



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

Unit 1: July 31st-September 27th 2019	Classroom Culture and Stories of Self
Unit 2: September 30th-October 31st	Nice to meet you- I love what you shared: Interpersonal Relationships and Collaboration
Unit 3: November 1st-December 20th	Storytelling and Playbuilding: Winter Play

**Unit One: Classroom Culture and Stories of Self**

Number of weeks: 8  
 Dates: July 31st-September 27th 2019

**Kindergarten and 1st Grades:**

*Objectives:*

- Students will establish a foundation of trust with instructors and peers
- Students will understand, shape, and set up expectations for theatre and dance class using class values of presence, joy, love, respect, support
- Introduce students to age appropriate formats for embodied storytelling from a first person perspective
- To connect feelings words with expressive action

*Learning Activities:*

- Theatre games to establish trust and introduce embodied learning structures
- Building classroom rituals
- I statement/emotion theater linking
- My body/my space
- I AM stories

*Assessments:*

- Completed classroom expectations
- Group participation self assessment
- I AM storytelling project

*Arizona State Education Standards:*

Theatre and Dance:  
 Artistic Process: Connecting  
**Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art  
 Theatre:  
 K.a. With prompting and support, retell a personal experience in a guided theatrical



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

experience (e.g. process drama, creative drama, story drama)

1.a. With prompting and support identify between characters and oneself in dramatic play or a guided theatrical experience (e.g. process drama, creative drama, story drama)

Dance:

K.b. Role-play personal experiences through movement. Discuss observations made and identify the movements that expressed the personal experience.

1.a. Recognize a personal or emotional response to a dance work. Identify a social or cultural experience that relates to your response. Discuss how specific movements contributed to your response and relate to your personal experience.

**2nd and 3rd Grades:**

*Objectives:*

- Students will establish a foundation of trust with instructors and peers
- Students will understand, shape, and set up expectations for theatre and dance class using class values of presence, joy, love, respect, support
- Introduce students to age appropriate formats for embodied storytelling from a first person perspective
- To connect feelings words with expressive action

*Learning Activities:*

- Theatre games to establish trust and introduce embodied learning structures
- Building classroom rituals
- I statement/emotion theater linking
- My body/my space
- I AM stories

*Assessments:*

- Completed classroom expectations
- Group participation self assessment
- I AM storytelling project

*Arizona State Education Standards:*

Theatre and Dance:

Artistic Process: Connecting

**Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art

Theatre:



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

2.a. Relate character experiences to personal experiences in a guided theatrical experience (e.g., process drama, story drama, creative drama).

3.a. Use personal experiences and knowledge to make connections to community and culture in a theatrical work.

Dance:

b. Role-play personal experiences through movement. Discuss observations made and identify the movements that expressed the personal experience.

**Fourth-Sixth Grades:**

*Objectives:*

- Students will establish a foundation of trust with instructors and peers
- Students will understand, shape, and set up expectations for theatre and dance class using class values of presence, joy, love, respect, support
- Introduce students to age appropriate formats for embodied storytelling from a first person perspective
- To connect feelings words with expressive action

*Learning Activities:*

- Theatre games to establish trust and introduce embodied learning structures
- Building classroom rituals
- I statement/emotion theater linking
- My body/my space
- I AM stories
- Image theatre introduction for building values of the space

*Assessments:*

- Completed classroom expectations
- Group participation self assessment
- I AM storytelling project
- Image theatre values performance

*Arizona State Education Standards:*

Theatre and Dance:

Artistic Process: Connecting

**Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art

Theatre:

4.a. Explain how a theatrical work connects to oneself to a community or culture.

5.a. Identify the ways a theatrical work reflects the perspectives of a community or culture.



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

6.a. Examine a community issue through multiple perspectives in a theatrical work.

Dance:

4-6.b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual or movement form.



