




SMMUSD VAPA CURRICULUM for PRE-K-2 grade

 <p>Theatre</p>	<p align="center">CONTENT GOAL</p>	<p align="center">ACTIVITIES/ SKILLS</p>	<p align="center">MATERIALS/ RESOURCES</p>	<p align="center">ASSESSMENTS</p>
<p>STANDARD 1: ARTISTIC PERCEPTION: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>				
<p align="center">ARTISTIC PERCEPTION</p>	<p><i>Development of the Vocabulary of Theatre</i> <i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.1 PreK: Use the vocabulary of theatre, such as <i>pretend, imagination, movement, puppetry, and audience</i>, to describe theatrical experiences</p> <p>K: Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.</p> <p>Gr. 1: Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.</p> <p>Gr. 2: Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.</p>	<p>Read a fairytale or short book and discuss elements of story (character, plot, beginning, middle, end...)</p> <p>Guide students through a sensory journey where you explore a particular environment with eyes closed and using other senses</p> <p>Picture Postcards: In groups, students create 5 tableaux that tell the story of a particular fairytale with no words</p> <p>Discuss own theatrical experiences</p> <p>Puppet Shows</p>	<p>Fairytale books</p> <p>Variety of children’s books</p> <p>CD Player</p> <p>Variety of props</p> <p>Performance rubrics</p> <p>Video camera</p> <p>Puppets; Puppet Making Materials; Stage Puppeteer</p>	<p>Videotaped assessment</p> <p>Teacher observations</p> <p>Performance rubric</p> <p>Student self-assessment</p> <p>Terminology quizzes or tests</p> <p>Class discussions</p>


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	<p>STANDARD 1: ARTISTIC PERCEPTION: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>			
	<p>1.2</p> <p>Pre-K: Identify characteristic movements and sounds of animate and inanimate objects.</p> <p>K: Identify differences between real people and imaginary characters</p> <p>Gr. 1: Observe and describe the traits of a character</p> <p>Gr. 2: Use body and voice to improvise alternative endings to a story.</p>	<p>Listen to sounds of different environment and have students discuss / guess the environment</p> <p>Sound Stories: Students tell stories only through sounds created with voice and body</p> <p>Show pictures of people in community (ie. Doctors, police, teachers) and discuss that we know who these people are by the way they carry themselves and symbols</p> <p>Costume / Prop box</p> <p>Pantomime: Pass around an object and have students use it in another way to communicate an action or idea</p> <p>Give students an everyday scenario which they have to improvise only with their body and then again adding voice</p>	<p>CD Player</p> <p>Variety of props and objects</p> <p>Scene starter cards</p> <p>Environment sound CD's</p> <p>Sound Effects CD's</p> <p>Prop box with costume pieces</p>	<p>Video taped assessment</p> <p>Journaling</p> <p>Student critiques</p> <p>Take home assignments</p> <p>Character identification</p>


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<p>STANDARD 2: CREATIVE EXPRESSION: Creating, performing and participating in theatre.</p>				
<p>CREATIVE EXPRESSION</p>	<p><i>Development of Theatrical Skills</i> <i>Creation/Invention in Theatre</i> 2.1 PreK: Participate in call-and-response games.</p> <p>K: Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors)</p> <p>Gr.1: Demonstrate skills in pantomime, tableau, and improvisation</p> <p>Gr. 2: Perform in group improvisational theatrical games that develop cooperative skills and concentration</p>	<p>Stop and Go Exercise: Class follows leader with a movement and leader can say “stop” to have everyone freeze, change movement, or “go” to continue</p> <p>Simon Says</p> <p>Pass the sound and gesture. One student passes a sound and gesture to classmate which they have to receive and change to pass on</p> <p>Human Clay: Students mold partner into a physical gesture to create characters</p> <p>Pass The Clap Game</p> <p>Zip Zap. Zop (students pass clap and “zip” to someone in a circle, next person says “zap”, third says “zop”. Continues as a good focus warm-up</p> <p>Mirror Exercise</p> <p>Create Rhythms with a variety of self-made instruments</p>	<p>CD Players</p> <p>Variety of music</p> <p>Performance rubrics</p> <p>Materials to make instruments (i.e. pots, drumsticks, spoons and buckets)</p> <p>Tape Recorder</p>	<p>Student Critique</p> <p>Videotaped assessment</p> <p>Teacher Evaluation</p> <p>Performance Rubrics</p> <p>Journaling</p>


