



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Drama Grade Level(s): 10, 11, 12 Units of Credit: .5 Classification: Elective		Length of Course: Half Year Periods Per Cycle: 6 Length of Period: 40 Minutes Total Instructional Time: 60 Hours	
Course Description			
<p>This is an experiential drama course, focusing on comprehension, analysis, and ownership of a variety of drama texts, selections, and excerpts. This course is aimed at exposing students to important works of the genre while also experiencing the basic elements of theater. The course will include readings, improvisation, scene work, class discussion, presentations, and written work. There will also be opportunities to meet with industry professionals.</p>			
Instructional Strategies, Learning Practices, Activities, and Experiences			
Bell Ringers Teacher Demonstrations Guided Individual Practice		Guided Group Practice Flexible Groups	
		Classwork Homework	
Assessments			
Participation Skit Creation		Quizzes Tests	
		Performances	
Materials/Resources			
Teacher-generated Materials		Additional Resources to be Determined	

Adopted: 8/16/10

Revised: 5/22/23

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Questions Historical and Cultural Background of Drama What is drama? What is the philosophical basis of drama? Why is studying drama important? What is the historical basis for drama?</p>	<p>Objectives: Students will be able to define the term drama, both colloquially and professionally. Students will be able to analyze drama for what it can teach us about the human condition. Students will be able to identify and explain the major historical periods of drama.</p> <p>Standards: 9.2.12. A. - Explain the historical, cultural and social context of an individual work in the arts. 9.2.12. B. - Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.12.C. - Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). 9.2.12.D. - Analyze a work of art from its historical and cultural perspective. 9.2.12.I - Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre). 9.2.12. J. - Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music). 9.2.12.K. - Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass). 9.2.12.L. - Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s <i>Appalachian Spring</i> and Millet’s <i>The Gleaners</i>).</p>

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<p>The Space and the Stage What are the elements of the stage and theater? What makes up a drama? Who are the participants in a drama?</p>	<p>Objectives: Students will be able to identify the different areas of the stage. Students will be able to identify the varied roles in a production.</p> <p>Standards: 9.1.12.A. - Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>Elements</p> <ul style="list-style-type: none"> • Dance: • energy/force • space • time • Music: • duration • intensity • pitch • timbre • Theatre: • scenario • script/text • set design • Visual Arts: • color • form/shape • line • space • texture • value <p>Principles</p> <ul style="list-style-type: none"> • Dance: • choreography • form • genre • improvisation • style • technique • Music: • composition • form • genre • harmony • rhythm • texture • Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice • Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony <p>9.1.12. B. - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> • Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media <p>9.1.12. C. - Integrate and apply advanced vocabulary to the arts forms.</p>

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<p>Elements of Plot in Drama What are the elements of plot? How are those elements demonstrated in a drama? How is their use different than that of other genres? How do different examples incorporate and treat different plot elements?</p> <p>The Role of a Director What does a Drama director do? How does the director influence the production? How does the director influence elements of plot?</p>	<p>Objectives: Students will be able to define the individual plot elements. Students will be able to identify the elements of plot in important works of drama. Students will compare the use of plot elements in dramas to other dramas and other works in other genres. Students will be able to design their own plot incorporating all elements.</p> <p>Students will be able to understand the role a director plays in a production, and how plot influences his decisions. Students will interview a director for his role in a drama's production. Students will make creative decisions regarding the staging and directing of a drama.</p> <p>Standards: CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 9.1.12. B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.3.12. A. Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 9.3.12. B. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair). 9.3.12.C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3.12. G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4.12. A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience. 9.4.12. D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>

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<p>Methods of Characterization in a Drama What are the methods of characterization? How does a drama portray a character? How are a character's personality and thoughts portrayed to an audience?</p> <p>The Role of an Actor How does an actor bring authenticity to a character? What are the different theories and methods of acting? How do actors prepare for roles?</p>	<p>Objectives: Students will be able to define and identify the different methods and techniques of characterization. Students will be able to compare the use of characterization between drama excerpts and other genres. Students will be to explain the role of an actor. Students will be able to perform a monologue in character. Students will compare and contrast character acting methods and theories. Students will consult with industry professional(s) to discuss methods for preparing for roles.</p> <p>Standards: CC.1.3.11–12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.G - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.4.11–12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.M - Write narratives to develop real or imagined experiences or events.</p> <p>9.1.12. D. - Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12. F. - Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.3.12. A. - Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 9.4.12. A. - Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.</p>

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<p>Setting and Scenery in Drama What is the definition of setting in a drama? How do playwrights indicate setting? How is setting depicted in a drama production? How has setting and scenery changed through the different historical periods of drama?</p>	<p>Objectives: Students will be able to identify and define elements of setting in a drama. Students will explore the use of setting, scenery, and other staging elements throughout the major time periods of drama. Students will identify and analyze the use of staging elements in creating setting for their use of creating mood and atmosphere. Students will consult with industry professionals regarding the use of staging elements to create setting.</p> <p>Standards: CC.1.3.11–12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently CC.1.4.11–12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 9.1.12.J . - Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. • Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies). • Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs). 9.1.12.K - Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.2.12. J. - Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music). 9.3.12. F. - Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>

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<p>The Use of Dialogue What is dialogue, and how is it used? How does the dialogue build upon and work with other aspects of drama? What is different about dialogue in a drama versus a book? How does the actor deliver dialogue?</p> <p>The Audience and the Stage How does an audience participate in a drama? How is dialogue used to compel and engage the audience?</p>	<p>Objectives: Students will be able to define dialogue, identify its use, and analyze the effectiveness of its delivery. Students will be able to analyze the interplay between dialogue and other elements in a drama. Students will be able to compare and contrast the use of dialogue in drama to its use in other genres. Students will practice effective techniques for reading and delivering dialogue. Students will analyze how the dialogue conveys a drama’s theme and ideas. Students will examine how an audience actively and passively participates in a drama.</p> <p>Standards: CC.1.3.11–12.A - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.E - Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.5.11–12E - Adapt speech to a variety of contexts and tasks. 9.1. 12.D. - Demonstrate specific styles in combination through the production or performance of a unique work of art. (e.g., a dance composition that combines jazz dance and African dance). 9.1. 12.E. - Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.4.1.12. C. - Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response. (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).</p>

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<p>Movement, Body Language, and the Stage How does an actor use body language to communicate? How does a drama inform an actor's use of body language and movement? How does an actor use all parts of the stage to convey information and emotion? What types of drama heavily rely on body language and movement?</p>	<p>Objectives: Students will be able to define and demonstrate body language and movement to communicate specific emotions. Students will be able to infer an actor's movements on stage based on characterization. Students will investigate different types of theater employing different types of movement.</p> <p>Standards: CC.1.3.11–12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. 9.1.12. B. - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12. F. - Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12. C. - Relate works in the arts to varying styles and genre and to the periods in which they were created. (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). 9.1.12 D. - Analyze a work of art from its historical and cultural perspective.</p>

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<p>The Five Parts of Drama with the Five Elements of Theater How do the five parts of a drama interact and connect with the five elements of theater to form a cohesive whole?</p>	<p>Objectives: Students will be able to stage a production of a drama of their choice.</p> <p>Standards: CC.1.3.11–12.G - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.5.11–12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 9.1.12. A. - Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12. B. - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p>