

First Six Weeks

I. INTERPRETING THE DRAMA

- A. Historical/Cultural aspects
 - 1. Explain how drama depicts life and authentic history/culture
 - 2. Explain how drama influences social changes
 - 3. Explain how history and culture influence drama
 - 4. Explain how the works of exemplary artists/dramatic writers throughout time can enhance education today
 - 5. Explain how style, theme, and dramatic elements vary
- B. Critique Criteria
 - 1. Discuss the components of drama (discussion)
 - 2. Use factual information/make knowledge-based decisions (analysis)
 - 3. Explain feelings, ideas, and personal preferences/make aesthetic interpretations
 - 4. Make personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects
 - 5. Use theatre language when interpreting/assessing drama

II. PRODUCING AND PERFORMING – CREATIVE DRAMATICS

- A. Creative Drama
 - 1. Mirror another person's body
 - 2. Demonstrate physical characteristics of a person, animal, or thing
 - 3. Move in a manner of described character
 - 4. Use physical acting skills such as body alignment, isolation, rhythm, and character development
- B. Dramatic Interpretation
 - 1. Create and sustain a believable character throughout a scripted or improvisational scene
 - 2. Describe and analyze in written and oral form character wants, needs, and personality characteristics
- C. Puppetry, Shadow, Play, and Mask
 - 1. Name and explain differences among the 5 basic puppet types
 - 2. Use imagination to design and make an original puppet
 - 3. Animate a puppet character
 - 4. Experiment with puppet voices
 - 5. Write a puppet script with original dialogue
 - 6. Create a shadow character
 - 7. Use movement to project characterization
 - 8. Explore characterization and improvisation while wearing a mask
 - 9. Use movement to communicate attitudes, feelings, moods while wearing a mask
 - 10. Use imagination to design a unique mask
 - 11. Make an original mask
- D. Pantomime
 - 1. Incorporate physical, emotional, and social dimensions using pantomime techniques to create the illusion of concrete objects as well as characters and scenes
 - 2. Pantomime/mime literary selections such as fairy tales, poetry, skits, or stories
 - 3. Create a story pantomiming specific actions while using the body to express ideas, emotions, and characters with a good beginning, middle, and end
- E. Storytelling
 - 1. Prepare and tell one or more personal/family stories; discuss how everyone has personal stories
 - 2. Use effective storytelling techniques

First Six Weeks

- F. Artistic discipline
 - 1. Work collaboratively with others to create a drama
 - 2. Show appropriate respect for the safety and maintenance of the work space and tools
 - 3. Demonstrate social discipline in dramatic activities
 - 4. Practice good audience behavior

Second Six Weeks

I. INTERPRETING THE DRAMA

- A. Historical/Cultural aspects
 - 1. Explain how characters depict life and authentic history/culture
 - 2. Explain how characters influence social opinion
 - 3. Explain how history and culture influence characterization
 - 4. Explain how the works of exemplary actors/actresses throughout time can enhance education today
 - 5. Explain how style, theme, and dramatic elements vary
- B. Critique Criteria
 - 1. Discuss the components of characterization (discussion)
 - 2. Use factual information/make knowledge-based decisions (analysis)
 - 3. Explain feelings, ideas, and personal preferences/make aesthetic interpretations
 - 4. Make personal decisions about the artistic merit of various characters in dramatic works
 - 5. Use theatre language when interpreting/assessing characterization

II. PRODUCING AND PERFORMING - CREATING THE CHARACTER

- A. Characterization
 - 1. Pretend to be someone else, creating a character based on scripted material or improvisation using props, costumes, and imagery
 - 2. Create character through physical movement, sound/speech, and facial expression
 - 3. Imagine and clearly describe characters, their relationships, and environments
 - 4. Memorize lines, listen, observe, and respond in character to other actors
- B. Voice and Diction
 - 1. Demonstrate understanding of the function and importance of relaxation and breathing
 - 2. Participate in drills, exercises, and activities for developing and improvising relaxation and breathing techniques
- C. Physical Movement
 - 1. Use physical acting skills such as body alignment, isolation, control of body parts, and rhythms to develop characterization
 - 2. Participate in both rhythmic and expressive activities
- D. Authentic Evaluation/Artistic Discipline
 - 1. Share comments both constructively and supportively within the group
 - 2. Explain strengths and weaknesses of your own work

Third Six Weeks

I. INTERPRETING THE DRAMA

- A. Historical/Cultural aspects
 - 1. Explain how dramatic works depicts life and authentic history/culture
 - 2. Explain how dramatic works influence social changes
 - 3. Explain how history and culture influence dramatic works
 - 4. Explain how the works of exemplary playwrights/screenwriters throughout time can enhance education today
 - 5. Explain how style, theme, and dramatic elements vary
- B. Critique Criteria
 - 1. Discuss the components of dramatic writing (discussion)
 - 2. Use factual information/make knowledge-based decisions (analysis)
 - 3. Explain feelings, ideas, and personal preferences/make aesthetic interpretations
 - 4. Make personal decisions about the artistic merit of the various aspects of dramatic literature
 - 5. Use theatre language when interpreting/assessing dramatic literature

II. PRODUCING AND PERFORMING - STRUCTURING THE DRAMA

- A. Key Elements of a Play
 - 1. Explain spectacle (the visible part of a play)
 - 2. Explain sound (the audible part of a play)
 - 3. Explain diction (language)
 - 4. Explain character (person in a play)
 - 5. Explain reasoning (emotions and speech essentials)
 - 6. Explain plot (action and events)
- B. Plot Structure
 - 1. Demonstrate understanding of the dramatic structure of a play including plot, exposition, conflict, climax, theme, acts, scenes, antagonist, and protagonist
 - 2. Explain character relationships in selected scenes
 - 3. Develop a story using the 5 Ws (ideas: Language story or character, historical event, person)
 - 4. Read plays from variety of cultures and history identifying set characters, plot, themes, and conflicts
 - 5. Write and perform a monologue for an inventive or historical character
- C. Staging the Play
 - 1. Use stage terminology to include blocking and stage directions
 - 2. Explain how costumes, props, and make-up enhance a stage production
- D. Videotaping for Evaluation
 - 1. Explain the meaningful integration of visual and performing art concepts and skills
 - 2. Video and critique personal performances