## COURSE WIDE ENDURING UNDERSTANDING (Cornerstones)

### CREATING
- Script writing is based on personal experience, prior knowledge, literature and imagination and helps to understand play structure.
- Role playing develops the mind, body and voice as a creative instrument.

### PERFORMING/PRESENTING/PRODUCING
- Training in motion and communication is necessary for successful drama presentations.
- Performers need to develop vocal and body control for communicating artistic expression and to communicate action and reaction.

### CONNECTING
- Drama is a reflection of history and culture.
- Understanding the world’s historical events helps to portray the drama medium of that time period.

### RESPONDING
- Comparing and contrasting various types of theatrical works can create diverse actors that are well rounded.
- Critical analysis of character, plot, theme and technical aspect of the play are integral to the dramatic concept.

## COURSE WIDE ESSENTIAL QUESTIONS

### CREATING
- How can writing a script help an actor understand himself/herself and others?
- How are voice and movement used to develop a role?

### PERFORMING/PRESENTING/PRODUCING
- How does a performer prepare for stepping onto the stage?
- How do performers prepare and use their bodies for presentations?

### CONNECTING
- How does culture affect drama through history?
- How does drama bridge cultural diversity?
- How have the events in history molded drama?

### RESPONDING
- Why is it important for an actor to perform in various types of theatrical performances?
- Why is it important to understand a character’s motive?
Drama 1A is organized into four broad units:
1) Theatre History and Culture
2) Skill Building/Acting
3) Performance and Audience Etiquette
4) Critique/Analysis/Writing

Essential Skills
- Creative thinking
- Problem solving
- Public speaking
- Invention
- Empathy
- Team building
- Self-confidence
- Personal interaction
- Invention
- Critical analysis
- Non-verbal communication
- Self-management
- Work skills
- Study skills
- Interpret different points of view
- Organize information
- Acting
- Imagination
- Role play

UNIT: THEATRE HISTORY AND CULTURAL TOPICS:

Unit Synopsis:
For students to gain a meaningful understanding of the dramatic arts, they need to have strong familiarity with the role of performing arts in society. Drama is influenced by culture as well as the time in history it was written. Various forms of drama from the Greeks to the 19th century will be studied to help students understand these influences. Students will then be able to explore the connections between the past and present and relate them to their own dramatic expression.

Topics:
- Play Structure
- Parts of the stage
- Stage terminology
Enduring Understanding and Focus Questions
1) Drama is a reflection of history and culture.
   a. How does culture affect drama through history?
   b. How does drama bridge cultural diversity?
   c. How does drama reflect the lives of people in the past?
2) Understanding the world’s historical events helps to portray the drama medium of that time period.
   a. How have the events in history molded drama?
   b. What were the different types of drama performed in the past?
   c. Why is it important to research a time period for dramatizations?
   d. Why are some shows performed over and over again throughout history?
3) Cultural and historical research supports artistic choices in the set, costume, sound, lighting, props, make-up, etc.
   a. How did technology change the methods of dramatic expression?
   b. What are the different forms of drama today?
   c. What does the modern forms of drama reveal about today’s society?
   d. How did theatrical styles in the past influence those cultures?
4) Knowledge of dramatic arts and theatre leads to a lifelong appreciation and active interest in the Arts.
   a. What careers are available in the dramatic arts and theatre?
   b. What role does theatre play in a community?
   c. What are some ways that people support the dramatic arts?

Learning Activities and Assessments
Theatre History Group Presentation:
The members of a small group are assigned the same time in theatre history. Together they will put together a presentation for the class about an era in theatre history.
Your presentation should include:
1) An oral presentation of the Major Contributions, Costumes, Theatre Facilities, and Playwrights and acting styles of the era. Each group member should speak/contribute to the presentation.
2) A power point showing each area
3) An example of Costumes worn.
4) A special project. Such as – a handout, give away, game, food item. Anything extra to make your presentation memorable.
   THINK OUTSIDE THE BOX – TIME TO BE CREATIVE!
5) Each Member will follow the presentation with a short (1 minute) monologue from the era.
Assessment: Teacher will evaluate with the rubric and verbal feedback.
Theatre History Monologue:
Students will research and select a monologue from a play, written in the era of their theatre history presentation. The monologue must have been written for stage performance. Monologue must be 1 minutes to 2 minutes in length.

Assessment: Teacher will evaluate with the rubric and verbal feedback.

UNIT: SKILL BUILDING AND ACTING

Unit Synopsis:
For students to gain a rigorous understanding of the interactions and processes of drama, role-playing and staging the shows are necessary. Students will practice body and voice control skills by participating in warm-up activities. The learners will interpret scripts to act out designated roles. Drama is a form of art requiring preparation, practice and participation. It provides opportunities that promote creativity and imagination.

