




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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STANDARD 3: Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of theatre.				
HISTORICAL AND CULTURAL CONTEXT	<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.

	<p>4.3 Gr. 2: Identify the message or moral of a work of theatre</p>	<p>Pantomime in group 5 the Golden rules and Aesop's Fables discuss their moral meaning</p> <p>Create own Golden Rules or Moral saying to different works of theatre</p> <p>Charades with moral meaning or metaphor for different works of theatre</p>	<p>List of Golden Rules</p> <p>Aesop's Fables</p>	<p>Teacher evaluations</p> <p>Videotaped assessment</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 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>