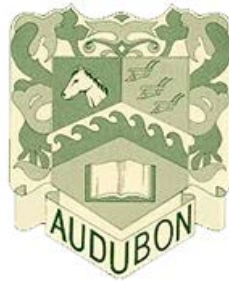


Audubon Public School District



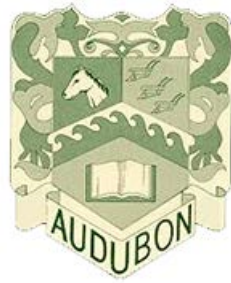
Theater K-2
Curriculum Guide

Developed by:

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Course Description

Theater K-2 Curriculum Guide

Overview / Progressions

Overview	Creating	Performing	Responding	Connecting
Unit 1 Developing Ideas	1.4.2.Cr1a 1.4.2.Cr1b 1.4.2.Cr1c 1.4.2.Cr2a 1.4.2.Cr2b 1.4.2.Cr3a 1.4.2.Cr3b 1.4.2.Cr3c			
Unit 2 Developing Technique		1.4.2.Pr4a 1.4.2.Pr4b 1.4.2.Pr5a 1.4.2.Pr5b 1.4.2.Pr6a		
Unit 3 Critique			1.4.2.Re7a 1.4.2.Re8a 1.4.2.Re8b 1.4.2.Re8c 1.4.2.Re9a 1.4.2.Re9b 1.4.2.Re9c	
Unit 4 Relating to the work of other artists				1.4.2.Cn10a 1.4.2.Cn11a 1.4.2.Cn11b

Subject: Theater	Grade: K-2	Unit 1: Developing Ideas	8 weeks
Focus Standards: Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama). ● 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). ● 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). ● 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). ● 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). ● 1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). ● 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). ● 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama). 		<ul style="list-style-type: none"> ● Imagine plots and characters ● Envision what it looks like ● Plan how to make it fit together ● Construct a product ● Evaluate the effect ● Clarify through revision ● Realize the product through performance 	
Formative Assessments		Summative Assessments	
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 		<ul style="list-style-type: none"> ● Assessments ● Projects 	

● Pre-tests	● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
● Creative Dramatics: An Art for Children	● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connmigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Theatre artists rely on intuition, curiosity, and critical inquiry. ● Theatre artists work to discover different ways of communicating meaning. ● Theatre artists refine their work and practice their craft through rehearsal. 	<ul style="list-style-type: none"> ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? ● How, when, and why do theatre artists' choices change? ● How do theatre artists transform and edit their initial ideas?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in theaters ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Theater

Subject: Theater	Grade: K-2	Unit 2: Developing Technique	8 weeks
Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 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). ● 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama). ● 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). ● 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). ● 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) with peers. 		<ul style="list-style-type: none"> ● Choose ● Rehearse ● Establish ● Analyze ● Share 	

Ancillary Standards	
1.4.2.Cr1a 1.4.2.Cr1b 1.4.2.Cr1c 1.4.2.Cr2a 1.4.2.Cr2b 1.4.2.Cr3a 1.4.2.Cr3b 1.4.2.Cr3c	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
Creative Dramatics: An Art for Children	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Theatre artists develop personal processes and skills for a performance or design ● Theatre artists make choices to convey meaning. ● Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 	<ul style="list-style-type: none"> ● How do theatre artists fully prepare a performance or design? ● How do theatre artists use tools and techniques to communicate ideas and feelings? ● What happens when theatre artists and audiences share creative experiences?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 		<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in theaters ● Weekly Discussions: Careers in movies 		<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Theater

Subject: Theater	Grade: K-2	Unit 3: Interpreting Drama	8 Weeks
Performance Expectations		Critical Knowledge and Skills	

<ul style="list-style-type: none"> ● 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). ● 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). ● 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). ● 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). ● 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), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance. ● 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama). ● 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama). 	<ul style="list-style-type: none"> ● Examine ● Discern ● Interpret ● Critique
Ancillary Standards	
1.4.2.Cr1a 1.4.2.Cr1b 1.4.2.Cr1c 1.4.2.Cr2a 1.4.2.Cr2b 1.4.2.Cr3a 1.4.2.Cr3b 1.4.2.Cr3c	1.4.2.Pr4a 1.4.2.Pr4b 1.4.2.Pr5a 1.4.2.Pr5b 1.4.2.Pr6a
Formative Assessments	Summative Assessments

<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
Creative Dramatics: An Art for Children	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. ● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. ● Theatre artists reflect to understand the impact of drama processes and theatre experiences. 	<ul style="list-style-type: none"> ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? ● How can the same work of art communicate different messages to different people? ● How do theatre artists comprehend the essence of drama processes and theatre experiences?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 		<ul style="list-style-type: none"> ● Problem Solving ● Communication

<ul style="list-style-type: none"> ● Critical Thinking 	<ul style="list-style-type: none"> ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in theaters ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Theater

Subject: Theater	Grade: K-2	Unit: Connecting Art to Self	8 Weeks
Performance Expectations		Critical Knowledge and Skills	

<ul style="list-style-type: none"> ● 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). ● 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. ● 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings. 	<ul style="list-style-type: none"> ● Incorporate ● Affect ● Expand
Ancillary Standards	
1.4.2.Cr1a 1.4.2.Cr1b 1.4.2.Cr1c 1.4.2.Cr2a 1.4.2.Cr2b 1.4.2.Cr3a 1.4.2.Cr3b 1.4.2.Cr3c 1.4.2.Re9b 1.4.2.Re9c	1.4.2.Pr4a 1.4.2.Pr4b 1.4.2.Pr5a 1.4.2.Pr5b 1.4.2.Pr6a 1.4.2.Re7a 1.4.2.Re8a 1.4.2.Re8b 1.4.2.Re8c 1.4.2.Re9a
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Creative Dramatics: An Art for Children 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connmigo online resources
Cross-Curricular Connections	

<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Theatre artists allow awareness of interrelationships between self and others to inform their work. ● As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. 	<ul style="list-style-type: none"> ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
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At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
<p>Career education</p>	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in theaters ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Theater