- Directions must be followed.
- Pantomime can be practiced using imaginary objects.
- Pantomime can be practiced with a partner.
- Pantomime can be practiced with a group.
- Pantomime can be used to develop characters and establish setting.
- Pantomime can be used to show scenes from a story or poem.
- Actors must remain focused while performing for an audience.
- Actors must make sure they can be seen and clearly understood by the audience.
- Respect and discipline is required when watching others perform.

Standards:

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

Benchmark Assessment(s)

- Work with a group to pantomime a character in a nursery rhyme story and perform it for your class.

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

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SUGGESTED ACTIVITIES

- Control the body and move through space without interfering with the space of others
- Follow directions for "move" "freeze" "neutral"
- Work with a partner to create a scene in pantomime
- Practice actors' tools to show imaginary objects
- Use pantomime to show detail
- Demonstrate total focus in pantomime
- Work with a group to pantomime characters from a story
- Work with a group to pantomime scenes from a familiar story
- Use the actors' tools to create character and setting
- Use pantomime to show character traits
- Use pantomime to show setting
- Show focus in pantomime
- Pantomime a character's actions in a story or nursery rhyme
- Demonstrate appropriate audience behaviors when watching your classmates perform

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: "Move" "Freeze" "Neutral", Space bubble, Details, The five senses, seeing, hearing, smelling, tasting, touching, Focus, Pantomime, Audience, Respect, Perform, Performance, Stage

Cross-Curricular Connections

21st Century Skills – CPR 12 – Work productively in teams while using cultural global competence while working with a group to pantomime a character in a nursery rhyme story and perform it for your class.

Technology – 8.1.2.E.1 – Use digital tools and online resources to explore a problem or issue as students learn how to use pantomime or about the character they will portray.

SEL – Recognize and identify the thoughts, feelings, and perspective of others while working with a group to pantomime a character in a nursery rhyme story and perform it for your class.

LA - RL.K.2. With prompting and support, retell familiar stories, including key details while working with a group to pantomime a character in a nursery rhyme story and perform it for your class.

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Unit: Stories are Told Through Theatre **Time: February- April**

Essential Questions

- Why does the same story change when different people tell it?

Enduring Understandings

- Listening is an important skill in drama.
- Active listening involves paying attention to character, setting and story points.
- If we know a story well enough, we can improvise scenes.
- Stories are as old as civilization.
- Every culture, all over the world, has its stories.
- Stories can be funny or serious, real or fantasy.
- Stories can teach a lesson.
- Pantomime can establish a setting.
- Voice can establish a setting.
- The five senses add detail to settings.
- The actors' tools create characters to show to others.
- Characters can be people, animals or objects.
- Characters behave in different ways.
- Actors use their tools to perform stories for classmates.
- Actors maintain concentration while acting out a story.
- Performances may be for a small audience of peers.
- Theatre performances have special rules.

Standards:

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 with a small group, choose a story from a certain culture or time period and use movement and voice to become your character in the story. Perform it for your 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

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SUGGESTED ACTIVITIES

- Listen and respond to story points
- Improvise conversations from stories **and** situations from a familiar story
- Use the actors' tools to communicate a familiar story
- Listen to many different kinds of stories
- Tell why fairy tales are different from stories about real people and events
- Interpret the lessons in fables
- Explain why people from the past created myths
- Visualize a story as you listen to it
- Decide if a story is realistic or fantasy
- Pantomime various settings in a walkabout
- Pantomime using five senses to include details of settings
- Use voice to create sound collage of setting
- Visualize the setting of a story that you listen to
- Recreate the settings using actors' tools
- Create different voices for different characters
- Use different walks and gestures for different characters
- Understand the relationships among characters in a story
- Pretend that you are the characters in a story that you hear
- Show the emotions of the characters in the story
- Use descriptive vocabulary to develop character traits, such as loud, soft, fast, slow
- Work with a group to act out a scene from a story
- Speak loudly enough to be heard **and** speak clearly enough to be understood
- Pretend to be the character in the story
- Use facial expressions and gestures to show appropriate emotion for the character in the scene
- Stay in character, be seen by the audience, tell the story
- Perform in front of the audience in designated stage area, take a bow at the end, acknowledge applause

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: Story points, Improvise, Myth, Fable, Fairy Tale, Culture, Time Periods, Setting: time and place, Detail, Sound Collage, Pantomime, Five Senses, Character, Character Traits, Gesture, Emotion, Rehearse, Perform, Act, Curtain Call, Applause, Audience, Stage Area

Cross-Curricular Connections

21st Century Skills – CPR 12 – *Work productively in teams while using cultural global competence as students work in a small group, choose a story from a certain culture or time period and use movement and voice to become your character in the story.*

Technology – 8.2.2.A.5 – *Collaborate to design a solution to a problem affecting the community as students pick a story from a certain culture or time period and use movement and voice to become your character in the story.*

SEL – *Establish and maintain healthy relationships while working with a small group, choose a story from a certain culture or time period and use movement and voice to become your character in the story.*

LA - RL.K.2. *With prompting and support, retell familiar stories, including key details as students pick a story from a certain culture or time period and use movement and voice to become your character in the story.*

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Unit: Sharing with a Small Audience	Time: May- June	Standards:
Essential Questions <ul style="list-style-type: none">• How do you make a story into a play?	Enduring Understandings <ul style="list-style-type: none">• Stories for performance should be interesting to the student performers.• The story chosen should be relevant to the selected audience.• Some stories are more easily adapted into plays.• Characters can be human, animal or inanimate objects.• Actors portray characters by choosing ways to use body, voice and imagination.• Props, costumes and scenery pieces are chosen to fit the play.• Simple suggestions of setting can be as effective as elaborate displays.• Costumes can be created simply with found items.• Practice helps actors remember what the characters say and do in a scene.• Practicing with props, costumes and scenery pieces is important so the production runs smoothly.• Small audiences are appropriate for young performers.• Performances may be memorized, improvised or a combination of both.	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.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Working with a small group, perform a familiar story for the class. Select costume pieces and props for the performance.		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

REINFORCEMENT

- Listen to several stories and choose one to adapt into a play
- Determine who the audience will be
- List and describe the characters, setting and plot
- Decide on story points and show them with tableau(x) or with improvisation
- Listen to the story and discuss the ways the characters talk and move
- Practice behaving like your character
- Plan and design costumes and props for a character
- Make or find costumes and props for a character
- Make or arrange scenery for your performance
- Work cooperatively to rehearse your story
- Remember story points and cues
- Speak loudly enough to be heard and clearly enough to be understood
- Stay in character
- Move so you can be seen
- Show emotion through facial expression and gestures
- Use props, costumes and scenery as directed
- Performance- Stay in character, focus, have fun
- Demonstrate that you can behave appropriately as an audience watching your classmates perform

- 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: Play, Character, Setting, Plot, Conflict, Resolution, Audience, Tableau, Improvisation, Characterization, Design, Props, Costumes, Scenery, Cue, Bow, Curtain Call, Applause

Cross-Curricular Connections

21st Century Skills – CPR 12 – Work productively in teams while using cultural global competence as students work in a small group, perform a familiar story for the class.

Technology – 8.2.2.c.4 – Identify designed products and brainstorm how to improve one used in the classroom as students select costume pieces and props for the performance.

SEL – Establish and maintain healthy relationships as students work in a small group, perform a familiar story for the class.

LA - RL.K.2. With prompting and support, retell familiar stories, including key details as students work in a small group, perform a familiar story for the class.