

DRAMA 1: INTRODUCTION TO THEATRE

Grades 9, 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: None

Course Overview:

In Drama I: Introduction to Theatre, students become acquainted with various areas of theatre: acting, basic technology, theatre etiquette, movement, vocalization, and basic theatre history. Students gain a general knowledge of basic theatre arts and an appreciation of theatre arts as an enjoyable activity. In-class performance and active class participation will be implemented. Students are assessed through in-class performances in terms of both end product and in-process preparation.

Units of Study:

- Theatre terminology
- Theatre history
- Ensemble
- Performance
- Theatrical literacy
- Theatre etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or performance ("P").

NATIONAL STANDARD 1: Students script write through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

Benchmark 1: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

Learning Targets (Type K, R, S, P):

- 1) I can write a monologue, scene or play using script format.
- 2) I can improvise a basic scene.

NATIONAL STANDARD 2: Students act by developing, communicating, and sustaining characters in improvisations and informal or formal productions.

Benchmark 1: Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

Learning Targets (Type K, R, S, P):

- 1) I can improvise various characters.
- 2) I can create various characters when performing scripted scenes.

Benchmark 2: Students compare and demonstrate various classical and contemporary acting techniques and methods.

Learning Targets (Type K, R, S, P):

- 1) I can perform various styles of theatre.
- 2) I can identify different styles of theatre.

Benchmark 3: Students in an ensemble, create and sustain characters that communicate with audiences.

Learning Targets (Type K, R, S, P):

- 1) I can work within an ensemble.
- 2) I can demonstrate an understanding of the physicality of character and blocking.
- 3) I can demonstrate an understanding of appropriate stage vocalization and projection.

NATIONAL STANDARD 3: Students design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.

Benchmark 1: Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup).

Learning Targets (Type K, R, S):

- 1) I can demonstrate a basic understanding of the elements of technical theatre.

Benchmark 2: Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

Learning Targets (Type K, R, S):

- 1) I can recognize the technical needs for various styles of productions.

Benchmark 3: Students develop designs that use visual and aural elements to convey environments that clearly support the text.

Learning Targets (Type K, R, S):

- 1) I can develop a simple design for various texts used in class.

Benchmark 4: Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup.

Learning Targets (Type K, R, S):

- 1) I can execute my basic design in a safe and functional manner.

Benchmark 5: Students design coherent stage management, promotional, and business plans.

Learning Targets (Type): NOT ADDRESSED AT THIS LEVEL.

NATIONAL STANDARD 4: Students direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

Benchmark 1: Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate the ability to organize rehearsals for improvised and scripted scenes.
- 2) I can collaborate through the rehearsal and performance process.

Benchmark 2: Students justify selections of text, interpretation, and visual and aural artistic choices.

Learning Targets (Type K, R, S, P):

1) I can justify my choices made in the rehearsal process.

Benchmark 3: Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

Learning Targets (Type K, R, S, P):

1) I can make my ideas understood by others.

NATIONAL STANDARD 5: Students research by evaluating and synthesizing cultural and historical information (including Montana American Indian cultural and historical information) to support artistic choices.

Benchmark 1: Students identify and research cultural, historical, and symbolic clues (including Montana American Indian cultural, historical, and symbolic clues) in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

Learning Targets (Type K, R, S, P):

1) I can apply research skills to make artistic choices.

NATIONAL STANDARD 6: Students compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Benchmark 1: Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts.

Learning Targets (Type K, R, S):

1) I can critique various forms of dramatic presentation.

Benchmark 2: Students determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre.

Learning Targets (Type K, R, S):

1) I can understand the use of other art forms in dramatic presentations.

Benchmark 3: Students illustrate the integration of several arts media in informal presentations.

Learning Targets (Type): NOT ADDRESSED AT THIS LEVEL.

NATIONAL STANDARD 7: Students analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.

Benchmark 1: Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods (including Montana American Indian cultures and historical periods), and relate these to current personal, national, and international issues.

Learning Targets (Type K, R, S):

1) I can develop criteria to justify personal points of view, becoming receptive to alternative aesthetic and artistic choices.

Benchmark 2: Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.

Learning Targets (Type K, R, S):

- 1) I can develop criteria to justify personal points of view, becoming receptive to alternative aesthetic and artistic choices.

Benchmark 3: Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternatives artistic choices.

Learning Targets (Type K, R, S):

- 1) I can develop criteria to justify personal points of view, becoming receptive to alternative aesthetic and artistic choices.

Benchmark 4: Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Learning Targets (Type K, R, S):

- 1) I can constructively self-critique my own and classmates' work in class.

NATIONAL STANDARD 8: Students understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

Benchmark 1: Students compare how similar themes are treated in drama from various cultural and historical periods (including Montana American Indian cultural and historical periods), illustrate with informal performances, and discuss how theatre can reveal universal concepts.

Learning Targets (Type K, R, S):

- 1) I can demonstrate an understanding that theatre represents universal concepts.

Benchmark 2: Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods (including Montana American Indian cultures and historical periods) of American theatre and musical theatre.

Learning Targets (Type K, R, S):

- 1) I can demonstrate an understanding of the dramatic traditions endemic to particular cultures.

Benchmark 3: Students identify cultural and historical sources (including Montana American Indian cultural and historical sources) of theatre and musical theatre.

Learning Targets (Type K, R, S):

- 1) I can recognize cultural and historical sources of American and musical theatre.

Benchmark 4: Students analyze the effect of their own cultural experiences on their dramatic work.

Learning Targets (Type K, R, S, P):

- 1) I can express my own cultural perspective on my dramatic work.