

DVUSD Exploratory Curriculum

Course: Middle School Drama

Course Description: This course explores the fundamental of drama from the aspects of history, performance, script development, and production design. The course is intended to survey different aspects of theater and develop several points of interest.

Course Outcomes:

- Identify major contributing factors of the origins and history of drama.
- Evaluate the impact of drama on modern society.
- Evaluate the contributions of a particular historical figure in drama.
- Participate in a variety of rapport-building and theatrical activities.
- Analyze and develop the impact of rapport in the drama classroom.
- Identify areas of the stage.
- Develop successful blocking strategies.
- Develop vocal strength and strategy through vocal exercises.
- Develop dramatic reading technique.
- Perform a well-blocked monologue that displays development of dramatic voice.
- Students will analyze character, setting, and plot development of contemporary and/or classic pieces of theater.
- Students will evaluate and author's use of symbolic representation in contemporary and/or classic pieces of theater.
- Students will examine rehearsal, performance, and audience etiquette.
- Students will perform selected scenes from contemporary and/or classic pieces of theater.
- Students will collaborate to create a short scene that advocates correcting a particular social problem.
- Students will create a script using all of its parts correctly and effectively.
- Students will perform created scenes for the class.

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- Students will write a self-evaluation of both the writing and performance process.
- Students will evaluate the contributions of a playwright.
- Identify the elements that make for effective set design in theater.
- Compare lighting designs and the elements that make lighting effective.
- List props that are essential.
- Evaluate the purpose of show publicity and the elements of each.
- Design a plan, including a budget, for production of a show.
- Create sketches of lighting design, set design, and a sample of costumes.

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Unit: The Foundations of Drama Unit (Approximately 3-4 Weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Identify major contributing factors of the origins and history of drama. Evaluate the impact of drama on modern society. Evaluate the contributions of a particular historical figure in drama. Participate in a variety of rapport-building and theatrical activities. Analyze and develop the impact of rapport in the drama classroom. 	<ul style="list-style-type: none"> Students will choose a period in theater history to research and present to the class. Students may compile results to create a presentation (via PowerPoint, iMovie, etc) capturing and summarizing the history of drama. Students will deliver an effective oral presentation about a particular historical or contemporary figure in drama. 	<ul style="list-style-type: none"> Drama History Theater origins Key works Key Playwrights Evolution of theater Historical figures Theatrical genre
Standards		Vocabulary
<ul style="list-style-type: none"> S2C1 PO 201. Identify social issues and individual attitudes that promote or impede the collaborative process. S2C1PO 203. Discuss how participation in theatre benefits other life skills and other content areas. S2C2 PO 201. Using self-evaluation and reflection, determine the influences of creative work on the individual and his/her community. S2C2 PO 202. Analyze the emotional and social impact (e.g., historical and contemporary) of performances in their lives and the lives of others. S2C2 PO 203. Analyze the historical, cultural effects on the characters and story of a dramatic concept, class improvisation, and theatre or other media production. S2C4 PO 205. Compare how similar themes are treated in dramas of different genres and styles from various cultural and historical periods. 	<ul style="list-style-type: none"> Students will conduct a class discussion or Socratic Seminar evaluating the influence/impact of theater on our society. Students will follow up with a reflective writing examining personal beliefs about drama's impact. Students will participate in a variety of theatrical activities. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Resources:</p> <p>http://www.theatrehistory.com/</p> </div>	<ul style="list-style-type: none"> Contemporary Genre (Tragedy, comedy, etc.) Greek Theater History Performance Rapport

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Unit: The Art of Staging and Developing Performance (Approximately 3-4 weeks)

Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Identify areas of the stage. Develop successful blocking strategies. Develop vocal strength and strategy through vocal exercises. Develop dramatic reading technique. Perform a well-blocked monologue that displays development of dramatic voice. 	<ul style="list-style-type: none"> The students will diagram the stage and appropriately label parts. Students may then display knowledge of stage by participating in Simon Says activity to demonstrate full understanding of the stage. Students will integrate knowledge of inflection, pacing and volume to perform a reader's theater of a selected prose or poetry piece. Students will review and choose a monologue to perform for the class. Students will diagram blocking and use peer review to solidify performance. Students will view demonstration of proper blocking technique. 	<ul style="list-style-type: none"> Areas of the stage (upstage, down stage, center stage, stage right, stage left, etc.) Blocking a monologue Develop vocal inflection Determine appropriate volume Strategize pacing for dramatic effect
Standards		Vocabulary
<ul style="list-style-type: none"> S3C2 PO 201. Describe physical and vocal attributes appropriate to the characters in the play in class and professional performances. S1C5 PO 206. Provide actor warm-ups that help them develop sensory recall, as needed, or as a means of accessing their characters. S1C4 PO 202. Dramatize and document scenes using a variety of characters to develop monologues and/or dialogue. 	<div> Resources: http://en.wikipedia.org/wiki/Blocking_(stage) http://www.monologuearchive.com/ </div>	<ul style="list-style-type: none"> Blocking Dramatic reading Inflection Monologue Pacing Staging Vocal exercises Volume