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<p>STANDARD 2: CREATIVE EXPRESSION: Creating, performing and participating in theatre.</p>				
	<p>2.2 PreK: Engage in fantasy play, recreating situations in familiar settings.</p> <p>Gr.1: Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle and end) and using a tableau or a pantomime.</p> <p>Gr. 2: Retell familiar stories, sequencing story points and identifying character, setting, and conflict.</p> <p>2.3 K: Use costumes and props in role playing</p> <p>Gr. 2: Use improvisation to portray such concepts as friendship, hunger, or seasons</p> <p>2.4 Gr. 2: Create costume pieces, props, or sets for a theatrical experience</p>	<p>Advanced Picture Postcard: Students improvise dialogue and movement between the 5 tableaux of their assigned fairytale or story</p> <p>Class Storytelling: In a circle, each student adds a line to the story one at a time creating a beginning, middle, and end</p> <p>Story Line-up: Each student is given a plot point of a familiar story on a piece of paper and they have to line up in sequence of the story</p> <p>Freeze Frame: Sculpt student in a tableau, clap hands and have them improvise short scene from those positions</p> <p>Give students an environment or concept of which they have to improvise a scene using costumes and props</p> <p>Illustrate / create costumes and props for a theatrical performance of a chosen fairytale, improvised scene, or short story</p>	<p>Scene starter cards</p> <p>Variety of Props</p> <p>Variety of costume pieces</p> <p>Videotaping Equipment</p> <p>Crayons / colored pencils</p> <p>Drawing Paper</p>	<p>Videotape performances</p> <p>Teacher Evaluation</p> <p>Performance rubrics</p> <p>Take home writing assignments</p> <p>Student critiques</p>


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<p align="center">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> <i>History of Theatre</i></p> <p>3.1 PreK: Identify various theatrical experiences, such as live theatre, television, and puppetry</p> <p>K: Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times</p> <p>Gr. 1: Identify the cultural and geographic origins of stories</p> <p>Gr. 2: Identify theatre and story-telling forms from different cultures</p>	<p>Create 5 tableaux to tell story of a historical event or science related unit</p> <p>Discuss theatrical styles used on television for example “The Muppet Show” versus animation</p> <p>Make own shadow puppets that stem from Shadow Puppet Theatre, Balinese Theatre</p> <p>Use Shadow puppets and masks dramatize a familiar story</p> <p>Read different cultural stories that are adaptations of the same folktale</p> <p>Show examples of different styles of theatre from cultures all over the world. Discuss</p>	<p>Internet</p> <p>Puppet Making materials</p> <p>Mask making materials</p> <p>Variety of books</p> <p>Variety of folktales</p> <p>Taped TV shows and cartoons</p> <p>White cloth to make shadow puppet screen</p> <p>Overhead projector</p> <p>Variety of taped productions (Internet has a lot of example clips)</p>	<p>Videotaped assessment</p> <p>Teacher observations</p> <p>Quizzes or tests</p> <p>Written assignments</p>


