

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 history and vice versa
 3. Explain contributions of exemplary actors, playwrights, screenwriters, directors, etc.
 4. Explain how style, theme and dramatic elements vary
- B. Critique Criteria
 1. Discuss the components/elements of a drama (discussion)
 2. Make knowledge-based decisions
 3. Express personal preferences about dramatic works (aesthetic decisions)
 4. Use theatre language when interpreting/assessing drama
 5. Make personal decisions about the artistic merit of dramatic works (judgment about quality)

II. PRODUCING AND PERFORMING – SELF-ACTUALIZATION

- A. Storytelling
 1. Demonstrate understanding of the historical significance of storytelling
 2. Participate in “round robin” storytelling
 3. Tell personal stories relating to family, events, or experiences
- B. Theatre Games
 1. Participate in theatre games aimed at overcoming stage fright
 2. Participate in theatre game aimed at improving memory/recall
 3. Participate in theatre games aimed at improving vocal skills and diction
- C. Interpretation
 1. Read a poem with expression
 2. Participate in group reading/interpretation of a play using vocal expression
 3. Interpret a short speech/monologue from history using vocal expression
- D. Pantomime/Mime
 1. Demonstrate understanding of Pantomime/mime
 2. Explain similarities and differences between mime and pantomime
 3. Prepare and present individual and group pantomime exercises
- E. Improvisation
 1. Understand the process of improvisation
 2. Improvise action and dialogue
 3. Create theatre (script and production) using appropriate technique through group effort or improvisational skills for character creation and exploration, story line, development and spontaneity
- F. Artistic Discipline
 1. Demonstrate social discipline in dramatic activities working individually and collaboratively with others
 2. Show appropriate respect for safety and maintenance of the work space and tools
 3. Practice and develop organizational skills
 4. Practice all activities with sincerity and enthusiasm
 5. Use respect for yourself and others to develop self-awareness through observation and good partner feedback
 6. Practice good audience etiquette

Second Six Weeks

I. INTERPRETING THE DRAMA

- A. Historical/Cultural Aspects
 - 1. Explain how characterization depicts real life
 - 2. Explain how characters can influence social opinions
 - 3. Explain contributions of exemplary actors and dramatic works
 - 4. Explain how style, theme and dramatic elements influence the development of characters
- B. Critique Criteria
 - 1. Discuss the elements of characterization (discussion)
 - 2. Make knowledge-based decisions about characters in specific dramatic works
 - 3. Express personal preferences about character portrayal in specific roles (aesthetic decisions)
 - 4. Use theatre language when interpreting/assessing characterization
 - 5. Make personal decisions about the artistic merit of character roles in film and stage (judgment about quality)

II. PRODUCING AND PERFORMING - CHARACTERIZATION

- A. Characterization
 - 1. Demonstrate understanding of the process of characterization
 - 2. Employ physical and vocal skills to create believable characters
 - 3. Improvise characters, dialogue, and actions which focus on the development and resolution of dramatic conflicts
 - 4. Observe people and their movements to develop original, stock, or stereotypical characters
- B. Monologue
 - 1. Read monologues with expression
 - 2. Write and perform a monologue using vocal and physical characterization
- C. Voice and Diction
 - 1. Demonstrate understanding of the function and importance of quality, pitch, and flexibility
 - 2. Participate in drills, exercises, and activities for developing and improving the voice quality, pitch, flexibility, inflection, rhythm, and breath control
 - 3. Demonstrate understanding of the function and importance of articulation, pronunciation, volume, and rate
 - 4. Participate in drills, exercises, and activities that develop articulation, pronunciation, volume, and rate
- D. Physical Movement
 - 1. Use physical acting skills such as body alignment, isolation, control of body parts, and rhythms to develop characterizations
 - 2. Demonstrate ensemble skills
 - 3. Utilize entrances and exits for full characterization, as well as for maintaining and creating a reality on stage
 - 4. Use physical energy to produce sparkle, freshness, and spontaneity in various roles
- E. Costuming
 - 1. Explain the importance of costume for creating a character
 - 2. Sketch costumes for a script
 - 3. Select appropriate costume for a specific script
- F. Makeup
 - 1. Explain the significance of makeup when creating a specific character
 - 2. Demonstrate understanding of applying makeup for a skit
 - 3. Discuss the use of makeup for film roles vs. stage roles