Topics:
- Body Control/warm-ups
- Voice Control/warm-ups
- Use of imagination
- Collaboration
- Role Playing
- Blocking
- Memorization
- Script Interpretation
- Focus/concentration

Enduring Understanding Focus Questions

1) Training in motion and communication is necessary for successful drama presentations.
   a. How do performers choose the method of acting for a particular performance?
   b. What are the different methods of training in drama?
   c. What background work does a performer in preparation for a role do?
   d. How does a performer prepare for stepping onto the stage?
   e. How do you control stage fright through relaxation techniques?
2) Performers need to develop vocal and body control for communicating artistic expression and to communicate action and reaction.
   a. How do movements, gestures, and expressions help improve and support a scene?
   b. How do performers prepare and use their bodies for presentations?
   c. How does posture, breathing and voice control affect a performance?
3) Role playing develops the mind, body and voice as a creative instrument.
   a. How are voice and movement used to develop a role?
b. Why is it important to create a personality and a background for a character?

**Learning Activities and Assessments**

Theatre Games and activities: Simple Actions, Leading With, Walking Through, Hunter Huntee, Baseball Game, Glass Sheets/ Pen & Paper, Contracts, Memory Object, Food Recreation, Character Recreation,

Assessment: Teacher will evaluate with verbal feedback.

**UNIT: PERFORMANCE AND AUDIENCE ETIQUETTE**

**Unit Synopsis:**
The performers and the audience have an interactive relationship for drama to reach its’ artistic objective. This relationship must be understood by students of drama to be fully successful in this field. Students will learn that different performance styles require different behaviors for both the performer and the audience.

**Topics:**
Types of audiences  
Types of performances  
Audience etiquette  
Performance etiquette

**Enduring Understanding and Focus Questions**
1) Societal standards of theatre production are learned by attending performances as well as participating in a drama performance.
   a. How can an audience enrich a performance?
   b. How do the events of current times influence the understanding of a dramatic work?
2) Performance expectations are culturally derived and vary according to dramatic forms.
   a. How do performers relate to each other on stage in order to influence audience’s response?
   b. How can performers give a show a lasting effect on an audience?
   c. Why is it important for the audience to know how to respond to a performance?
   d. What makes a group of people identify with a particular show?
3) Performing can develop responsible behavior and social discipline, as well as a respect for the Arts.
   a. How will being a part of a performance help you in your life?
   b. How do cooperation, communication, self-esteem and sympathy apply in theatre and real life?

**Learning Activities and Assessments**

Monologues: Dramatic and Comedic
Students will research and select a monologue from a contemporary play that has been professionally produced for stage to perform in class. Monologue must be 1 ½ minutes to 2 ½ minutes in length. Students will present their monologue two times in front of the class. For the first presentation, students do not need to be memorized; however, they must show that they are applying techniques learned in class, such as character development and text analysis. The first presentation is used as a work through with the teacher. After this first presentation, students will receive notes from both the teacher and fellow students. They are expected to apply these notes in their second and final performance. The first presentation will not be graded. For the second and final presentation, students are expected to be totally memorized and are not permitted to call “line” or break character during their performance. They must also show that they have applied all notes from first presentation. Each presentation will be graded on the following criteria:

Assessment: Teacher will evaluate with written and verbal feedback.

Original Monologue:
Students will perform a monologue in class that they have written. Monologue must be 1 ½ minutes to 2 minutes in length. Students will need to rehearse outside of class. Some class time will be given to students for rehearsals. Students will present their monologue two times in front of the class. For the first presentation, students do not need to be memorized; however, they must show that they are applying techniques learned in class, such as character development and text analysis. The first presentation is used as a work through with the teacher. After this first presentation, students will receive notes from both the teacher and fellow students. They are expected to apply these notes in their second and final performance. The first presentation will not be graded. For the second and final presentation, students are expected to be totally memorized and are not permitted to call “line” or break character during their performance. They must also show that they have applied all notes from first presentation. Each presentation will be graded on the following criteria:

Assessment: Teacher will evaluate with written and verbal feedback.

