




SMMUSD VAPA CURRICULUM for 3-5 grade

 Theatre	CONTENT GOAL	ACTIVITIES/ SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to theatre.				
ARTISTIC PERCEPTION	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre to describe theatrical experience.</p> <p><i>5th grade</i> sense memory, script, cue, monologue, dialogue, protagonist, and antagonist.</p> <p><i>4th grade</i> plot, climax, resolution, tone, objectives, and stock characters.</p> <p><i>3rd grade</i> character, setting, conflict, audience, motivation, props, stage areas, and blocking.</p>	<p>Identify and utilize stage terms in class discussions and rehearsals</p> <p>Read a script of a play and identify the structural elements by creating a plot line.</p> <p>Develop storyboard and/or comic strip to outline story</p> <p>Create and perform a script that employs multiple characters and dialogue</p>	<p>A variety of age-appropriate plays.</p> <p>Computer lab.</p> <p>Vocabulary lists</p> <p>CD Player</p> <p>Radio Play</p> <p>Fairytale books</p> <p>Comic Strip Examples</p>	<p>Teacher observations</p> <p>Terminology quizzes and tests</p> <p>Student critiques</p> <p>Multiple Choice Tests</p> <p>Videotaped Performance</p> <p>Take home assignments</p> <p>In class discussions</p> <p>Self-assessment</p> <p>Journaling</p>


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	<p><i>Comprehension and Analysis of the Elements of Theatre</i> 1.2</p> <p><i>5th grade:</i> Identify the structural elements of plot (exposition, climax, resolution, etc.) in a theatrical experience.</p> <p><i>4th grade:</i> Identify a character's objectives to explain its behavior. Demonstrate how voice may be used to explore multiple possibilities for a live reading.</p> <p><i>3rd grade</i> Identify the 5 W's in theatrical experience.</p>	<p>Perform a familiar fairytale or given subject in order, then mix up scenes to explore importance of story structure</p> <p>Do the same with class' original script</p> <p>Perform script from each character's own point of view</p> <p>Listen to radio play and discuss qualities of character voices</p> <p>Practice basic voice exercises emphasizing vocal variety</p> <p>Discuss 5 W's of a familiar fairytale, then change each of them to see how it affects story</p> <p>Perform a monologue</p> <p>Perform class radio play</p>	<p>A variety of age-appropriate plays / Monologues</p> <p>Computer lab.</p> <p>Vocabulary lists</p> <p>CD Player</p> <p>Radio Play</p> <p>Fairytale books</p> <p>Comic Strip Examples</p>	<p>Teacher observations</p> <p>Terminology quizzes and tests</p> <p>Student critiques</p> <p>Multiple Choice Tests</p> <p>Videotaped Performance</p> <p>Take home assignments</p> <p>In class discussions</p> <p>Self-assessment</p> <p>Journaling</p> <p>Record class radio play</p>


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STANDARD 2: CREATIVE EXPRESSION: Creating, performing and participating in theatre.				
CREATIVE EXPRESSION	<p><i>Development of Theatrical Skills</i></p> <p><i>2.1</i> <i>5th grade</i> Participate in improvisational activities to explore complex ideas, and universal themes in literature and life</p> <p>Demonstrate the use of blocking stage areas, levels, actor’s position, (eg. full front, quarter, profile, full back, in dramatizations)</p> <p><i>4th grade</i> Demonstrate the emotional traits of a character through gesture and action</p> <p><i>3rd grade</i> Participate in cooperative scriptwriting or improvisations that incorporate the 5 W’s</p>	<p>Create an improvisation beginning with a given theme or situation (ie: love conquers all)</p> <p>Perform scenes that have been blocked and that demonstrate an understanding of the audience’s sight lines</p> <p>Having designated each group member a role (scriptwriter, director, actor, technical design, etc.), present an original scene to the class</p> <p>Create tableau x of each character in different emotional states</p> <p>Students establish 5 w’s of a scene through pantomime then through improvisation</p>	<p>A variety of play texts: classical, modern, comedic, absurdist, etc.</p> <p>Performance rubrics</p> <p>Scene starter cards</p> <p>Digital cameras and accessories</p> <p>Variety of costumes</p> <p>Variety of props</p> <p>Black boxes for staging</p>	<p>Teacher observations</p> <p>Peer critique</p> <p>Performance rubric</p> <p>Present productions in front of an audience</p> <p>Videotaped assessment</p> <p>Student self-assessment</p> <p>Multiple choice tests</p>


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	<p><i>Creation/ Invention in Theatre</i></p> <p>2.2 5th grade: Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.</p> <p>4th grade: Design or create costumes, props, makeup, or masks to communicate a character in a performance.</p> <p>3rd grade: Create simple scripts for classmates that demonstrate knowledge of basic blocking and stage areas.</p>	<p>Make masks that students use in performance</p> <p>Through a universal costume piece, such as a sheet, each student creates his or her own character's costume</p> <p>Write and perform scripts for classmates, based on a given subject area</p>	<p><u>Mask Materials</u> Paper plate Clay</p> <p><u>Costume Pieces</u> Sheet Ribbon</p>	<p>Journaling</p>