Second Six Weeks

G. Props and Accessories

1. Explain the use of props and accessories when creating a character for a specific role
2. Create sketches of costumes which include props and accessories
3. Select props and accessories for a specific character portrayal

Third Six Weeks

I. INTERPRETING THE DRAMA

A. Historical/Cultural Aspects

1. Explain how dramatic literature depicts life and authentic history/culture
2. Explain how dramatic literature influences history and vice versa
3. Explain contributions of exemplary playwrights and screenwriters
4. Explain how style, theme and design elements vary in dramatic literary works

B. Critique Criteria

1. Discuss the components/elements of a dramatic work (discussion)
2. Make knowledge-based decisions about samples of dramatic literature
3. Express personal preferences about dramatic works (aesthetic decisions)
4. Use theatre language when interpreting/assessing dramatic works
5. Make personal decisions about the artistic merit of dramatic works (judgment about quality)

II. PRODUCING AND PERFORMING - STRUCTURING THE DRAMA

A. Key Elements of a Play

1. Demonstrate understanding of the play elements:
 - a. spectacle (the visible part of a play)
 - b. sound (the audible part of a play)
 - c. diction (language)
 - d. character (person in a play)
 - e. reasoning (emotions and speech essentials)
 - f. plot (action and events)
2. Use essential elements in original performances

B. Plot Structure

1. Differentiate among several types of plays including tragedy, comedy and melodramas
2. Research a play from a specific time period to determine character analysis, costuming, set design, and social relationships
3. Explain the narrative essentials for a play such as the 5 Ws, atmosphere, and mood
4. Analyze a story, literature, or play to explain plot structure including preliminary situation, initial incident, rising action, climax, falling action, conclusion, and recognize the structure of the play in a dramatic script
5. Evaluate character relationships in the development of a story or play through the dialogue

C. Story Development

1. Write a short story that has a definite beginning, middle, and ending
2. Demonstrate understanding of story elements:
 - a. introduction of characters
 - b. rising action
 - c. climax/turning point
 - d. falling action
 - e. resolution
3. Engage in rewrites based on critique

Third Six Weeks

- D. Playwriting
 - 1. Use original story as beginning of a three-scene, one-act play
 - 2. Outline each scene by descriptions of each action, i.e., John enters door on stage left, John speaks to Mary about the events of Saturday night, Mary made excuses for her decisions, etc.
 - 3. Develop dialogue by acting out each scenario with a classmate (using a tape recorder on the final take)
 - 4. Practice written dialogue in front of peers and revise based on critique
 - 5. Mark final script for technology integration, director's notes, and character instructions
 - 6. Select best of the scripts to perform as a class project
- E. Staging the Play
 - 1. Explain the rules and responsibilities of stage cast, crew, and management
 - 2. Demonstrate understanding of roles of cast and crew, director, auditions, casting, and rehearsals
 - 3. Explain copyright and royalties
 - 4. Demonstrate script marking and demonstrate blocking
- F. Play Performance
 - 1. Collaborate to create, develop, perform, and execute a play for informal presentations
 - 2. Demonstrate ability to cooperate with directors, making staging choices (blocking, movement, choreography) to convey the meaning of scripted scenes
- G. Artistic Discipline
 - 1. Develop and use criteria for evaluating dramatic presentation
 - 2. Revise and refine work based on feedback collected through a variety of tools such as rehearsal, notes, video/audio tape, and scoring rubrics
- H. Technical Theatre
 - 1. Differentiate between electronic media presentations to live performances
 - 2. Explain a wide range of occupations and careers associated with staged drama and film
- I. Technical Support
 - 1. Explain visual art aspects of set design, costume design, and makeup
 - 2. Explain significance of sound, lighting and theatre management to the success of productions
 - 3. Design a light and sound layout for original play
- J. Portfolio Selection