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

**Unit Two: Nice to meet you- I love what you shared: Interpersonal Relationships and Collaboration**

Number of weeks: 4

Dates: September 30th- October 31st

**Kindergarten and 1st Grades:**

*Objectives:*

- Students will use games, stories, movement, and story drama to understand and practice healthy interpersonal relationships
- Students will define and explore the concept of collaboration
- Practice movement in self space and group space

*Learning Activities:*

- Story drama book adaptations
- Narrative pantomime
- Building imaginative worlds
- Freeze dance, self-space, and group space
- Games for collaboration skill building

*Assessments:*

- Game progression over the course of the unit
- Group participation self assessment

*Arizona State Education Standards:*

Theatre and Dance:

Artistic Process: Responding

**Anchor Standard #7** - Perceive and analyze artistic work

Theatre:

K.a. Describe emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).

Dance:

K.1.a. Find movements that develop a pattern.

**Anchor Standard #8** - Interpret intent and meaning in artistic work

Theatre:

1.a. Recall choices made in a guided theatrical experience (e.g., process drama, story drama, creative drama).

Dance:

K.1.a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.

K.1.b. Identify, describe or respond through movement to observed or performed



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

dance movements from different genres or cultures.

**2nd and 3rd Grades:**

*Objectives:*

- Students will use games, stories, movement, improvisation, and process drama to understand and practice healthy interpersonal relationships
- Students will define and explore the concept of collaboration
- Explore and understand dance styles and their origins

*Learning Activities:*

- Process drama using source stories
- Narrative pantomime
- Improvisation basic skills
- Building imaginative worlds
- Freeze dance, self-space, and group space
- Games for collaboration skill building
- Structures for sharing and giving feedback
- Completed dance styles movement survey

*Assessments:*

- Game progression over the course of the unit
- Group participation self assessment
- Completed improvisation performance

*Arizona State Education Standards:*

Theatre and Dance:

Artistic Process: Responding

**Anchor Standard #7** - Perceive and analyze artistic work

Theatre:

2.a. Identify when artistic choices are made in a guided theatrical experience (e.g., process drama, story drama, creative drama).

Dance:

2.a. Find movements that develop a pattern.

3.a. Identify a movement pattern that creates a dance sequence in a dance work.

**Anchor Standard #8** - Interpret intent and meaning in artistic work

Theatre:

2.a. Demonstrate personal experiences in a theatrical work (e.g., process drama, story



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

drama, creative drama).

Dance:

3.a. Explain (ex: verbally, in writing, visually) how the movements in a dance communicate the main idea. Relate movements, ideas, and context to interpret their meaning using basic dance terminology.

**Fourth-Sixth Grades:**

*Objectives:*

- Students will use games, stories, movement, improvisation, and process drama to understand and practice healthy interpersonal relationships
- Students will define and explore the concept of collaboration
- Explore and understand dance styles and their origins

*Learning Activities:*

- Process drama using source stories
- Narrative pantomime
- Improvisation basic skills
- Building imaginative worlds
- Freeze dance, self-space, and group space
- Games for collaboration skill building
- Structures for sharing and giving feedback
- Dance styles movement survey

*Assessments:*

- Game progression over the course of the unit
- Group participation self assessment
- Completed improvisation performance
- Completed dance styles movement survey

*Arizona State Education Standards:*

Theatre and Dance:

Artistic Process: Responding

**Anchor Standard #7** - Perceive and analyze artistic work

Theatre:

4.a. Identify artistic choices made in a theatrical work through participation and observation.

Dance:

4-6.a. Identify a movement pattern that creates a dance sequence in a dance work.

4-6.b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-



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Scope and Sequence: Theatre and Dance Fall 2019

specific dance terminology.

**Anchor Standard #8** - Interpret intent and meaning in artistic work

Theatre:

4.a. Describe how to make choices based on personal experiences in a theatrical work.