Text Analysis: This paper is in two sections.
The first section describes your monologue. Identify the character and any preexisting relationship, identify the setting and situation, and then summarize the action of the scene.
The second section separate your monologue into “BEATS” then create a 3 column template for each of your character’s “BEATS”
Colum One: Re-type the actual line as written in the script
Colum Two: Type, in your own words, what your character really means by this line. This is your character’s subtext and should indicate your character’s actual objective
Critical Review of a Live Performance:
See two theatre productions featuring acting; one a S.I. performing Arts Production, the other from the Bay Area Theatre Community. (Circus and cabaret show do not qualify) You must attend during this semester. Shows seen in the previous semester can qualify if you still have a ticket stub. Write 2-3 page reaction to each production. Your paper should NOT be a plot summary or a simple description of the show. Paper should be your reaction to the show and any observations or opinions you made.

Assessment: Teacher will evaluate each paper with a rubric.

UNIT: CRITIQUE / ANALYSIS / WRITING

Unit Synopsis:
Evaluation, critique, and analysis are all important components in understanding how drama works. When students are writing about and comparing and contrasting various styles of theatre performances, it helps them develop a creative awareness that improves their own performances. Students will research various aspects of a play and its characters to prepare for a performance. They will also do evaluations of other performances and their own performances which will employ the use of higher thinking and problem solving skills.

Topics:
- Compare/contrast various theatrical works
- Peer evaluation
- Self evaluation
- Script writing
- Multimedia
- Improvisation
- Character analysis
- Research

Enduring Understanding and Focus Questions
1) Evaluation and self evaluation is a critical component for improving and appreciating the aesthetics of a performance.
   a. How can self evaluations help actors improve their performances?
   b. How can evaluations of others’ performances help actors improve their own performances?
   c. How does evaluation help improve confidence?
   d. How can evaluating performances help an actor?
2) Comparing and contrasting various types of theatrical works can create diverse actors that are well rounded.
a. What are some characteristics of comedies vs. tragedies?
b. How can an actor portray a comedy or a tragedy?
c. Why is it important for an actor to perform in various types of theatrical performances?

3) Critical analysis of character, plot, theme and technical aspect of the play are integral to the dramatic concept.
   a. Why is it important to understand a character’s motive?
   b. How could you portray a character to show the author’s intent?
   c. Why is it important to be familiar with all aspects of a play?

4) Script writing is based on personal experience, prior knowledge, literature and imagination and helps to understand play structure.
   a. How do your personal experiences affect your script writing?
   b. How can writing a script help an actor understand himself/herself and others?
   c. Why can script writing help make you a better actor?

Text Analysis: This paper is in two sections.
   The first section describes your monologue. Identify the character and any preexisting relationship, identify the setting and situation, and then summarize the action of the scene.
   The second section separate your monologue into "BEATS" then create a 3 column template for each of your character's "BEATS"
   Colum One: Re-type the actual line as written in the script
   Colum Two: Type, in your own words, what your character really means by this line. This is your character's subtext and should indicate your character's actual objective
   Colum Three: Find on word that would best sums up the subtext.

Assessment: Teacher will evaluate with written.

Original Written Monologue:
   Students will write an original monologue to perform in class. Monologue must be 1 ½ minutes to 2½ minutes in length. The content of the monologue is up to the student. Sensitive subject matter and bad language must be approved by the teacher. The students must submit the monologue in writing and it must follow the class policies for paper formatting.

Assessment: Teacher will evaluate with written.

Critical Review of a Live Performance:
   See two theatre productions featuring acting; one a S.I. performing Arts Production, the other from the Bay Area Theatre Community. (Circus and cabaret show do not qualify) You must attend during this semester. Shows seen in the previous semester can qualify if you still have a ticket stub. Write 2-3 page reaction to each production. Your paper should NOT be a plot summary or a simple description of the show. Paper
should be your reaction to the show and any observations or opinions you made.

Assessment: Teacher will evaluate each paper with a rubric.
Drama 1B is organized into four broad units:
1) Theatre History and Culture
2) Skill Building/Acting
3) Performance and Audience Etiquette
4) Critique/Analysis/Writing

**Essential Skills**
- Creative thinking
- Problem solving
- Public speaking
- Invention
- Empathy
- Team building
- Self-confidence
- Personal interaction
- Invention
- Critical analysis
- Non-verbal communication
- Self – management
- Work skills
- Study skills
- Interpret different points of view
- Organize information
- Acting
- Imagination
- Improvisation
- Role play

**UNIT: THEATRE HISTORY AND CULTURAL TOPICS:**

**Unit Synopsis:**
For students to gain a meaningful understanding of the dramatic arts, they need to have strong familiarity with the role of performing arts in society. Drama is influenced by culture as well as the time in history it was written. Playwrights from the 20th century and their works will be studied to help students understand these influences. Students will then be able to explore the connections between the past and present and relate them to their own dramatic expression.

