

DRAMA  
STANDARD LEVEL  
½ CREDIT - ELECTIVE FOR JUNIORS OR SENIORS

DRAMA

TEXTBOOKS

Tanner, Fran. Basic Drama Projects. Eighth Edition. Logan, Iowa: Perfection Learning Corporation, 2004.

PREREQUISITES

Students must have passed both semesters of LA 9 and LA 10.

COURSE DESCRIPTION

The Drama course is designed to introduce students to the many forms of theatre in the western world as well as the history of theatre and playwrights. Basic drama projects include study of inner resources, movement, oral interpretation, character analysis, acting, make-up, costuming, directing, set and light design, production, and dramatic criticism. Activities may include both storytelling and/or dramatic productions.

COURSE CONTENT

A. Unit One: Exploring Theatre History

1. Greek Theatre
2. Roman Theatre
3. Asian Theatre
4. Medieval Theatre
5. American Theatre
6. Elizabethan Theatre

B. Unit Two: Begin with the Basics

1. Warm up
2. Observation
3. Pantomime
4. Improvisation

**C. Unit Three: Elements of Acting**

- 1. Movement**
- 2. Stage Direction**
- 3. Voice Production and Articulation**
- 4. Ensemble Work**

**D. Unit Four: Creating a Character**

- 1. Character Analysis**
- 2. Character Development**
- 3. Dramatic/Comedic Roles**

**E. Unit Five: The Play-From Vision to Reality**

- 1. Director and Producer**
- 2. The Cast**
- 3. Blocking**
- 4. Attend a Play**

**F. Unit Six: Technical Theatre**

- 1. Set Design**
- 2. Lighting**
- 3. Sound**
- 4. Costumes**
- 5. Make-up**
- 6. Props**

**G. Unit Seven: Theatre and Its Counterparts**

- 1. Musical Theatre**
- 2. Stage to Film**
- 3. Movies**
- 4. Television**
- 5. Critiquing a Performance**

**VII. COURSE FORMAT**

**The following instructional strategies may be used in the teaching of this course: lecture, mini-lecture, small-group collaboration, discussion, workshop, problem-based research, project-based learning, and technology-based learning.**

## **VIII. COURSE EXPECTATIONS**

**Students will be expected to complete all reading, writing, grammar, and speaking assignments and fulfill all tasks for daily homework. All will be expected to contribute to discussions and in-class activities as well as individual and group presentations. Some cooperative learning experiences, individual projects, vocabulary study, play reviews, and research work will also be expected.**

## **IX. GRADES**

**Final course grades may include the following forms of assessment: daily work, class participation, quizzes, exams, projects, essays/compositions, oral presentations, technology-based presentations, research projects, performances, portfolios, semester final exams, and alternative assessments as determined by the individual instructor.**

## **X. COURSE OBJECTIVES**

- 1. The student will be able to use the senses to respond to real and imagined environments.**
- 2. The student will be able to communicate ideas through pantomime.**
- 3. The student will be able to recall a past experience to use in a scene or play.**
- 4. The student will be able to describe the characters and setting of a scene.**
- 5. The student will be able to improvise dialogue to express thoughts and feelings.**
- 6. The student will be able to role-play a character different than themselves.**
- 7. The student will be able to plan a scene with a beginning, middle, and end.**
- 8. The student will be able to respond through motivations of a character.**
- 9. The student will be able to experiment with language and vocal qualities.**
- 10. The student will be able to explore the motivations of a character.**
- 11. The student will be able to suggest alternative endings for a story or play.**
- 12. The student will be able to propose ways to solve a dramatic problem.**
- 13. The student will be able to perform a character from a playscript.**
- 14. The student will be able to use a prop or costume piece to**

