



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

DRAMA II 9TH-12TH
Course Overview

Course Description:

Students in Drama II will build on their learning from their previous course as they experience a more intense rehearsal process and character development. They sharpen their ability to listen and respond authentically, dive deeper into the art of staging, and enhance their script analysis capabilities. They gain a historical understanding of theatrical contexts and explore diverse styles essential in movement, character portrayal, and scene work through comedy, period styles, and contemporary acting scenes. This is a semester-long course. Students must have successfully completed Drama I or Improv to enroll.

Scope and Sequence:

Title	Description
Basic Scene Study	Students will learn about, rehearse, and perform a “contentless” scene.
Comedy Scene	Students will learn about techniques to enhance and deliver comedic moments as they rehearse and perform a contemporary comedy scene.
Period Styles Scene	Students will study movement, etiquette, and behaviors appropriate to scenes before the 1920s, applying what they learn to a scene from those eras.
Specialty Scene	Students will learn and apply the techniques specific to a specialty area of their choosing.

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 II

UNIT 1 BASIC SCENE STUDY

UNIT 1 DESCRIPTION/OVERVIEW

Students will rehearse and perform a “contentless” scene. This is a scene in which they will choose the given circumstances to justify the lines, create characters, and develop appropriate staging.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Constructive feedback allows for performers to reflect on, revise, and refine their performances. ● Performers make acting choices to give meaning to the scenes. ● Performers improve their work by rehearsing. 	<ul style="list-style-type: none"> ● What are the best ways to give constructive feedback? ● How do performers use constructive feedback to improve? ● What effects do your acting choices have on the scene we interpret? ● Why is it important to value the opinions of others?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Given circumstances ● Character development ● Movement ● Listening ● Objectives ● Tactics 	<ul style="list-style-type: none"> ● Be able to give a contentless scene meaning given circumstances. ● Rehearse the scene with staging. ● Apply rehearsal techniques to improve and develop the scene. ● Apply feedback to the scene and character. ● Give constructive feedback to fellow classmates.

Missouri Learning Standards

Create

- **Envision/Conceptualize:** Generate and conceptualize artistic ideas and work.
 - a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).
 - b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).
 - c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).
- **Develop:** Organize and develop artistic ideas and work (TH:Cr2A.I).
 - 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).
 - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).
- **Rehearse:** Refine and complete artistic work.
 - a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).
 - 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).
 - c. Refine technical design choices to support the story and emotional impact of a devised or

DRAMA II

UNIT 1 BASIC SCENE STUDY

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 II UNIT 2 COMEDY SCENE

UNIT 2 DESCRIPTION/OVERVIEW

Students will choose a contemporary comedy scene. They will rehearse and develop techniques for specifically enhancing and delivering comedic moments in the scene for the audience.

Unit Essential Learning Targets

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Well-timed humor is essential in enhancing the overall impact and effectiveness of a scene. ● Some comedy scenes can be culturally specific, while other comedy scenes can appeal to diverse audiences. ● The performers' body language can affect their ability to generate laughter among the audience. 	<ul style="list-style-type: none"> ● What are the key characteristics of a comedy scene? ● How are comedy scenes different from other types of scenes? ● What is the significance of the rule of three? ● Why is timing important in comedy scenes?
Students must know:	Students must be able to:
<ul style="list-style-type: none"> ● How comedy is different in style and approach. ● The "rule of 3". ● How to adjust timing and physicality for comedic effect. 	<ul style="list-style-type: none"> ● Apply comedic understandings to a selected scene. ● Rehearse the scene with staging. ● Apply rehearsal techniques to improve and develop the scene. ● Apply feedback to the scene and character. ● Give constructive feedback to fellow classmates.

Missouri Learning Standards

Create

- **Envision/Conceptualize:** Generate and conceptualize artistic ideas and work.
 - a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).
 - b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).
 - c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).
- **Develop:** Organize and develop artistic ideas and work (TH:Cr2A.I).
 - 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).
 - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).
- **Rehearse:** Refine and complete artistic work.
 - a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).
 - 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).
 - c. Refine technical design choices to support the story and emotional impact of a devised or

DRAMA II

UNIT 2 COMEDY SCENE

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 II

UNIT 3 PERIOD STYLES SCENE

UNIT 3 DESCRIPTION/OVERVIEW

Students will study movement, etiquette, and behaviors appropriate to scenes before the 1920s. They will use these techniques and apply them to a scene written and set in those eras. Students will be able to analyze the character and how to use period appropriate tactics and movements for their objectives.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Drama is a reflection of the history and culture of the era in which the play is set. ● Understanding historical events from a given era helps performers effectively portray a scene from that time period. 	<ul style="list-style-type: none"> ● How do historical/period style era scenes differ from other types of scenes? ● What aspects of a scene are important to research before performing? ● Why is it important for performers to adjust their physical behavior and mannerisms when acting out scenes? ● How do performers adjust their physical behavior and mannerisms to adapt to a given scene?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● The etiquette, bows, curtsies, mannerisms, and societal norms of an historical era. ● Major authors/ acting styles: <ul style="list-style-type: none"> ○ Stanislavski ○ Chekov ○ Strindberg ○ Shakespeare ○ Ibsen 	<ul style="list-style-type: none"> ● Apply research to a scene from a historical/ period style era. ● Adjust physical behavior and mannerisms to the scene. ● Rehearse the scene with staging. ● Apply rehearsal techniques to improve and develop the scene. ● Apply feedback to the scene and character. ● Give constructive feedback to fellow classmates.

Missouri Learning Standards

Create

- **Envision/Conceptualize:** Generate and conceptualize artistic ideas and work.
 - a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).
 - b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).
 - c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).
- **Develop:** Organize and develop artistic ideas and work (TH:Cr2A.I).
 - 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).
 - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).
- **Rehearse:** Refine and complete artistic work.
 - a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).

DRAMA II

UNIT 3 PERIOD STYLES SCENE

- 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).
- 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 II UNIT 4 SPECIALTY SCENE

UNIT 4 DESCRIPTION/OVERVIEW

Students will choose a scene in a specialty area (stage combat, film, clowning, musical theatre, etc). They will learn and apply the specific techniques for that area to character development, rehearsal, staging, and performance.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> • Combat scenes are an illusion. Achieving realistic and impactful combat requires rehearsal and an understanding of the physicality involved. • The safety of the performers is the most important aspect of any combat scene, making proper preparation and care essential. 	<ul style="list-style-type: none"> • How do combat scenes differ from other types of scenes? • What precautions must be taken in order to ensure the safety of the performers? • How do performers make a fight scene seem real?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> • How to safely and correctly do unarmed stage combat using pushes, pulls, falls, slaps, punches, etc. • How to adjust a performance for the camera, musical, or combat. 	<ul style="list-style-type: none"> • Present an acting scene for an audience from a particular genre not previously covered. • Apply the specialty techniques needed for that scene (combat, character work, singing techniques). • Rehearse the scene with staging. • Apply rehearsal techniques to improve and develop the scene. • Apply feedback to the scene and character. • Give constructive feedback to fellow classmates.

Missouri Learning Standards

Create

- **Envision/Conceptualize:** Generate and conceptualize artistic ideas and work.
 - a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.1).
 - b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.1).
 - c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.1).
- **Develop:** Organize and develop artistic ideas and work (TH:Cr2A.1).
 - 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.1).
 - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.1).
- **Rehearse:** Refine and complete artistic work.
 - a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.1).

DRAMA II

UNIT 4 SPECIALTY SCENE

- 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).
- 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).