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<p>STANDARD 3: Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of theatre.</p>				
<p align="center">HISTORICAL AND CULTURAL CONTEXT</p>	<p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 5th grade: Select or create appropriate props, sets, and costumes for cultural celebration or pageant</p> <p>Interpret how theatre and storytelling forms (past and present) of various cultural groups make reflect their beliefs and traditions</p> <p>4th grade: Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California</p> <p>3rd grade: Dramatize different cultural version of similar stories from around the world</p>	<p>Given a play or situation, students will create or identify appropriate props, sets and costumes.</p> <p>Study and perform dramatic adaptations of cultural stories using appropriate period costume, speech, and set.</p> <p>Create/develop a neutral scene or simple scene and then perform it in different genres, time periods and cultures. Discuss variations. (eg. Perform scene as a ballet, western, Greek Tragedy)</p>	<p>Text of plays (variety)</p> <p>Variety of musicals to watch</p> <p>Library</p> <p>Internet</p> <p>Images/ footage of representative plays from a variety of cultures.</p> <p>Appropriate costuming, staging, lighting and props</p> <p>Script of neutral/simple scene</p> <p>CD player</p> <p>DVD's</p>	<p>Quizzes and tests</p> <p>Teacher observations</p> <p>Peer critique</p> <p>Performance rubric</p> <p>Present productions in front of an audience</p> <p>Videotaped assessment</p> <p>Student self-assessment</p> <p>Journaling</p>


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	<p><i>History of Theatre</i></p> <p>3.2 5th grade: Analyze ways in which theatre, television, and film play a part in our daily lives and identify types of daily American theatre</p> <p>4th grade: Recognize key developments in the entertainment industry in California eg. silent movies, animation, radio and television broadcasting and interactive video.</p> <p>3rd grade: Identify universal themes in stories and plays from different periods and places.</p>	<p>View and evaluate an hour of TV, making observations on content and format, Discuss</p> <p>Watch episode of current sitcom, like “Sinefeld” and discuss how it contains all the elements of traditional comedy from Renaissance Theatre</p> <p>Watch / Different versions of Shakespeare from classic to contemporary</p> <p>Perform simple scene on love as a silent movie, radio play, musical, soap opera, and martial art film</p>	<p>Text of plays (variety)</p> <p>Library</p> <p>Internet</p> <p>Images/ footage of representative plays from a variety of cultures.</p> <p>Appropriate costuming, staging, and props</p> <p>Script of neutral/simple scene</p> <p>CD player</p> <p>DVD</p> <p>Videotape of TV shows and films / Musicals</p>	<p>Quizzes and tests</p> <p>Teacher observations</p> <p>Peer critique</p> <p>Performance rubric</p> <p>Present productions in front of an audience</p> <p>Videotaped assessment</p> <p>Student self-assessment</p> <p>Journaling</p>


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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and critiquing theatrical experiences.				
AESTHETIC VALUING	<p><i>Critical Assessment of Theatre</i></p> <p>4.1 5th grade: Develop and apply appropriate criteria for critiquing the work of actors, directors, writers and technical artists in theatre, film and video.</p> <p>4th grade: Develop and apply appropriate criteria for rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement. Compare and contrast the impact on the audience of theatre, film, television, radio and other media.</p> <p>3rd grade: Develop and apply appropriate criteria on rubrics for evaluating a theatrical experience.</p>	<p>View a play and discuss the various roles of the artist involved.</p> <p>View a television show and critique the effectiveness of the actors' facial expressions, gestures, and movement.</p> <p>After viewing a short theatrical work, students fill out a critique sheet evaluating projection, characterization, and production qualities.</p> <p>Discuss the different effects of theatre as compared to film, television, commercials and radio.</p>	<p>Variety of play texts</p> <p>Variety of films and television shows</p> <p>Sample Rubrics</p> <p>Vocabulary lists</p> <p>Professional performance field trip or traveling troupe.</p> <p>Variety of commercials and radio</p>	<p>Teacher Observations</p> <p>Terms quizzes and tests</p> <p>Rubric for reviews</p> <p>Peer critique</p> <p>Student self-assessment</p>

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	<p><i>Derivation of Meanings from Works of Theatre</i></p> <p>4.2</p> <p>5th grade: Describe devices actors use to convey meaning or intent in commercials, on television.</p> <p>4th grade: Describe students responses to a work of theatre and explain what thedid to elect those responses.</p> <p>3rd grade: Compare and contrast the content or message in two different works of theatre.</p>	<p>Read different reviews of same film or theatre productions</p> <p>Write own review of TV or film performance discussing portrayal of 5 W's</p> <p>Create Venn Diagram comparing two plays</p> <p>Compare and contrast content in a TV script, and play script</p>	<p>Newspapers</p> <p>TV script</p> <p>Film script</p> <p>Play script</p> <p>Rubrics</p>	<p>Journaling</p> <p>Self-Assessment</p> <p>Peer Critique</p>

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<p>STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in theatre, film/video, and electronic media to other art forms and subject areas and to careers.</p>				
<p>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p><i>Connections and Applications</i></p> <p>5.1 5th grade: Use theatrical skills to dramatize and or improvise events and concepts from other curriculum areas. For example:</p> <p>5th grade- signing of the Declaration of Independence</p> <p>4th grade- events in CA history</p> <p>3rd grade- a current event</p> <p><i>Careers and Career-Related Skills</i></p> <p>Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.</p> <p>Demonstrate ability to work cooperatively in a group in creating a performance.</p>	<p>Recreate a historical event in a small group.</p> <p>Story board a historical event in a small group</p> <p>Brainstorm a list of the different jobs and roles that must be performed for a play to be produced.</p> <p>View and discuss the credits at the end of a movie or television show.</p> <p>Interview a performing or technical artist in the field of theatre, film, television, or electronic media.</p> <p>Set goals as a group and develop strategies for attaining them.</p>	<p>Internet</p> <p>Library</p> <p>Variety of films.</p> <p>Volunteer speakers from the community.</p> <p>Group evaluation form</p> <p>Newspapers</p>	<p>Teacher Observations</p> <p>Student Reflections</p> <p>Student self-assessment</p> <p>Rubric</p> <p>Videotape Performances</p> <p>Journaling</p>