

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Intermediate Drama

Board Meeting Date: January 23, 2025	Course Length: 1 Year
Proposed Grade Level(s): 7, 8	Subject Area: Visual and Performing Arts Elective Area (if applicable): Drama
Grading: A-F	Credits: N/A
Prerequisite(s): Exploratory Drama or Drama	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: N/A	
A-G Course Identifier: N/A	
Graduation Requirement: N/A	
Course Intent: Program (if applicable):	
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COURSE DESCRIPTION:

This performance based course will include the history of theatre and develop, through acting exercises, dramatic techniques, including pantomime and play production. Students will perform skits, scenes and plays to continue developing their acting and playwriting skills. Actors will further develop their skills learned in beginning drama and begin to develop technical theatre skills in the areas of scenic design and publicity.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Example of Summative Assessment
1. Theatre vs. Film	What is theatre? What are the different theatre roles? How does an ensemble work?	● Informal teacher observations ● Student discussions. ● Group projects ● Individual projects ● Peer reviews ● Self-assessments ● Exit tickets	● Formal presentation ● Formal performances ● Quizzes ● Mid-term evaluations ● Final Evaluations
Unit 1 Essential Standards: TH:Cr2.1.7.b: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work. TH:Pr5.1.7.a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance. TH:Cr2.1.8.b: Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work. TH:Cr3.1.7.a: Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. TH:Pr6.1.7.a: Participate in rehearsals for a drama/theatre work that will be shared with an audience. TH:Pr6.1.8.a: Perform a rehearsed drama/theatre work for an audience.			
2. Stage Movement	What is important for onstage action? What are the basics of stage direction? What defines movement?	● Informal teacher observations ● Student discussions. ● Group projects ● Individual projects ● Peer reviews ● Self-assessments ● Exit tickets	● Formal presentation ● Formal performances ● Quizzes ● Mid-term evaluations ● Final Evaluations
Unit 2 Essential Standards: TH:Cr1.1.7.a: Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. TH:Pr4.1.7.a: Consider various staging choices to enhance the story in a drama/theatre work. TH:Cr1.1.8.a: Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre			

work.

TH:Cr2.1.7.b: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

TH:Pr5.1.7.a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

TH:Pr6.1.7.a: Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Pr6.1.8.a: Perform a rehearsed drama/theatre work for an audience.

3. Pantomime

What is nonverbal communication?
How does body language and gestures communicate a thought?
What is pantomime?

- Informal teacher observations
- Student discussions.
- Group projects
- Individual projects
- Peer reviews
- Self-assessments
- Exit tickets

- Formal presentation
- Formal performances
- Quizzes
- Mid-term evaluations
- Final Evaluations

Unit 3 Essential Standards:

TH:Cr2.1.7.b: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

TH:Pr5.1.7.a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

TH:Re8.1.8.a: Recognize and share artistic choices when participating in or observing a drama/theatre work.

TH:Pr6.1.7.a: Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Pr6.1.8.a: Perform a rehearsed drama/theatre work for an audience.

4. Voice Projection

How is our voice created?
How do we improve our vocal production?
How does our posture and breathing project our voice?

- Informal teacher observations
- Student discussions.
- Group projects
- Individual projects
- Peer reviews
- Self-assessments
- Exit tickets

- Formal presentation
- Formal performances
- Quizzes
- Mid-term evaluations
- Final Evaluations

Unit 4 Essential Standards:

TH:Pr5.1.7.a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

5. Ancient Greek Theatre

What is the function of the chorus in Ancient Greek Theater?
What is the choral ode?
What are the components of a Greek theatre?

- Informal teacher observations
- Student discussions.
- Group projects
- Individual projects
- Peer reviews
- Self-assessments

- Formal presentation
- Formal performances
- Quizzes
- Mid-term evaluations
- Final Evaluations

		● Exit tickets	
Unit 5 Essential Standards: TH:Cr1.1.7.a: Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. TH:Cr1.1.8.a: Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work. TH:Cr2.1.7.b: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work. TH:Pr5.1.7.a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance. TH:Cr3.1.7.a: Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. TH:Pr6.1.7.a: Participate in rehearsals for a drama/theatre work that will be shared with an audience. TH:Cn1.2.7.b: Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work. TH:Pr6.1.8.a: Perform a rehearsed drama/theatre work for an audience. TH:Cn1.2.8.b: Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.			
6. Improvisation	What does it mean to accept an offer, bring information to a scene, bring information to the scene, make active choices, and make your partner look good? Why is it important that we do not force humor?	● Informal teacher observations ● Student discussions. ● Group projects ● Individual projects ● Peer reviews ● Self-assessments ● Exit tickets	● Formal presentation ● Formal performances ● Quizzes ● Mid-term evaluations ● Final Evaluations
Unit 6 Essential Standards: TH:Cr1.1.7.a: Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. TH:Cr1.1.8.c: Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work. TH:Cr2.1.7.b: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work. TH:Pr5.1.7.a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance. TH:Cr2.1.8.b: Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work. TH:Cr3.1.7.b: Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work TH:Cr3.1.8.b: Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.			
7. Commedia dell'Arte	What is the history of Commedia del' Arte? What are stock characters? What is the style of Commedia del' Arte?	● Informal teacher observations ● Student discussions. ● Group projects ● Individual	● Formal presentation ● Formal performances ● Quizzes ● Mid-term

		projects • Peer reviews • Self-assessments • Exit tickets	evaluations • Final Evaluations
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Unit 7 Essential Standards:

TH:Cr1.1.7.c: Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

TH:Re7.1.7.a: Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

TH:Cr1.1.8.a: Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

TH:Cr1.1.8.c: Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

TH:Cr2.1.7.b: Demonstrate mutual

respect for self and others and their roles in preparing or devising drama/theatre work.