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Unit: The Script (Approximately 3-4 weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Students will analyze character, setting, and plot development of contemporary and/or classic pieces of theater. Students will evaluate and author's use of symbolic representation in contemporary and/or classic pieces of theater. Students will examine rehearsal, performance, and audience etiquette. Students will perform selected scenes from contemporary and/or classic pieces of theater. 	<ul style="list-style-type: none"> Students will create a written analysis of a script based on prompts provided by the teacher. The students will create notes that detail character, setting and plot development of the piece. Students will write/discuss a short evaluation of the symbols used in a given script. Students will create a poster/multimedia presentation capturing the nature of symbols in drama based on a script. Students will discuss and list the etiquette of the theater including rehearsal, constructive criticism, audience, and performance. Students may then create posters of etiquette to display in the room. Students will choose a scene from a play to perform for the class. Students will make decisions about basic set pieces, props, and how to incorporate symbolic representation in the piece. Students should outline character, plot, and setting before beginning their mini productions. 	<ul style="list-style-type: none"> Script analysis Evaluate symbols/symbolic representation Identify the importance of theater etiquette
Standards		Vocabulary
<ul style="list-style-type: none"> S1C1 PO 203. Collaborate and communicate in the rehearsal process. S1C1 PO 204. Collaborate in informal performances. S1C2 PO 201. Work individually to create characters for theatre and/or other media productions (e.g., for classical, contemporary, realistic, and non-realistic improvisations and scripted plays). S1C2 PO 202. As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature, and history). S1C2 PO 203. Demonstrate mental and physical attributes required to communicate characters different from themselves (e.g., concentration, sense recall, ability to remember lines and cues, breath and vocal control, body alignment, flexibility, and coordination). S1C2 PO 204. Communicate sensory images through movement, vocal, visual, or written expression S1C2 PO 205. Implement theatre etiquette in rehearsal and production settings 		<ul style="list-style-type: none"> Character Plot Script, parts of Setting

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Unit: The Playwright (Approximately 3-4 Weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Students will collaborate to create a short scene that advocates correcting a particular social problem. Students will create a script using all of its parts correctly and effectively. Students will perform created scenes for the class. Students will write a self-evaluation of both the writing and performance process. Students will evaluate the contributions of a playwright. 	<ul style="list-style-type: none"> Students will create a collaborative script that advocates change for a social issue. Students will compose the script using proper form. Limit student scenes to 10 minutes or less. Students will evaluate the persuasive effectiveness of a chosen PSA. Students will assign parts and cast members in their groups to perform roles for PSA's. Students will perform PSA's. Students will write an evaluation of creative process in both writing and performance of PSA's. Students will study a playwright and list his or her contributions to theater. 	<ul style="list-style-type: none"> Identify the parts of script and use them in the written process. Identify the social problems and effectively communicate a solution keeping audience in mind. Employ the elements of an effective self-critique.
Standards		Vocabulary
<ul style="list-style-type: none"> S1C1 PO 201. Collaborate to create a scenario/script as a team. S1C1 PO 202. Collaborate to design and choose the environmental elements for a scenario/script. S1C4 PO 204. Dramatize and document, both individually and in groups, scenarios that develop theme, plot, conflict, and dialogue. S1C4 PO 202. Dramatize and document scenes using a variety of characters to develop monologues and/or dialogue. S1C4 PO 203. Dramatize and document scenes based on life experiences using a variety of conflicts to create resolution to the story. S1C5 PO 202. Develop an understanding of how actors' qualities and skills are considered when casting various characters or roles. S3C4 PO 207. Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life. 		<ul style="list-style-type: none"> Elements of persuasion Playwright Script parts Self-Evaluation <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><u>Resources:</u></p> <p>Many public service announcements can be found on-line for exemplars.</p> </div>

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Unit: The Technical Vision of Theater (Approximately 3-4 Weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Identify the elements that make for effective set design in theater. Compare lighting designs and the elements that make lighting effective. List props that are essential. Evaluate the purpose of show publicity and the elements of each. Design a plan, including a budget, for production of a show. Create sketches of lighting design, set design, and a sample of costumes. 	<ul style="list-style-type: none"> Students will create a sketch of a set design. Students should include audience view and topographical view of the set. Also included should be a narrative describing the stage concept including and symbolic representations and motives for choices. Students will create a light plot and narrative describing the lighting scheme of their chosen production. Students will create a list of essential props and when the props will be used and at what point during the production. 	<ul style="list-style-type: none"> Elements of set design Elements of lighting design Instruction for listing and determining props Elements of effective publicity Developing a realistic budget
AZ Academic Standards		Vocabulary
<ul style="list-style-type: none"> S1C1PO 202. Collaborate to design and choose the environmental elements for a scenario/script. S1C3PO 201. Develop designs that use visual and aural elements to convey environments that clearly support the text. S1C3PO 204. Create floor plans and props. S1C3PO 208. Create costume drawings and/or make-up charts. S1C3PO 210. Develop technical designs based on design concepts (musical and visual art principles) that meet the requirements of the dramatic work, film/video, and electronic media production. 	<ul style="list-style-type: none"> Students will create a realistic, yet imagined budget for their production. Student will create a choice of posters, programs, etc to design for their production. Students will construct a portion of their set if supplies are available. 	<ul style="list-style-type: none"> Budget Design Lighting Production Props Publicity Set

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