

# Drama Rama 1

## Visual and Performing Arts

### Grade 1

**This course is perfect for children who enjoy channeling their energies into dramatic activities. Children are encouraged to develop their imaginations through a variety of theater games that enhance sensory and perceptual awareness. Units studied in this class include improvisation, theatre terms, characterization, and script reading with expression, projection, and inflection.**

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**Montclair Public School Elective Overview**

**Instructional Plan**

**Course: Drama Rama 1**

**Marking Period or Trimester: One Trimester**

**Pacing: 8 weeks**

**NJSLS**

**Anchor Standard**  
**1.1 The Creative Process**  
**1.3 Performance**  
**1.4 Aesthetic Responses and Critique Methodologies**

**Strand C: Theatre - 1.1.2.C.1, 1.1.2.C.3**

**Strand C: Theatre - 1.3.2.C.1, 1.3.2.C.2**

**Strand B: Critique Methodologies - 1.4.2.B.2**

**Framing the Learning**

<b>Timeframe</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Week 1-2</b>	<b>Paying attention to the director, the script and fellow actors is a way to cooperate during a play.</b>	<b>How does teamwork contribute to a successful production?</b>	<b>Observing others improves a person’s performance.</b>
<b>Weeks 3-4</b>	<b>Voice inflection is part of being in character.</b>	<b>Why is it important to stay in character when acting?</b>	<b>Actors stay in character when acting.</b>
<b>Weeks 5</b>	<b>Learning and using common terms to describe the stage and auditorium helps</b>	<b>Why does an actor learn the stage areas?</b>	<b>Mastering knowledge of an area, allows a person to move freely and with confidence.</b>

	actors and stage crew to communicate better with each other.		
Weeks 6-7	A developed character is shown in the body, mind and voice of the actor.	How do actors use their tools to create character?	The tools of the actor can be applied beyond the theatre.
Week 8	Actors concentrate and cooperate in order to read a common goal.	How do the audience and performers work in a partnership?	A successful drama depends on appropriate contributions from all participants.

#### Evidence of Learning

Follow stage directions and use appropriate terms to describe locations within the stage area. Accurately define theatre vocabulary. Fluently read scripts, with expressiveness. Use appropriate facial expression in response to a spoken prompt. Memorization of lines and movements within a scene and play. Identify the elements of the plot. Use a voice that can be heard and understood by an audience.

#### Activities

Students will participate in theatre warm-ups, vocal sirens, tongue twisters, memorization and improvisational games. Read scenes. Improvise scenes. Character development worksheet. Perform a character in isolation and in response to someone else. Play Character Bingo game. Drama Rama Jeopardy game. Reflect on the work of the self, individuals and the ensemble.

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

