



Drama 1-2

Deer Valley Unified School District #97

9-12

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
1. SENSORY PERCEPTION <ul style="list-style-type: none"> Identify sensory perception terminology. To identify senses. To develop awareness of self. To develop awareness of the verbal and non verbal behavior of others. To recognize and name the major emotions and describe empathic responses. 	Read, handouts, name the senses Theatre games, list emotions Improvisations inanimate objects inanimate object w/movement animate objects animals Character creations, pantomime Lecture and create a journal	Discuss, test Discuss, test Observe, critique Observe, critique Discuss, test Observe, critique Observe, discuss Critique, test, check	
2. SELF-CONCEPT <ul style="list-style-type: none"> Identify self-concept awareness. To develop self-awareness and confidence. To improve understanding of self and others through expanding role repertoire. 	Read handouts, lecture Lectures, trust games Ensemble games, pantomime Games, character improvisations Show and tell games Space relationships	Discuss, test Discuss, test Observe, discuss Critique	

<p>3. INTERPERSONAL SKILLS/ENSEMBLE</p> <ul style="list-style-type: none"> • Identify interpersonal skills/ensemble terminology. • To show respect for classmates and teachers, to listen attentively. • To cooperate with others in drama activities. • To complete tasks. • Develop decision making techniques and creative problem solving skills. 	<p>Lecture Audio, video tapes Cooperation games Discussions Improvisations, Theatre games Practicing separate goals Pantomimes Conduct informal interviews</p>	<p>Discuss, test Observe, critique Lead discussion</p>	
<p>4. MOVEMENT</p> <ul style="list-style-type: none"> • Identify improvisation terminology. • To identify and move independently different parts of the body. • To use movement to explore thoughts, feelings and roles. • To select movement to explore thoughts, feelings and roles. <p>To explore breath control in movement.</p>	<p>Reading, handouts, lecture Respond to audio stimuli Learn and use body positions Concentration exercises Perform a pantomime with a beginning, middle and end, which involves an original character. Theatre games Introduce Dance/Movement Create a Character-Movement Puppetry Improvisation</p>	<p>Discuss, test Observe, discuss, test</p> <p>Observe, critique</p>	

<ul style="list-style-type: none"> • To select movement to communicate ideas, feeling, characters and objects. <p>5. LANGUAGE-MONOLOGUE, DIA-LOGUE, VOICE</p> <ul style="list-style-type: none"> • To explore breath control and new ways of making sounds, becoming aware that vocal training is related to realization, breathing and body posture. • To develop relaxation, body coordination, flexibility and centering. • Demonstrate vocal techniques and responses. • Understand the functions of the vocal mechanism as it applies to diction and projection. • To use rhythm, meter and tempo of language to establish improvisation and characterization. 	<p>Reading, handouts, lecture breathing exercises relaxation exercises Vocal exercises Articulation exercises Rhythm/beat exercises Repetition of sound exercises Character Creation w/voice Theatre games Improvisations Pantomimes Oral interpretation/readers theatre</p>	<p>Discuss, test Observe, discuss, test</p> <p>Observe, critique</p>	
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<p>6. PLOT - CHARACTER - SETTING</p> <ul style="list-style-type: none"> • To recognize and define the structural elements of the plot, character and setting. • To adapt the plot form to create an improvisation with a beginning, middle and end. • To contribute personal and discussion of dramatic play and improvisation. • To explore and assume roles through imitation. • To use personal experience and observation to create roles and characterizations. • To discuss character qualities, motivations, physical, emotional and social dimensions. • To create a character with specific qualities and motivations. 	<p>Read, handouts, lecture Theatre games Tell a story vocal response improvisation pantomime Describe a scene Imitations object(s) animal(s) people Create a monologue Create a dialogue Create a scene Create a story Demonstrate a handicap Role playing Story dramatization Create a journal</p>	<p>Discuss, test Observe, discuss, critique Observe, critique Observe, critique Check</p>	
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- To critique performers choices in the creation of character, plot and setting using an agreed upon set of criteria.
- To create imaginary environments for improv with real objects.
- To create specific scenic elements to represent a realistic environment.
- To discuss choices made in selecting and arranging scenery and props.

