

Welcome to ★ K-6 THEATRE INTEGRATION ★

FUN FACTS: MEET THE TEACHER

Mr. Duncan loves our Elk Meadows falcon family! Our students are the best!

Professionally, Mr. Duncan has an MA in Arts Administration and undergraduate teaching licenses in theatre, history, and geography. He has developed curriculum, created plays, and guest-lectured for organizations like Utah State University, Brigham Young University, and SCERA— his work reaching over 15,000 youth.



He and his wife live with their toddler daughter and two cats. They enjoy time in nature, travelling, and reading books together. Mr. Duncan especially likes folklore, baked goods, human geography, and relaxing “up north” in Minnesota— his wetsuit loves its annual dip in the Gichigami!

WHAT IS THEATRE INTEGRATION?

Only 4% of American elementary schools have some form of theatre. Less than 1% have a full-time program like at Elk Meadows. Utah is very unique! Our state’s Beverley Taylor Sorenson (BTS) Arts Grant provides schools with licensed arts integration teachers who combine traditional subjects with dance, theatre, music, or visual art education.

In our class, students learn language arts, social studies, science, and life skills as they act, design, create puppets, write, engage with stories, analyze media, and play improvisational drama games. Every K-6 student at Elk Meadows gets theatre integration during school hours.

BENEFITS OF AN INTEGRATED CURRICULUM

Studies show elementary schools with the BTS Arts Program achieved higher language arts and math scores than non-BTS Arts schools (The Utah Foundation, 2013). Students who receive theatre education miss less school and are more likely to graduate high school (N. Barry, J. Taylor, and Kwalls, 2002). They also score higher on the SAT: 65 points higher in the verbal component and 34 points higher in math (College Entrance Examination Board, 2005).

Theatre builds 21st century learning skills: critical thinking, communication, creativity, and collaboration. Students become more caring of others, increase in motivation and self-esteem, and are more prone to serve their community (Champions of Change, 1999; Catterall 1998). The benefits of theatre are both academic and personal!

FAQ: WILL WE PERFORM A PLAY?

Yes! This year, our school community has approved *Shrek (Kids Edition)*. This tuition-free, after school program is for fifth and sixth graders. Students are welcome to join as tech crew or actors. Look for more information, coming soon!



BEVERLEY
TAYLOR
SORENSEN
ARTS LEARNING
PROGRAM

Contact Information

spencer.duncan@jordandistrict.org

Classroom 110

CLASS RULES

Our theatre class has three rules:

- 1) **Respect the space.**
- 2) **Respect others.**
- 3) **Follow directions.**



Expectations for keeping the rules are modeled at the start of and throughout the school year. All students agree to our class policies and procedures.

OUR REWARDS SYSTEM

Each time students come to theatre, they may earn three class class points, one for each rule kept. To earn these points, students evaluate themselves with teacher approval.

Approximately six times a year, our class will have a reward day. On these days, students use their class points on the following rewards:

Nine points= educational drama games

Fifteen points= freeze dance party (school-appropriate music)

Eighteen points= Mr. Duncan does an “embarrassing” act of silliness invented by our students!

REMEDIES FOR MISBEHAVIOR

Respectful behavior is crucial for learning. If students break a class rule, they will receive:

First: a verbal warning/reminder

Second: Turn Around Time, a subject-related copywork break for an age-and developmentally-appropriate time, no more than 5-12 minutes of our 45-minute class

Third: Reflective Response, a worksheet or essay which allows them to reflect on their misbehavior and set goals for improvement (this may be completed the following class time)

Occasionally a class may participate in remedies all together, if remedies are needed for a significant number of students. Students “reset” or start over each time they come to theatre.

However, repeat or severe misbehavior may result in immediate Turn Around Times or Reflective Responses, visits with school administrators, or similar repercussions.

If students receive three Reflective Responses throughout the year, they will engage in alternate assignments for a set number of theatre classes, determined with administration approval.

Families and school administration will be notified of student behavior– including positive behavior– as necessary.

CLASSROOM LITERATURE AND MEDIA

Stories are foundational to theatre. Our class follows district policy as we explore a wide range of age- and developmentally-appropriate oral, written, and improvised narratives, including student-created work, chapter book excerpts, audio and visual recordings, scripts, and picture books. Mr. Duncan is happy to talk with families, answer questions, or develop individual accommodations.



SUPPORTING OUR PROGRAM AND THE BTS ARTS GRANT

Arts education only endures with your support. To show your state representatives you support our program’s existence, please visit btsarts.org. Click “Get Involved.” You will receive approx. two emails a year, and your voice will be accounted for when the Utah State Legislature discusses future funding of elementary school arts.