

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
COURSE OUTLINE**

DRAMA I

Date: October 2006

Subject Area: Visual and Performing Arts

Proposed Grade Level(s): 9-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: None

COURSE DESCRIPTION:

Drama I is an introductory theatre class. We will be studying theatre not only from an actor's perspective, but we will also be studying the many diverse aspects of theatre production such as theatre history, set design, lighting, costuming, make-up, script writing, script analysis, and directing.

GENERAL GOALS/PURPOSES:

This course will introduce students to all parts of theatrical study. This study will help students understand theatre's influence on culture. Students will develop competencies and creative skills in problem solving and communication that contribute to lifelong learning and career skills. By participating in theatre, students will continue to improve their time-management skills, meet deadlines, and learn professional standards required in the world of theatre.

STUDENT READING COMPONENT:

Students will read from a variety of sources including: textbook, plays and scenes, fictional stories, and historical profiles.

Vocabulary development, reading comprehension and literary analysis; Students will:

- Study theatrical terminology and vocabulary
- Analyze plays and scenes from a variety of theatrical genre
- Interpret and adapt literary works into script format
- Identify key figures, works, and trends in world theatrical history from various cultures and time periods

STUDENT WRITING COMPONENT:

Students will write in various theatrical styles, including: script writing, formal play analysis, performance critiques, and reports on historical investigation. Students will:

- Study theatrical terminology and vocabulary
- Analyze plays and scenes from a variety of theatrical genre
- Interpret and adapt literary works into script format
- Identify key figures, works, and trends in world theatrical history from various cultures and time periods
- Write creative interpretations of music and visual arts
- Write dialogues and scenes, applying basic dramatic structure
- Report on how a specific actor used drama to convey meaning in his or her performance
- Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre film and video

STUDENT ORAL COMPONENT:

Students will participate in a variety of oral presentations designed to strengthen acting, critique, and directing skills. Students will:

- Analyze media presentations of various types, including film and live performances
- Perform in a variety of theatrical styles, including monologues, duets and one act plays
- Apply elements required of formal oral presentations: gesture, movement, vocalization, and rehearsal strategies
- Peer critique performances and presentations

DETAILED UNITS OF INSTRUCTION:

- See Appendix: Drama I Course Coordination

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS IN:

Reading

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT AREA STANDARDS TO BE ADDRESSED:

See Appendix: Drama I Course Coordination

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who demonstrate time management skills, gain confidence in their abilities to think on their own, and learn how to apply professional theatre standards in real-world situations.
- **Effective Communicators** who are able to relate polished formal theatrical presentations with appropriate acting techniques and strategies.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating an error-free performance that is original in substance.
- **Constructive Thinkers** who engage in higher-level thinking activities, such as, analysis and interpretation of both characters and plays, as well as evaluation of peer and public performances.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful performances such as monologues, duets, one act plays, and formal oral presentations.
- **Responsible Citizens** who demonstrate proper theatre etiquette both in class and when attending public performances.

Appendix: Units of Instruction

These units of instruction are based on the textbook *Exploring Theatre* by Nancy Prince and Jeannie Jackson.

Semester 1 should focus on building the skills needed to create quality performances in semester 2.

The following units should be completed 1st semester:

- Introduction to Theatre (Ch. 1)*
- Working in a Group (Ch. 2, lesson 2)**
- Evaluation (Ch. 2, lesson 4)**
- Personal Resources (Ch. 3)*
- Creative Drama (Ch. 4)*
- Characterization (Ch. 7, lessons 1 & 2)*
- Writing and Original Monologue/ Scripted Monologue Performance (Ch.7, lesson 3)*
- Structure of a Play (Ch. 8)*
- The Stage (Ch. 9)*
- Rehearsal Process (Ch. 10, lesson 3)*
- Theatre Safety (Ch. 11)*
- Theatre Appreciation (Ch. 12)*

Semester 2 should focus on a study of theatrical performance styles and specialty topics. A larger emphasis should be placed on the performance skills learned in semester 1.