TH:Pr5.1.7.a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

TH:Cr2.1.8.b: Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

TH:Pr5.1.8.a: Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

TH:Re8.1.8.a: Recognize and share artistic choices when participating in or observing a drama/theatre work .TH:Cr3.1.7.a: Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

TH:Cr3.1.7.b: Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

TH:Pr6.1.7.a: Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Cr3.1.8.b: Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

8. Script Analysis	How does an actor analyze a script? How do we learn about a character in a script? What are facts/inferences we make about characters? What role do objectives, obstacles, stakes, and tactics play in a script?	• Informal teacher observations • Student discussions. • Group projects • Individual projects • Peer reviews • Self-assessments • Exit tickets	• Formal presentation • Formal performances • Quizzes • Mid-term evaluations • Final Evaluations
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Unit 8 Essential Standards:

TH:Cr1.1.7.c: Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

TH:Pr4.1.8.b: Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

9. Elizabethan Theatre	Who is Shakespeare? How do we approach unfamiliar words and context clues in Shakespeare's text?	• Informal teacher observations • Student discussions. • Group projects • Individual projects	• Formal presentation • Formal performances • Quizzes • Mid-term evaluations
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		• Peer reviews • Self-assessments • Exit tickets	• Final Evaluations
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Unit 9 Essential Standards:

TH:Cr2.1.7.b: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

.TH:Pr5.1.7.a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

TH:Pr5.1.8.a: Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

10. Playwriting	What are the structural elements of a play? What is character driven dialogue? How do we write character driven dialogue and stage directions?	• Informal teacher observations • Student discussions. • Group projects • Individual projects • Peer reviews • Self-assessments • Exit tickets	• Formal presentation • Formal performances • Quizzes • Mid-term evaluations • Final Evaluations
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Unit 10 Essential Standards:

TH:Pr4.1.7.b: Use various character objectives in a drama/theatre work

TH:Cr1.1.8.c: Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

TH:Cr2.1.7.b: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

TH:Cn11.2.7.b: Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

11. Japanese Theatre	What are the three styles of Japanese Theater? How are the styles the same? How are the styles different?	• Informal teacher observations • Student discussions. • Group projects • Individual projects • Peer reviews • Self-assessments • Exit tickets	• Formal presentation • Formal performances • Quizzes • Mid-term evaluations • Final Evaluations
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Unit 11 Essential Standards:

TH:Cr1.1.7.a: Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

TH:Pr4.1.7.a: Consider various staging choices to enhance the story in a drama/theatre work.

TH:Pr4.1.8.a: Explore different pacing to better communicate the story in a drama/theatre work.

TH:Cr2.1.7.b: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

TH:Cn11.1.7.a: Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.

TH:Cr3.1.7.a: Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a

devised or scripted drama/theatre work.

TH:Cr3.1.7.b: Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

TH:Pr6.1.7.a: Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Pr6.1.8.a: Perform a rehearsed drama/theatre work for an audience.

TH:Cn11.2.8.a: Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

12. Scenic Design

What is scenic design?
How do scenic designers and directors collaborate?
What is the process the scenic designers go through?

- Informal teacher observations
- Student discussions.
- Group projects
- Individual projects
- Peer reviews
- Self-assessments
- Exit tickets

- Formal presentation
- Formal performances
- Quizzes
- Mid-term evaluations
- Final Evaluations

Unit 12 Essential Standards:

TH:Cr1.1.7.b: Explain and present solutions to design challenges in a drama/ theatre work.

TH:Cr1.1.8.b: Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

TH:Pr5.1.7.b: Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

TH:Pr5.1.8.b: Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

13. Front of House

What does, "front of the house" refer to in the theater setting?"
What is the various front of the House Roles?
How are shows marketed?

- Informal teacher observations
- Student discussions.
- Group projects
- Individual projects
- Peer reviews
- Self-assessments
- Exit tickets

- Formal presentation
- Formal performances
- Quizzes
- Mid-term evaluations
- Final Evaluations

Unit 13 Essential Standards:

TH:Re9.1.7.c: Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

TH:Cr1.1.8.a: Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

14. Final Culminating Project

How can I take what I have learned this year and combine it to create a final project that will showcase my knowledge of theater coupled with my performance skills?

- Informal teacher observations
- Student discussions.
- Group projects
- Individual projects
- Peer reviews
- Self-assessments

- Creation of 5 minute play
- Monologue in play (to be performed by student)
- Design Description
- Scenic Design

		Exit tickets	Rendering and Ground Plan - Poster - Press Release
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Unit 14 Essential Standards:

TH:Cr1.1.7.a: Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

TH:Cr1.1.7.b: Explain and present solutions to design challenges in a drama/ theatre work.

TH:Pr4.1.7.a: Consider various staging choices to enhance the story in a drama/theatre work.

TH:Cr1.1.8.a: Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

TH:Cr1.1.8.b: Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

TH:Pr4.1.8.b: Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

TH:Pr5.1.8.a: Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance. TH:Pr5.1.8.b: Use a variety of technical elements to create a design for a rehearsal or drama/theatre production. TH:Cr3.1.7.b: Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

TH:Cr3.1.7.c: Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

TH:Cr3.1.8.b: Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

TH:Pr6.1.8.a: Perform a rehearsed drama/theatre work for an audience.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/vp/cf/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

California Arts Standards, PP 183-197: <https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

National Art Standards.org <https://nationalartsstandards.org/sites/default/files/2021-11/Theatre%20at%20a%20Glance.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved (yes/no)	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		N/A				