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<p>STANDARD 3: Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of theatre.</p>				
	<p>3.2 K: Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities</p> <p>Gr. 1: Identify theatrical conventions, such as props, costumes, masks, and sets.</p> <p>Gr. 2: Identify universal characters in stories and plays from different periods and places.</p> <p>3.3 Gr. 1: Describe the roles and responsibilities of audience and actor</p>	<p><u>Role Playing:</u> Students dress up as a community member and improvise simple scenes</p> <p><u>Entrances and Exits:</u> Students are assigned a profession and have to enter room as the professional, perform an simple activity, and exit in character</p> <p><u>Symbols:</u> Discuss how people in community wear certain uniforms to show who they are. Then discuss how it relates to theatrical convention such as masks and props</p> <p>Compare and contrast similar stories and plays from different periods and discuss how characters relate</p> <p>Role playing and Entrances and Exits can also be played with who students want to be when they grow up</p> <p>Draw a chart and guideline sheet as a class that states the responsibilities of the audience and actor</p> <p>Pantomime activity with “4th wall” creating environment</p>	<p>Variety of costume pieces</p> <p>Index cards that are labeled with different occupations and community members</p> <p>Big Poster board</p> <p>Pictures of the different type of people we see in our community</p>	<p>Videotaped assessment</p> <p>Student critique</p> <p>Quizzes or tests</p> <p>Written assignments</p> <p>Performance rubric</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> <i>Derivation of Meaning from Works of Theatre</i></p> <p>4.1 PreK: Respond appropriately as an audience member</p> <p>K: Respond appropriately to a theatrical experience as an audience member</p> <p>Gr. 1: Describe what was liked about a theatrical work or a story</p> <p>Gr. 2: Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character</p> <p>4.2 K: Compare a real story with a fantasy story</p> <p>Gr. 1: Identify and discuss emotional reactions to a theatrical experience</p> <p>Gr. 2: Respond to a live performance with appropriate audience behavior.</p>	<p>Go to a live theatrical production</p> <p>Read and discuss reviews of theatrical performances from the newspaper</p> <p>Write individual reviews of theatrical experience</p> <p>Perform a live review in class a la "Roper"</p> <p>Read a story in the newspaper that is similar to a play seen or read in class and discuss difference between reality and fiction</p> <p>Discuss the atmosphere of the play and how it affected the students emotional reaction to the performance</p>	<p>Field trip to live theatrical production</p> <p>Newspapers</p> <p>Taped film critique shows like "The Actors Studio" and "Roper"</p> <p>Video Equipment</p> <p>CD Player</p> <p>Variety of music</p>	<p>Student Critiques</p> <p>Journaling</p> <p>Videotaped assessment</p> <p>Performance Rubrics</p> <p>Teacher evaluations</p>


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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and critiquing theatrical experiences.

	4.3 Gr. 2: Identify the message or moral of a work of theatre	Pantomime in group 5 the Golden rules and Aesop's Fables discuss their moral meaning Create own Golden Rules or Moral saying to different works of theatre Charades with moral meaning or metaphor for different works of theatre	List of Golden Rules Aesop's Fables	Teacher evaluations Videotaped assessment
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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 align="center">CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p><i>Connections and Applications</i> <i>Careers and Career-Related Skills</i> 5.1 PreK: Use body, voice, and imagination to illustrate concepts in other content areas. Use movement and voice, for example, to reinforce vocabulary, such as big, little, loud, and quiet. K: Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under Gr. 1: Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly Gr. 2: Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area</p>	<p>Use body and voice to create animal characters that co-exist in specific environment (science) Pantomime/Charades to physicalize vocabulary, such as fast, slow, big, etc. Physicalize short scenes dealing other content areas first without words and then with words Human Knot Tangram puzzles Picture Postcard: Students create tableaus to tell a short story Design chart listing all the jobs and responsibilities required to create a theatrical productions</p>	<p>Tangram pieces Animal photographs Vocabulary cards CD Player Variety of sound effect CD's Rubrics</p>	<p>Videotaped assessment Student Critiques Teacher Evaluations Quizzes or tests Journaling Performance Rubrics</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>5.2 K: Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story</p> <p>Gr. 1: Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime</p> <p>Gr. 2: Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production</p>	<p>Create small theatrical productions to perform for another class, incorporating all theatre jobs</p>	<p>Poster board</p> <p>Markers</p> <p>Minimal Lighting Equipment</p> <p>Variety of Props</p> <p>Variety of costume pieces</p> <p>CD Player</p> <p>Variety of music</p> <p>Digital camera</p>	<p>Videotaped assessment</p> <p>Student Critiques</p> <p>Teacher Evaluations</p> <p>Digital pictures</p> <p>Journaling</p>