**interpret a character.**

- 15. The student will be able to write a scenario, scene, or play.**
- 16. The student will be able to design a set or construct a model for a stage setting.**
- 17. The student will be able to direct a scene from a story or play.**
- 18. The student will be able to concentrate on a scene or play he or she is watching.**
- 19. The student will be able to show respect for classmates or actors in the scene being played.**
- 20. The student will be able to respond to the sensory elements of sound, movement, and spectacle.**
- 21. The student will be able to understand the formal elements of plot, character, theme, and language.**
- 22. The student will be able to understand the role and responsibility of the audience.**
- 23. The student will be able to recognize the nature of the drama/theatre experience.**
- 24. The student will be able to recall the sequence of events after seeing a scene or play.**
- 25. The student will be able to describe the characters and relationships of a scene or play.**
- 26. The student will be able to reflect on the implication of a character's actions or decisions.**
- 27. The student will be able to express the central idea of a play.**
- 28. The student will be able to give constructive criticism of a scene or play.**
- 29. The student will be able to affirm and value the effort of others.**
- 30. The student will be able to consider opinions different from their own.**
- 31. The student will be able to accept the world of reality presented by the scene or play.**
- 32. The student will be able to contrast one playing of a scene with another.**
- 33. The student will be able to compare a performance with the script or story.**
- 34. The student will be able to justify opinions with valid reasons.**
- 35. The student will be able to write a review of a performance.**
- 36. The student will be able to contrast the role of the T.V. or film audience with that of the live theatre audience.**
- 37. The student will be able to identify the following acting terms: projection, character objective, and characterization.**
- 38. The student will be able to compare the performing and visual arts in terms of space and time.**
- 39. The student will be able to discuss the collaborative relationship among the artists in theatre – actors, directors,**

and designers.

40. The student will be able to analyze the interrelationship of the arts in the drama/theatre event.
41. The student will be able to develop and sustain appropriate movement that reflects the physical, social, and emotional aspects of character.
42. The student will be able to describe how an actor in a scene or play used movement to establish physical, social, and emotional aspects of the character being portrayed.
43. The student will be able to identify the inciting incident, complications and obstacles, climax, and resolutions in a play being studied.
44. The student will be able to explore a playwright's reasons for sequencing the actions of a play.
45. The student will be able to articulate a character's objectives and translate these into a sequence of actions depicting the character.
46. The student will be able to describe how the theme of a play is revealed through elements of plot and character.
47. The student will be able to identify how the language of a script reveals character, impacts information, furthers plot, reinforces mood, and expresses theme.
48. The student will be able to incorporate formal elements of plot, character, theme, and language in playwriting.
49. The student will be able to describe alternative approaches to resolving a conflict in a play.
50. The student will be able to perform a given character using convincing body and all skills to carry out actions from moment to moment.
51. The student will be able to identify actors who play moment to moment and those who anticipate responses.
52. The student will be able to demonstrate the ability to block and direct a scene for class.
53. The student will be able to discuss how the director uses movement and composition to create the rhythm of rising and falling action.
54. The student will be able to design a floor plan according to requirements of a particular script.
55. The student will be able to describe how the designers establish the mood of a play through setting, lights, sound, costumes, make-up, and properties.
56. The student will be able to explore the emotions aroused when the objectives of two characters conflict.
57. The student will be able to discuss the drama/theatre experience in terms of aesthetic distance and empathy.

58. The student will be able to analyze a script in order to make choices about the sensory, formal, and technical elements needed to convey its mood to an audience.
59. The student will be able to analyze how the sensory elements of sound, movement, and spectacle are manipulated to engender a mood in the audience.
60. The student will be able to analyze character development to determine its contribution to the values and meanings embodied in the play.
61. The student will be able to discuss the progression of characters, theme, and plot as they interrelate in the expression of values and meaning of a play.
62. The student will be able to relate an understanding of perceiving as a process by which we receive, organize, and interpret stimuli into a meaningful concept of an experience.
63. The student will be able to explain how sense memory can be used by an actor to develop character in play and/or by a designer to design the setting.
64. The student will be able to describe how knowledgeable about the formal and technical elements of theatre produces a more sophisticated reaction to the drama/theatre event.
65. The student will be able to discuss how the actor combines and uses images and memories to create something new.
66. The student will be able to describe how the production, elaboration, and selection of ideas contribute to the creative process in drama/theatre.
67. The student will be able to describe the interactive nature of the actor-audience relationship in the theatre.
68. The student will be able to describe evaluative criteria for responding to drama work in terms of process, content, and environment.
69. The student will be able to create the illusions of spontaneity in a rehearsed scene by reacting truthfully to the other players in the present moment.
70. The student will be able to describe how symbols are used to evoke responses of meanings in a drama/theatre event.
71. The student will be able to combine metaphoric images to create a character.
72. The student will be able to write a biography of a character in a play.
73. The student will be able to use the imagination in conjunction with the script for development of a character.
74. The student will be able to study the script of a play that has been viewed in order to explore how the actor may have used it as a tool for character development.

- 75. The student will be able to use nonverbal language to contradict the verbal message and express the subtext.**
- 76. The student will be able to appraise the value of drama/theatre work based on previously accepted objective criteria.**
- 77. The student will be able to use enactment to compare a modern-day rite of passage to a rite of passage from another culture and/or time.**
- 78. The student will be able to analyze and discuss characters from dramatic literature in terms of what they symbolize.**