



K I R K W O O D  
S C H O O L D I S T R I C T

**DRAMA | 9TH-12TH**  
**Course Overview**

**Course Description:**

This course provides an exploration into the essentials of onstage performance, basic improvisation techniques, and script and plot development and analysis. Students engage in acting and character work, discover effective rehearsal techniques, and gain practical skills in technical theatre, including stage make-up, costume design, and set design. They increase their understanding of theatre through audience critique practices and feedback sessions. This is a semester-long class with no prerequisites.

**Scope and Sequence:**

Title	Description
Developing the Ensemble	Students learn the importance of collaboration, ways to reduce fear, and how to give and receive criticism.
Character Development	Students learn how to develop characters, play an objective using tactics, and use their physical body to communicate onstage.
Script Analysis	Students learn plot terminology as it applies to theatre, as well as how to connect a character's objective to the plot development and use this knowledge as an actor.
Technical Theatre	Students learn the importance of the technical elements of theatre, including the basics of stage makeup, costuming, and set design, and how to analyze the script for those elements.

**Enduring Understandings:**

- Art is a powerful, valuable tool for self-expression and communication.
- Theatre is collaborative; it takes people coming together.
- Theatre both reflects and affects life.

**Essential Questions:**

- How can participation in theatre (on or off stage) help develop empathy?
- How does participation in theatre (on or off stage) impact our choices, morality, reasoning, and ethics?
- How does participation in theatre (on or off stage) affect our behavior?
- How is theatre a reflection of life?
- How does theatre affect life?

# DRAMA I

## UNIT 1 DEVELOPING THE ENSEMBLE

### **UNIT 1 DESCRIPTION/OVERVIEW**

Students will learn how to work together in theatre by developing an ensemble. They will learn how to be more comfortable on stage, how to give and receive constructive criticism, how to work with different people and different groups, and how to give and take attention.

<b>Unit Essential Learning Targets</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Teamwork and collaboration are essential to a successful performance.</li> <li>● Theatre fosters the development of life skills that are essential on and off the stage.</li> </ul>	<ul style="list-style-type: none"> <li>● How do we work together to tell a story?</li> <li>● How do we give everyone a voice?</li> <li>● How can we be observant of the world around us?</li> <li>● What lessons can we learn through participation in theatre?</li> </ul>
<b>Students must know:</b>	<b>Students must be able to:</b>
<ul style="list-style-type: none"> <li>● Ensemble</li> <li>● Stage fright</li> <li>● Stage pictures</li> </ul>	<ul style="list-style-type: none"> <li>● Work with different groups to tell stories physically and with dialogue.</li> <li>● Give observational and constructive feedback to self and others.</li> </ul>

<b>Missouri Learning Standards</b>
<p><b>Create</b></p> <ul style="list-style-type: none"> <li>● <b>Envision/Conceptualize:</b> Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> <li>○ a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).</li> <li>○ b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).</li> <li>○ c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).</li> </ul> </li> <li>● <b>Develop:</b> Organize and develop artistic ideas and work (TH:Cr2A.I ). <ul style="list-style-type: none"> <li>○ a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).</li> <li>○ b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).</li> </ul> </li> <li>● <b>Rehearse:</b> Refine and complete artistic work. <ul style="list-style-type: none"> <li>○ a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).</li> <li>○ b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).</li> <li>○ c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).</li> </ul> </li> </ul>

# DRAMA I

## UNIT 1 DEVELOPING THE ENSEMBLE

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).

# DRAMA I

## UNIT 2 CHARACTER DEVELOPMENT

### **UNIT 2 DESCRIPTION/OVERVIEW**

Students will learn how to develop a character, how to play an objective using tactics, and how to use their physical body to communicate onstage.

<b>Unit Essential Learning Targets</b>	
<b><i>Enduring Understandings</i></b>	<b><i>Essential Questions</i></b>
<ul style="list-style-type: none"> <li>● Performers rely on intuition, curiosity, and critical inquiry when developing their characters.</li> <li>● Performers choose tactics to accomplish their characters' objectives.</li> </ul>	<ul style="list-style-type: none"> <li>● How do performers develop a character?</li> <li>● How do performers use their body to communicate onstage?</li> <li>● How do super-objectives guide a performer's decisions while onstage?</li> <li>● How do characters use tactics?</li> </ul>
<b><i>Students must know:</i></b>	<b><i>Students must be able to:</i></b>
<ul style="list-style-type: none"> <li>● Super-objective</li> <li>● Objective</li> <li>● Tactic</li> <li>● Subtext</li> <li>● Listening</li> <li>● Cheating out</li> <li>● Given circumstances</li> </ul>	<ul style="list-style-type: none"> <li>● Present an acting scene to an audience.</li> <li>● Develop an appropriate character with objectives and tactics based on givens.</li> <li>● Adjust the scene as directed.</li> </ul>