**Topics:**
Enduring Understanding and Focus Questions
5) Drama is a reflection of history and culture.
   a. How does culture affect drama through history?
   b. How does drama bridge cultural diversity?
   c. How does drama reflect the lives of people in the past?
6) Understanding the world’s historical events helps to portray the drama medium of that time period.
   a. How have the events in history molded drama?
   b. What were the different types of drama performed in the past?
   c. Why is it important to research a time period for dramatizations?
   d. Why are some shows performed over and over again throughout history?
7) Cultural and historical research supports artistic choices in the set, costume, sound, lighting, props, make-up, etc.
   a. How did technology change the methods of dramatic expression?
   b. What are the different forms of drama today?
   c. What does the modern forms of drama reveal about today’s society?
   d. How did theatrical styles in the past influence those cultures?
8) Knowledge of dramatic arts and theatre leads to a lifelong appreciation and active interest in the Arts.
   a. What careers are available in the dramatic arts and theatre?
   b. What role does theatre play in a community?
   c. What are some ways that people support the dramatic arts?

Learning Activities and Assessments
Playwright Group Project: Students in a small group will be assigned a famous Playwright of the 20th Century. Together they will put together a presentation for the class about the playwright.
   The presentation will include:
   6) An oral presentation of the Biography, Theatre History, and Major Achievements Each group member must speak/contribute to the presentation.
   7) PowerPoint with pictures of the playwright, quotations, or interesting facts.
   8) Presentations will also include a live demonstration of the playwright’s work. A short scene. Each group member must have an equal role in the scene.
   9) An evaluation of the project. A self reflection and critique of each member.
Assessment: Teacher will evaluate with the rubric and verbal feedback.
UNIT: SKILL BUILDING AND ACTING

Unit Synopsis:
For students to gain a rigorous understanding of the interactions and processes of drama, role-playing and staging the shows are necessary. Students will practice body and voice control skills by participating in warm-up activities. The learners will interpret scripts to act out designated roles. Drama is a form of art requiring preparation, practice and participation. It provides opportunities that promote creativity and imagination.

Topics:
- Body Control/warm-ups
- Voice Control/warm-ups
- Use of imagination
- Collaboration
- Role Playing
- Blocking
- Memorization
- Script Interpretation
- Improvisation
- Focus/concentration

Enduring Understanding Focus Questions
4) Training in motion and communication is necessary for successful drama presentations.
   a. How do performers choose the method of acting for a particular performance?
   b. What are the different methods of training in drama?
   c. What background work does a performer in preparation for a role do?
   d. How does a performer prepare for stepping onto the stage?
   e. How do you control stage fright through relaxation techniques?
5) Performers need to develop vocal and body control for communicating artistic expression and to communicate action and reaction.
   a. How do movements, gestures, and expressions help improve and support a scene?
   b. How do performers prepare and use their bodies for presentations?
   c. How does posture, breathing and voice control affect a performance?
6) Improvisation is important in the expression of higher level and divergent thinking and problem solving.
   a. How do acting skills help with improvisational scenes?
   b. How do improvisation activities prepare an actor for a scripted scene?
   c. Why is it difficult to do improvisation?
7) Role playing develops the mind, body and voice as a creative instrument.
   a. How are voice and movement used to develop a role?
   b. Why is it important to create a personality and a background for a character?
**Learning Activities and Assessments**

Improvisation Games: Ball Toss, Brain Freeze, Yes And, Who What Where, Stand Sit Kneel, Questions, Bring back the Gift, Freeze Tag, group Freeze Tag, Blind Freeze Tag, I Me My, Understudy, Four Square, and Movie Flashback.

Assessment: Teacher will evaluate a final Improv scene with the rubric and verbal feedback.

**UNIT: PERFORMANCE AND AUDIENCE ETIQUETTE**

**Unit Synopsis:**
The performers and the audience have an interactive relationship for drama to reach its' artistic objective. This relationship must be understood by students of drama to be fully successful in this field. Students will learn that different performance styles require different behaviors for both the performer and the audience.

**Topics:**
- Types of audiences
- Types of performances
- Audience etiquette
- Performance etiquette
- Research
- Multimedia

**Enduring Understanding and Focus Questions**

4) Societal standards of theatre production are learned by attending performances as well as participating in a drama performance.
   a. How can an audience enrich a performance?
   b. How do the events of current times influence the understanding of a dramatic work?

5) Performance expectations are culturally derived and vary according to dramatic forms.
   a. How do performers relate to each other on stage in order to influence audience’s response?
   b. How can performers give a show a lasting effect on an audience?
   c. Why is it important for the audience to know how to respond to a performance?
   d. What makes a group of people identify with a particular show?