The following units should be completed 2nd Semester:

- Pantomime (Ch. 14)*
- History of Theatre (with a focus on Greek and Roman Theatre)*
- Voice (Ch. 5)**
- Improvisation (Ch.6)**
- Production Process (Ch. 10, lessons 1, 2 & 4)**
- Production Team/Crews (Ch. 11, lessons 2-10)**
- Theatre and Other Media (Ch. 12, lessons 3 & 4)**
- Future In Theatre and Careers (Ch. 13)**
- Interpreting Literature (Ch. 15)**
- Storytelling (Ch. 16)**
- Reader's Theatre (Ch. 17)**
- Puppetry (Ch. 18)**
- Musical Theatre*
- One Act play reading/advertising**
- Other topics as desired by instructor

The performance component of the 2nd semester final should be a performance designed to demonstrate all the major acting skills covered in semester 1 and 2. The performance should also demonstrate an individual student's readiness for Drama II. The instructor may choose from the following performance projects:

- Scripted duet scenes
- Scripted one act plays
- Contrasting scripted monologues (2 or more)

*delineates required units listed on the "Major Units of Study" list.

** delineates topics listed on the "Additional Units/Topics" (supplementary) unit list.

Unit: Introduction to Theatre

Chapter: 1

Objectives:

- Introduce students to the requirements for the course
- Have students introduce themselves to the class
- Familiarize students with basic theatre terms

VPA Standards Addressed:

- 1.1

Unit: Developing Personal Resources

Chapter: 3

Objectives:

- Identify and explore the 5 personal resources used in acting and performing

VPA Standards Addressed:

- 1.1, 1.2, 2.1, 2.2, 5.1, 5.2

Unit: The Stage

Chapter: 9

Objectives:

- Introduce students to unique stage terminology
- Learn and apply blocking and staging techniques

VPA Standards Addressed:

- 1.1, 2.1, 2.2, 5.2

Unit: Creative Drama

Chapter: 4

Objectives:

- Identify the difference between creative and formal drama

VPA Standards Addressed:

- 1.1, 2.1, 2.2, 2.3, 5.2

Unit: Characterization

Chapter: 7, lessons 1 & 2

Objectives:

- Introduce students to concepts of stereotypical vs. original character

VPA Standards Addressed:

- 1.1, 2.1, 2.2, 5.2, 5.3

Unit: Structure of a Play

Chapter: 8

Objectives:

- Identify the 6 Elements of a Play
- Identify different types of plays
- Introduce students to playwrighting techniques

VPA Standards Addressed:

- 1.1, 1.2, 2.2, 3.1, 5.2

Unit: Theatre Safety

Chapter: 11, lesson 1

Objectives:

- Inform students of hazards and dangers in a theatre

VPA Standards Addressed:

- 1.1, 5.1, 5.3

Unit: Theatre Appreciation

Chapter: 12, lessons 1 & 2

Objectives:

- Educate students on proper theatre etiquette
- Allow students the opportunity to review a public performance

VPA Standards Addressed:

- 1.1, 3.1, 4.1, 5.3

Unit: Pantomime

Chapter: 14

Objectives:

- Compare and contrast mime vs. pantomime
- Explore the art of communicating without speaking

VPA Standards Addressed:

- 1.1, 1.2, 2.1, 2.2, 2.3, 3.3, 5.2

Unit: Monologue Performance (Original or Scripted)

Chapter: 7, lesson 3

Objectives:

- Students will create an original character to perform
- Students will write an original piece to perform with created character

VPA Standards Addressed:

- 1.1, 1.2, 2.1, 2.2, 2.3, 4.2, 5.2

Unit: History of Theatre/ Greek and Roman Theatre

Chapter: pages 35 & 44 plus supplemental materials

Objectives:

- Explore the beginnings of theatre
- Use Greek and Roman theatrical conventions in performance
- Adapt a myth story into script format

VPA Standards Addressed:

- 1.1, 2.1, 2.2, 2.3, 3.3, 5.1, 5.2

Project: Duet Scene

Unit: Theatrical production

Chapters:

- 7 (Characterization),
- 10, lesson 3 (Rehearsal Process)
- 8, lesson 2 (Memorization)
- 11, lessons 4 & 5 (Costumes and Props)
- 5, lessons 3 & 4 (Voice)

Objectives:

- Teach multiple concepts of scene production within on assignment
- Introduce students to concepts of rehearsal, memorization, voice, props and costumes

VPA Standards Addressed:

- 1.1, 1.2, 2.1, 5.2, 5.3

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**