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, led teams, 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 daughter and two harness-trained 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 dips in the Gichigami!

WHAT IS THEATRE INTEGRATION?

Historically, only 4% of American elementary schools have had some form of theatre education: less than 1% with 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?

Traditionally, Elk Meadows has done an after-school musical for grades 5-6 every other year. Last year, we performed *Shrek the Musical (Kids Edition);* this year is our "off-year." Students will still have informal performance opportunities during class. If your child is interested in community theatre opportunities around Salt Lake Valley, feel free to ask Mr. Duncan for a list of resources.

ELK MEADOWS
ELEMENTARY
K-6 THEATRE ARTS INTEGRATION

BTS ARTS
BEVERLEY TAYLOR SORENSON ARTS LEARNING PROGRAM

Contact Information

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Classroom 110

CLASS RULES

Our theatre class has three rules:

1) Respect the space.
2) Respect each other.
3) Follow directions.

These rules follow our school goal to be "safe, kind, and fair." Expectations for keeping the rules are modeled at the start of and throughout the school year.

OUR REWARDS SYSTEM

Each time students come to theatre, they may earn three 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 rewards days. 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= silver star… one star earns a bonus point towards the end of the year competition*; if a class earns two stars, Mr. Duncan does an "embarrassing" act of silliness invented by our students!

**In May, Mr. Duncan hosts a special party for the K-6 class with the most points in theatre all year.*

REMEDIES FOR MISBEHAVIOR

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

First: a kind, 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 template (depending on age/ability) that guides students to reflect on their behavior and set personal goals for improvement; this may be completed in multiple class sessions and will be reviewed by Mr. Duncan and the student

Occasionally a class may participate in remedies all together, if remedies are needed for a significant number of students. Exempting work on Reflective Responses, students "reset" or start over each time they come to class. However, severe or repeated misbehavior may result in immediate Turn Around Times or Reflective Responses, visits with school administrators, or similar repercussions.

Families and school administration will be notified of student behavior– including positive behavior– as necessary. Mr. Duncan loves to spotlight what makes our students uniquely wonderful!

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. We are thankful for all that the Utah legislature has done for arts education. To show your state representatives you support our program's existence, please visit btsarts.org. Click "Get Involved." You will receive a handful of emails a year, and your voice will be accounted for when the Utah State Legislature discusses future funding of elementary school arts.