<b>Missouri Learning Standards</b>
<p><b>Create</b></p> <ul style="list-style-type: none"> <li>● <b>Envision/Conceptualize:</b> Generate and conceptualize artistic ideas and work.             <ul style="list-style-type: none"> <li>○ a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).</li> <li>○ b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).</li> <li>○ c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).</li> </ul> </li> <li>● <b>Develop:</b> Organize and develop artistic ideas and work (TH:Cr2A.I ).             <ul style="list-style-type: none"> <li>○ a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).</li> <li>○ b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).</li> </ul> </li> <li>● <b>Rehearse:</b> Refine and complete artistic work.             <ul style="list-style-type: none"> <li>○ a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).</li> <li>○ b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).</li> <li>○ c. Refine technical design choices to support the story and emotional impact of a</li> </ul> </li> </ul>

# DRAMA I

## UNIT 2 CHARACTER DEVELOPMENT

devised or scripted drama/ theatre work (TH:Cr3A.I).

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).

# DRAMA I

## UNIT 3 SCRIPT ANALYSIS

### UNIT 3 DESCRIPTION/OVERVIEW

Students will learn plot terminology as it applies to theatre, how to connect a character's objective to the plot development, and how to use this knowledge as an actor.

<b>Unit Essential Learning Targets</b>	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>● Plot development changes and shapes the story and characters to keep the audience engaged.</li> <li>● Each stage of plot development adds to the richness of a performance.</li> <li>● Plot development establishes the structural framework for the play.</li> </ul>	<ul style="list-style-type: none"> <li>● How do we effectively analyze the plot of a play or movie?</li> <li>● What is taken into account when analyzing the plot of a play or movie?</li> <li>● What do actors need to know about their characters in order to fully develop the plot of the play or movie?</li> </ul>
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> <li>● Plot terminology:               <ul style="list-style-type: none"> <li>○ Inciting incident</li> <li>○ Beginning balance</li> <li>○ Major conflict</li> <li>○ Rising action</li> <li>○ Climax</li> <li>○ Falling action</li> <li>○ New balance</li> <li>○ Given circumstances</li> <li>○ Exposition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Correctly analyze a plot of a play or movie using the correct terms.</li> </ul>

<b>Missouri Learning Standards</b>
<p><b>Create</b></p> <ul style="list-style-type: none"> <li>● <b>Envision/Conceptualize:</b> Generate and conceptualize artistic ideas and work.           <ul style="list-style-type: none"> <li>○ a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).</li> <li>○ b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).</li> <li>○ c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).</li> </ul> </li> <li>● <b>Develop:</b> Organize and develop artistic ideas and work (TH:Cr2A.I ).           <ul style="list-style-type: none"> <li>○ a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).</li> <li>○ b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).</li> </ul> </li> <li>● <b>Rehearse:</b> Refine and complete artistic work.           <ul style="list-style-type: none"> <li>○ a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).</li> <li>○ b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).</li> </ul> </li> </ul>

# DRAMA I

## UNIT 3 SCRIPT ANALYSIS

- c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I ).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I ).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).

# DRAMA I

## UNIT 4 TECHNICAL THEATRE

### UNIT 4 DESCRIPTION/OVERVIEW

Students will learn the importance of the technical elements of theatre when telling a story. They will learn the basics of stage makeup, costuming, and set design, as well as how to analyze the script for those elements.

<b>Unit Essential Learning Targets</b>	
<b><i>Enduring Understandings</i></b>	<b><i>Essential Questions</i></b>
<ul style="list-style-type: none"> <li>• The stage crew's familiarity with the characters in a play is essential in aiding the actors in giving realistic performances.</li> <li>• Effective storytelling relies on the careful planning and coordination of technical elements.</li> </ul>	<ul style="list-style-type: none"> <li>• What role does the stage crew play in character and plot development?</li> <li>• What information do stage crew have to know about each character to help prepare actors for their performances?</li> </ul>
<b><i>Students must know:</i></b>	<b><i>Students must be able to:</i></b>
<ul style="list-style-type: none"> <li>• How to keep makeup sanitary and safe.</li> <li>• How to design and sketch costumes for a play/ character.</li> <li>• How to communicate and measure a set design for a director/ audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Do appropriate research for a character (historical, emotional, physical) and apply it to a design (makeup, costume, set).</li> </ul>

<b>Missouri Learning Standards</b>
<p><b>Create</b></p> <ul style="list-style-type: none"> <li>• <b>Envision/Conceptualize:</b> Generate and conceptualize artistic ideas and work.             <ul style="list-style-type: none"> <li>○ a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).</li> <li>○ b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).</li> <li>○ c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).</li> </ul> </li> <li>• <b>Develop:</b> Organize and develop artistic ideas and work (TH:Cr2A.I ).             <ul style="list-style-type: none"> <li>○ a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).</li> <li>○ b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).</li> </ul> </li> <li>• <b>Rehearse:</b> Refine and complete artistic work.             <ul style="list-style-type: none"> <li>○ a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).</li> <li>○ b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).</li> <li>○ c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).</li> </ul> </li> </ul>



# DRAMA I

## UNIT 4 TECHNICAL THEATRE

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I ).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I ).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).