7. TEXT: STRUCTURE, CHARACTER AND THEME

- Identify terminology of structure, character and theme.
- To recognize the form of a script, i.e., comedy, tragedy, melodrama, etc.
- To define and recognize the style of a script, i.e., presentational, representational, etc.
- To analyze and discuss the action of a play, i.e., the problem/tension/resolution of conflict, plot and subplot.
- To understand basic stage directions and script with an appropriate notation system.

Read, handouts, lecture
 Create a character
 List and show stage areas
 recognize stage types
 Theatre games
 analyze
 dramatic structure
 author's intent
 Improvisation
 Pantomime
 Write in journal
 Compare and contrast
 characters
 scripts
 themes

Discuss, test
 Observe, discuss
 Observe, test
 discuss, test
 Observe, critique
 Discuss, test

Observe, discuss
 Test
 Check
 Discussion, observe

<ul style="list-style-type: none"> • To analyze script and select appropriate movement and voice. • To mark characters blocking, entrances and exits in a script with an appropriate notation system. • To define and explain theme, sub text and underlying idea of a script. • To describe and explain character and character motivation from textual analysis. • To write simple scripts (i.e., monologues, scenes, story adaptations, television commercials etc.) Using basic play writing skills. 	<p>ID character's wants and needs Describe how dialogue reveals character reveals environment reveals relationships Mark sub text Rewrite test Write simple scripts monologues, dialogues, scenes television commercials story adaptations</p>	<p>Discuss, question</p> <p>Observe, test Question, test Discuss, observe</p>	
<p>8. GENERAL ACTING TECHNIQUES</p> <ul style="list-style-type: none"> • To demonstrate skills learned in voice and movement. • To learn and use theatre games to develop acting techniques. • To use observation, imitation and imagination to create character. 	<p>Read, handouts, lecture theatre games Performance of monologue dialogue Pantomime Character analysis</p>	<p>Discuss, test Observe, critique</p> <p>Discuss, observe, critique</p>	

<ul style="list-style-type: none"> • To describe traits and explain the decisions which a character makes. • To memorize a character's lines and cues. • To learn and use the skills necessary for successful auditions. (i.e., prepared, cold, open, closed, etc.) • To demonstrate character motivation through internal and external resources by observable action. 	Perform an audition piece.	Observe, discuss, critique	
9. TECHNICAL THEATRE			
<ul style="list-style-type: none"> • Develop an awareness of technical theatre terminology. • To become familiar with theatre facilities. • To develop basic awareness for scene design. • To develop an awareness for lighting design. • To develop basic awareness of theatrical costuming. 	Read, handouts, lecture Use scaling techniques graph a set Create simple plots costume prop lighting make-up	Discuss, test Test Test Test	
	Apply methods to specific performance styles., Create and apply make-up styles Create a production book	Observe, critique	

<ul style="list-style-type: none"> • To develop basic awareness of theatrical make-up (i.e., use pantomime make up techniques) • To become familiar with the relationship and importance of each area of production. 			
10. HISTORICAL - CULTURAL <ul style="list-style-type: none"> • To develop an awareness of the history of theatre and its interrelationship with culture. • To develop an awareness of the history of theatre as it relates to technical theatre i.e., costuming, lighting, design, etc. 	Read, handouts, lecture Renderings	Discuss, test Observe discuss	
11. CRITICAL AND APPRECIATIVE SKILLS <ul style="list-style-type: none"> • Demonstrate an awareness of evaluation/constructive criticism techniques. • To develop critical/appreciative skills for evaluating the fine arts. • To analyze, interpret and evaluate fine arts performances in the school and community. (i.e., professional, community, educational, etc.) 	Read, handouts, lecture Performance reports Performance evaluations	Discuss, test Critique, test Discuss	

12. PRODUCTION AND PERFORMANCE

- To perform a pantomime
- To perform improvisational skits
- To perform puppetry.
- To perform a monologue.
- To perform a dialogue.

These items are activities as well as outcomes.

Observation, discuss,
Critique