

# Drama Rama 2

## Visual and Performing Arts

### Grade 2

**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. A simplified version of Shakespeare's A Midsummer Night's Dream will be used.**

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



**Montclair Public School Elective Overview**

**Instructional Plan**

**Course: Drama Rama 2**

**Marking Period or Trimester: One Trimester**

**Pacing: 8 weeks**

**NJSLS**

**Anchor Standards**

**1.1 The Creative Process**

**1.2 History of the Arts and Culture**

**1.3 Performance**

**1.4 Aesthetic Responses and Critique Methodologies**

**Strand C: Theatre - 1.1.2.C.1, 1.1.2.C.4**

**Strand A: History of the Arts and Culture - 1.2.2.A.2**

**Strand C: Theatre - 1.3.2.C.1, 1.3.2.C.2, 1.3.2.C.3**

**Strand A: Aesthetic Responses - 1.4.2.A.3**

**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</b>	<b>Paying attention to the director, the script and fellow actors is a way to cooperate during a play.</b>	<b>How do you know if your creative choices contribute to the goal of a piece?</b>	<b>In order to have a believable scene, actors stay in character and react appropriately.</b>

Weeks 2-4	Actors must read the script and analyze the needs of the story.	Why do actors need to know as much as possible about the characters they portray?	Drama develops reading comprehension skills.
Weeks 5-7	Physical awareness and effective use of space communicates with the audience and other actors.	How do an actor's choices affect the communication with the ensemble and an audience?	The tools of the actor - body, mind, voice - 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**

Recall facts about William Shakespeare. Identify the narrative elements of the story of *A Midsummer Night's Dream*. Show recall of details about the story, *A Midsummer Night's Dream*. Fluently read a script, with expressiveness. Use a voice that can be heard and understood by an audience. Stage pictures. Stage a show with appropriate props, scenery and costumes.

**Activities**

View biographical videos about William Shakespeare. Perform a character in isolation and in response to someone else. Use appropriate facial expression in response to a spoken prompt. Students will participate in memorization and improvisational games. Reflect on the work of the self, individuals and the ensemble. Make journal entries to respond to prompts about the story, *A Midsummer Night's Dream*. Analyze characters within the play. Create stage pictures. Incorporate tableaux at beginning and end of scenes. Rehearse a play with props. Stage a show.

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<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>