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Scope and Sequence: Theatre and Dance Fall 2019

### Unit Three: Storybuilding and Playbuilding: Winter Play

Number of weeks: 9

Dates: November 1st- December 20th

#### Kindergarten and 1st Grades:

##### *Objectives:*

- To articulate a basic story structure
- To apply story structure to the creation of an adapted story
- To perform narrative pantomime and movement to tell an adapted story
- Prepare a performance for friends and family

##### *Learning Activities:*

- Story drama with winter stories
- Writing of a classroom Arizona Winter Story book
- Rehearsal and performance of winter story as a class ensemble

##### *Assessments:*

- Public performance of semester project
- Group participation self assessment

##### *Arizona State Education Standards:*

Theatre and Dance:

Artistic Process: Creating

**Anchor Standard #1** - Generate and conceptualize artistic ideas and work

Theatre:

1.a. Describe and contribute to the development of a sequential plot in a guided theatrical experience (e.g., process drama, story drama, creative drama).

K.b. With prompting and support, express original ideas in a guided theatrical experience (e.g., creative drama, process drama, story drama).

Dance:

K.c. Respond in movement to a variety of stimuli (e.g., music/sound, images, symbols, tactile, text, objects).

**Anchor Standard #3** - Refine and complete artistic work

Theatre:

1.a. Collaborate in the adaptation of the plot in a guided theatrical experience (e.g., process drama, story drama, creative drama).

Artistic Process: Presenting

**Anchor Standard #4** - Select, analyze, and interpret artistic work for performance

Broad application of anchor standard in first-time performance



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

**2nd and 3rd Grades:**

*Objectives:*

- To articulate a basic story structure
- To apply story structure to the creation of an adapted story
- To perform narrative pantomime, movement, and scripted image theatre to tell an adapted story
- Prepare a performance for friends and family

*Learning Activities:*

- Story drama with winter stories
- Writing of a classroom Arizona Winter Story book
- Rehearsal and performance of winter story as a class ensemble, with a combination of narrative pantomime and scripted image theatre

*Assessments:*

- Public performance of semester project
- Group participation self assessment

*Arizona State Education Standards:*

Theatre and Dance:

Artistic Process: Creating

**Anchor Standard #1** - Generate and conceptualize artistic ideas and work

Theatre:

3.a. Create roles, imagined worlds and improvised stories in a theatrical work.

c. Collaborate to determine how characters move and speak to support the story and given circumstances in theatrical work.

Dance:

3.c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).

**Anchor Standard #2** - Organize and develop artistic ideas and work

Theatre:

3.a. Participate in methods of investigation to devise original ideas for a theatrical work.



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

**Anchor Standard #3** - Refine and complete artistic work

Theatre:

3.a. Collaborate with peers to revise, refine, and adapt ideas to fit the given guidelines of a theatrical work.

Artistic Process: Presenting

**Anchor Standard #4** - Select, analyze, and interpret artistic work for performance

Broad application of anchor standard in first-time performance

**Fourth-Sixth Grades:**

*Objectives:*

- To articulate a complete story arc and to apply it in dramatic structure
- To apply story structure to the creation of an original script
- To rehearse and perform an original script incorporating text and movement to tell a story
- Prepare a performance for friends and family

*Learning Activities:*

- Reading and discussing winter stories
- Writing original script, using short form play structures
- Rehearsal and performance of winter story as a class ensemble, with a combination of movement, dialogue, monologue, and image

*Assessments:*

- Public performance of semester project
- Group participation self assessment

*Arizona State Education Standards:*

Theatre and Dance:

Artistic Process: Creating

**Anchor Standard #1** - Generate and conceptualize artistic ideas and work

Theatre:

4.a. Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.

4.c. Imagine how a character moves and speaks to support the story and given circumstances in a theatrical work.

Dance:

4.a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies.

4.c. Experiment with a variety of self-identified stimuli and build content for



Create Academy

Scope and Sequence: Theatre and Dance Fall 2019

choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).

**Anchor Standard #2** - Organize and develop artistic ideas and work

Theatre:

4.a. Collaborate to devise original ideas for a theatrical work by asking questions about characters and plots.

**Anchor Standard #3** - Refine and complete artistic work

Theatre:

4.a. Discuss and revise an improvised or scripted theatrical work through repetition and collaborative review.

Artistic Process: Presenting

**Anchor Standard #4** - Select, analyze, and interpret artistic work for performance

Broad application of anchor standard in first-time performance