6) Performing can develop responsible behavior and social discipline, as well as a respect for the Arts.
   a. How will being a part of a performance help you in your life?
   b. How do cooperation, communication, self-esteem and sympathy apply in theatre and real life?
Learning Activities and Assessments
Etude, Dramatic, and Comedic Scene. In pairs, students will research, rehearse memorize and perform a scene from each style. 
Assessment: Teacher will evaluate each final scene with the rubric and verbal feedback.

Text Analysis: A paper in three sections.
1) The first section describes your scene. Identify the character and any preexisting relationship, identify the setting and situation, and summarize the action of the scene. Should be 1 – 2 pages long
2) The second section lists the furniture needed and a prop list
3) Section Three creates a 4 columns template for each line in the scene
   For each of your lines
   1. Re-type the line as written in the script;
   2. Type, in your own words, what your character really means by this line. This is your character's subtext and should indicate your character's actual objective;
   3. Indicate any blocking / movement / gesture that accompanies the line and why it happens.
   For each of your partner’s lines
   1. Re-type the line as written in the script;
   2. Type, in your own words, what your character really hears when the other character says this line. This indicates how your character should react to what he/she hears or sees and motivates your next line;
   3. Indicate any of your blocking / movement / gesture that accompanies the line and why it happens.

Assessment: Teacher will evaluate each paper with a rubric.

Critical Review of a Live Performance: See two theatre productions featuring acting; one a S.I. performing Arts Production, the other from the Bay Area Theatre Community. (Circus and cabaret show do not qualify) You must attend during this semester. Shows seen in the previous semester can qualify if you still have a ticket stub. Write 2-3 page reaction to each production. Your paper should NOT be a plot summary or a simple description of the show. Paper should be your reaction to the show and any observations or opinions you made.

Assessment: Teacher will evaluate each paper with a rubric.

UNIT: CRITIQUE / ANALYSIS / WRITING

Unit Synopsis:
Evaluation, critique, and analysis are all important components in understanding how drama works. When students are writing about and comparing and contrasting various styles of theatre performances, it helps them develop a creative awareness that improves their own performances. Students will research various aspects of a play and
its characters to prepare for a performance. They will also do evaluations of other performances and their own performances which will employ the use of higher thinking and problem solving skills.

**Topics:**
- Compare/contrast various theatrical works
- Peer evaluation
- Self evaluation
- Character analysis

**Enduring Understanding and Focus Questions**
5) Evaluation and self evaluation is a critical component for improving and appreciating the aesthetics of a performance.
   a. How can self evaluations help actors improve their performances?
   b. How can evaluations of others’ performances help actors improve their own performances?
   c. How does evaluation help improve confidence?
   d. How can evaluating performances help an actor?
6) Comparing and contrasting various types of theatrical works can create diverse actors that are well rounded.
   a. What are some characteristics of comedies vs. tragedies?
   b. How can an actor portray a comedy or a tragedy?
   c. Why is it important for an actor to perform in various types of theatrical performances?
7) Critical analysis of character, plot, theme and technical aspect of the play are integral to the dramatic concept.
   a. Why is it important to understand a character's motive?
   b. How could you portray a character to show the author's intent?
   c. Why is it important to be familiar with all aspects of a play?

**Text Analysis: A paper in three sections.**
4) The first section describes your scene. Identify the character and any preexisting relationship, identify the setting and situation, and summarize the action of the scene. Should be 1 – 2 pages long.
5) The second section lists the furniture needed and a prop list.
6) Section Three creates a 4 columns template for each line in the scene.
   For each of your lines
   1. Re-type the line as written in the script;
   2. Type, in your own words, what your character really means by this line. This is your character's subtext and should indicate your character's actual objective;
   3. Indicate any blocking / movement / gesture that accompanies the line and why it happens.
   For each of your partner’s lines
   1. Re-type the line as written in the script;
   2. Type, in your own words, what your character really hears when the
other character says this line. This indicates how your character should react to what he/she hears or sees and motivates your next line;
3. Indicate any of your blocking / movement / gesture that accompanies the line and why it happens.
Assessment: Teacher will evaluate each paper with a rubric.

Critical Review of a Live Performance: See two theatre productions featuring acting; one a S.I. performing Arts Production, the other from the Bay Area Theatre Community. (Circus and cabaret show do not qualify) You must attend during this semester. Shows seen in the previous semester can qualify if you still have a ticket stub. Write 2-3 page reaction to each production. Your paper should NOT be a plot summary or a simple description of the show. Paper should be your reaction to the show and any observations or opinions you made.

Assessment: Teacher will evaluate each paper with a rubric.