Oroville Union High School District
Course Description

Course Title:	Drama II
Aeries Course #:	652A
CBEDS #:	2900
Course Length:	One Year
Type of Credit(s):	VAPA
A-G Approved:	Yes
Approval Date:	7/2/16
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Drama I
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	Basic Drama Projects, 8th Edition, Fran Averett Tanner, Ph.D., Perfection Learning, 2004, ISBN 0-75691-640-2
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This is an advanced level performing arts course on the fundamentals of acting. This course is the second year in a two course sequence of performing arts classes. Students will improve the necessary skills and perceptual knowledge to understand artistic perception, creative expression, historical and cultural context, as well as the connections, relations and applications of the performing arts. Students will learn by using the same resources as actors of the past and present to craft their individual performances. Projects will include written scripts that include character and plot development, creative story line techniques, story boarding, schedule management, make-up, costuming, set design, directing, production and self-evaluation.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 2/13/19

Theater Standards
Approved January 2019

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.
Essential Question: What happens when theatre artists use their culture, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
Process Component: Envision/Conceptualize

Prof.TH:Cr1	Acc.TH:Cr1	Adv.TH:Cr1
a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	a. Synthesize knowledge from a variety of dramatic forms, **theatrical conventions**, and **technical theatre elements** to create the visual composition of a drama/ theatre work.
b. Use **script analysis** to generate ideas about a character that is believable and authentic in a drama/theatre work.	b. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	b. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.
c. Explore the impact of **technical theatre elements** on design choices in a drama/theatre work.	c. Understand and apply **technical theatre elements** to design solutions for a drama/theatre work.	c. Create a complete design for a drama/theatre work that incorporates all **technical theatre elements**.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.
Essential Question: How, when, and why do theatre artists' choices change?
Process Component: Develop

Prof.TH:Cr2	**Acc.TH:Cr2**	**Adv.TH:Cr2**
a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre in western or non-western theatre traditions.	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and **cultural context**, research, and western or non-western theatre traditions.
b. Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a **devised** or **scripted drama**/theatre work.

CREATING—Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.
Essential Question: How do theatre artists transform and edit their initial ideas?
Process Component: Rehearse

Prof.TH:Cr3	Acc.TH:Cr3	Adv.TH:Cr3
a. Rehearse and revise a **devised** or **scripted drama**/theatre work using **theatrical conventions**.	a. Use the rehearsal process to analyze the dramatic concept and design elements of a **devised** or **scripted drama**/theatre work.	a. Refine, transform, and re-imagine a **devised** or **scripted drama**/theatre work using the rehearsal process to invent or re-imagine **style, genre**, form, and **theatrical conventions**.
b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	b. Use research and **script analysis** to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	b. Synthesize ideas from research, **script analysis**, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.
c. Refine design choices using **technical theatre elements** to support the story and emotional impact of a **devised** or **scripted drama**/theatre work.	c. Re-imagine and revise design choices using **technical theatre elements** during the course of a rehearsal process to enhance the story and emotional impact of a **devised** or **scripted drama**/theatre work.	c. Apply a high level of proficiency in design using **technical theatre elements** to the rehearsal process to support the story and emotional impact of a **devised** or **scripted drama**/theatre work.

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?
Process Component: Select

Prof.TH:Pr4	Acc.TH:Pr4	Adv.TH:Pr4
a. Examine how character relationships assist in telling the story of a drama/theatre work.	a. Discover how unique choices shape believable and sustainable drama/ theatre work.	a. Apply reliable research to form unique choices for a directorial or designer concept in a drama/theatre work.
b. Shape character choices using **given circumstances** in a drama/theatre work.	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	b. Apply a variety of researched **acting techniques** as an approach to character choices in a drama/theatre work.

PERFORMING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
Essential Question: What can I do to fully prepare a performance or technical design?
Process Component: Prepare

Prof.TH:Pr5	Acc.TH:Pr5	Adv.TH:Pr5
a. Practice various **acting techniques** to expand skills in a rehearsal or drama/theatre performance.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
b. Use researched **technical theatre elements** to increase the impact of design for a drama/theatre production.	b. Apply **technical theatre elements** and research to create a design that communicates the concept of a drama/theatre production.	b. Explain and justify the selection of **technical theatre elements** used to build a design that communicates the concept of a drama/theatre production.

PERFORMING—Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience in diverse cultures.
Essential Question: What happens when theatre artists and audiences share a creative experience?
Process Component: Share, Present

Prof.TH:Pr6	Acc.TH:Pr6	Adv.TH:Pr6
Perform a rehearsed, **scripted short drama**/theatre work for a specific audience.	Present a drama/theatre work using **creative processes** that shape the production for a specific audience.	Present a drama/theatre production for a specific audience that employs research and analysis grounded in creative perspectives of the playwright, director, designer, and dramaturgy.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work.
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?
Process Component: Reflect

Prof.TH:Re7	**Acc.TH:Re7**	**Adv.TH:Re7**
Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	Use historical and **cultural context** to structure and justify personal responses to a drama/theatre work.

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences, culture, and aesthetics.
Essential Question: How can the same work of art communicate different messages to different people?
Process Component: Interpret

Prof.TH:Re8	Acc.TH:Re8	Adv.TH:Re8
a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.
b. Identify and compare **cultural contexts** and contexts that may influence the evaluation of a drama/theatre work.	b. Apply concepts from a drama/theatre work for personal realization about **cultural contexts** and understanding.	b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.
c. Understand how multiple aesthetics, preferences, and beliefs shape participation in and observation of a drama/theatre work.	c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to understand, explore, and assess drama and theatre work.
Essential Question: How do analysis and synthesis impact the theatre artist's process and audience's perspectives?
Process Component: Evaluate

Prof.TH:Re9	Acc.TH:Re9	Adv.TH:Re9
a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
b. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.	b. Justify how a drama/theatre work communicates for a specific purpose and audience.	b. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.
c. Analyze and evaluate the aesthetics and effect of the **technical theatre elements** in a drama/theatre work.	c. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of **technical theatre elements** while respecting others' interpretations.	c. Analyze and evaluate varied aesthetic interpretations of **technical theatre elements** for the same drama/theatre work.

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
Process Component: Empathize

Prof.TH:Cn10	**Acc.TH:Cn10**	**Adv.TH:Cn10**
Investigate how **cultural contexts**, community ideas, and personal beliefs impact a drama/theatre work.	Choose and interpret a drama/theatre work to reflect or question personal beliefs.	Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and **cultural contexts**.

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
11.1 Enduring Understanding: Theatre artists understand and can communicate through their creative process as they analyze the way the world may be understood.
Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Process Component: Interrelate

Prof.TH:Cn11.1	**Acc.TH:Cn11.1**	**Adv.TH:Cn11.1**
a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.
b. Practice ethical responsibility to oneself and others during the production process and when recording, posting, and sharing through the internet, social media and other communication formats.	b. Demonstrate the practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	b. Create a drama/theatre work that appropriately observes ethical responsibility to oneself and others and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
11.2 Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?
Process Component: Research

Prof.TH:Cn11.2	**Acc.TH:Cn11.2**	**Adv.TH:Cn11.2**
a. Research how other theatre artists apply **creative processes** to tell stories in a **devised** or **scripted drama**/theatre work, using research methods.	a. Formulate creative choices for a **devised** or **scripted drama**/theatre work based on research about the selected topic.	a. Justify the creative choices made in a **devised** or **scripted drama**/theatre work, based on a critical interpretation of specific data from research.
b. Use basic research methods to better understand the social and cultural background of a drama/theatre work.	b. Investigate how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.