DANCE/PHYSICAL THEATRE
Grades 9, 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Theatre 1

Course Overview:
Movement for the Theatre students become acquainted with several selected areas of theatre emphasizing dance, stage choreography, and presentation for the theatre. Students gain knowledge and appreciation of choreography for the theatre including, but not limited to, mime, dance, non-contact stage combat, clowning, and juggling. Public and in-class performance are a central feature of this class. Students are expected to invest time out of class for performance projects. Students are assessed on pre-production tasks and through in-class and public performances.

Units of Study:
- Movement terminology
- Physical theatre history
- Ensemble
- Performance
- Physical performance literacy
- Etiquette and responsibility
- Aesthetics

Vocabulary:
Chasse, Pas de bourréé, Pirouette, Motif, Attitude, Sequence, Structure, Tempo, Kick-ball change, Balance.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Theatre artists rely on intuition, curiosity, and critical inquiry.
- **Essential Question(s):** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH:Cr.1.1.I
a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
b. Explore the impact of technology on design choices in a drama/theatre work.
c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
  - I can create and tell a story or theme through movement.
  - I can demonstrate understanding of movement styles.

Anchor Standard 2: Organize and develop artistic ideas and work.
- **Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.

- **Essential Question:** How, when, and why do theatre artists' choices change?

TH:Cr2.1.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.
b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

- I can use my physicality to create meaning.
- I can demonstrate the ability to remember extended movement sequences/dance phrases.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.
- **Essential Question:** How do theatre artists transform and edit their initial ideas?

TH:Cr3.1.I
a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
b. Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

- I can create dance phrases with an understanding of choreographic principles, processes, and structures.
- I can create small group and individual performance pieces with coherence and aesthetic unity.

PERFORMING
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Theatre artists make strong choices to effectively convey meaning.
- **Essential Question:** Why are strong choices essential to interpreting a drama or theatre piece?

TH:Pr4.1.I
a. Examine how character relationships assist in telling the story of a drama/theatre work.
b. Shape character choices using given circumstances in a drama/theatre work.

- I can understand and relate how physical conditions relate to movement.
- I can articulate several historical and cultural traditions in movement.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.
- **Essential Question:** What can I do to fully prepare a performance or technical design?

TH:Pr5.1.I
a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
b. Use researched technical elements to increase the impact of design for a drama/theatre

production.

- I can practice strong rehearsal skills for a physical/dance performance.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- **Essential Question:** What happens when theatre artists and audiences share a creative experience?

TH:Pr6.1.I

a. Perform a scripted drama/theatre work for a specific audience.

- I can create an interdisciplinary movement-based performance based on a concept.
- I can articulate how technical aspects and environment can affect movement.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- **Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

TH:Re7.1.I

a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

- I can articulate my choices for creative movement.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
- **Essential Question:** How can the same work of art communicate different messages to different people?

TH:Re8.1.I

a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

- I can observe, interpret, and articulate meaning behind various physical/dance performances.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama/theatre work.
- **Essential Question:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

TH:Re9.1.I
a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
b. Consider the aesthetics of the production elements in a drama/theatre work.
c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

- I can compose a critique of a physical/dance performance.
- I can articulate the meaning behind a physical/dance performance.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- **Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

TH:Cn10.1.I
a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

- I can articulate how lifestyle choices affect physical performance ability.
- I can articulate the challenges facing performers in maintaining healthy lifestyles.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
- **Essential Question:** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

TH:Cn11.1.I
a. Explore how cultural, global and historic belief systems affect creative choices in a drama/theatre work.

- I can demonstrate various styles of movement in relationship to cultures and historical periods.

- **Enduring Understanding:** Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
- **Essential Question:** In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

TH:Cn11.2.I
a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

- I can perform basic theatre research strategies.

- I can use these research strategies to create my own performances.