

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA:</b> Theatre	<b>GRADE:</b> 5	<b>UNIT #:</b> 2	<b>UNIT NAME:</b> History and Culture
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Describe the culture in the world of a play and compare it to the world that produced the play.	1.2.5.A.1
2	Identify biases inherent in a script.	1.2.5.A.1
3	Distinguish commonalities between dance, music, theatre, and visual art.	1.2.5.A.2
4	Adapt a short story into another art form in the same genre, (e.g., a fable as comic play, comic opera as comic dance), and discuss the commonalities and difference between the art forms.	1.2.5.A.2
5	Research an artist whose work transformed a genre (e.g., Beckett, Ibsen) or represented a break with the old form, (e.g., Stanislavski, Jerome Kern).	1.2.5.A.3

Code #	NJCCCS
1.2.5.A.1	<p><b>Content Statement:</b> Art and culture reflect and affect each other.</p> <p><b>Cumulative Progress Indicator:</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p>
1.2.5.A.2	<p><b>Content Statement:</b> Characteristic approaches to content, form, style, and design define art genres.</p> <p><b>Cumulative Progress Indicator:</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p>
1.2.5.A.3	<p><b>Content Statement:</b> Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p> <p><b>Cumulative Progress Indicator:</b> Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p>