

Kindergarten - Second Grade Theatre Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August-October</p> <p>Creating Theatre</p>	<p>1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>Explore creating characters and a plot for a play.</p> <p>Work with peers to explore costumes, props and scenery.</p> <p>Develop a plot in sequential order.</p> <p>Practice reading a variety of plays with dialogue.</p> <p>Create a variety of plays in different genres.</p> <p>Instructional Resources: Teacher Created</p> <p>Teacher Technology: Digital Lesson Youtube Promethean Board Actiview</p> <p>Student Technology: IPad Camera</p>	<p>Formative Assessments: Classwork Student Participation</p> <p>Summative Assessments: Perform a scene from a play.</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.4.2.CI.2: Demonstrate originality and inventiveness through theatre.</p> <p>Technology Standard: 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide and explore music and theatre around the world.</p>
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<p>November - January</p> <p>Performing Theatre</p>	<p>1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama).</p>	<p>Perform different scenes from a variety of plays.</p> <p>Explore and practice body and facial gestures to communicate character traits and emotions.</p> <p>Learn and rehearse a drama.</p> <p>Perform different plays for an audience.</p> <p>Instructional Resources: Drama Play</p> <p>Teacher Technology: Digital Lesson Youtube Promethean Board Actiview</p> <p>Student Technology: IPad</p>	<p>Formative Assessments: Classwork Student Participation</p> <p>Summative Assessments: Drama performance</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: P.E.: 2.2.2.MSC.1: Perform a combination of sequences and scenes from a play.</p> <p>Technology Standard: 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p>February-April</p> <p>Responding to Theatre</p>	<p>1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>Watch and observe different characters and scenes from theatrical performances.</p> <p>Describe different emotions from watching a play.</p> <p>Identify setting, characters and plot of a theatrical performance.</p> <p>Instructional Resources: Different childrens plays</p> <p>Teacher Technology: Digital Lesson Youtube Promethean Board Actiview</p> <p>Student Technology: IPad</p>	<p>Formative Assessments: Classwork Student Participation</p> <p>Summative Assessments: Students use correct dance vocabulary.</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: P.E.: 2.2.2.MSC.1: Perform a combination of scenes from a play.</p> <p>Technology Standard: 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide through theatre.</p>
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<p>May/June</p> <p>Connecting to Theatre</p>	<p>1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.</p> <p>1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.</p>	<p>Discuss and observe how drama is used to express feelings and emotions.</p> <p>Observe different styles of drama and discuss how it connects to people and their culture, community and society.</p> <p>Instructional Resources: Children's Theatrical examples</p> <p>Teacher Technology: Digital Lesson Youtube Promethean Board Actiview</p> <p>Student Technology: IPad</p>	<p>Formative Assessments: Student Performance</p> <p>Summative Assessments: Observe and draw a picture of how the dance</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: P.E.: 2.2.2.MSC.1: Observe a variety of dramas paying attention to movement, emotion, and characters.</p> <p>Technology Standard: 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide through theatre.</p>
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Alternate Assessments: Collaborative, Performance

21st Century Standards: 9.2.4.A.1, 9.2.4.A.4

21st Century Skills: Creativity, Communication

Career Ready Practices: CRP1, CRP2