

DRAMA 3: ADVANCED THEATRE

Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Drama 2 and Consent of Instructor

Course Overview:

Students in Drama 3: Advanced Theatre become acquainted with several selected areas of theatre including, presentation and technical work. Students gain advanced knowledge and appreciation of the theatre. Public and in-class performance are a central feature of this class. Students are expected to invest time out of class for performances and class projects. Students are assessed through in-class and public performances, both in terms of process and production.

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 product ("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 with the intent to bring to full production.
- 2) I can demonstrate through public performance.

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 well-developed characters when performing scripted scenes.
- 3) I can demonstrate an advanced understanding of production responsibility.

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 advanced understanding of the physicality of character and blocking.
- 3) I can demonstrate an advanced 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 an advanced knowledge 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.
- 2) I can demonstrate knowledge to create a total production environment.
- 3) I can appreciate the historical perspectives of theatre and design.

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 more complex design for various performances.

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 design in a safe and functional manner.

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

Learning Targets (Type K, R, S):

- 1) I can execute advanced stage management skills.
- 2) I can design and implement professional promotional and business plans.

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 through performance an advanced competency to plan, produce, and/or direct a scene or larger production.

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 and in performance.

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 effectively communicate my ideas, based on directorial theory.
- 2) I can effectively direct peers in a production setting.
- 3) I can effectively communicate my intentions to the audience.

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 identify cultural symbols in dramatic material.
- 2) I can research cultural and historic references to aid in making artistic choices.
- 3) I can incorporate my research and analysis into developing public performance.

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 integrate various art forms in dramatic presentations.
- 2) I can recognize the impact of various art forms on the audience.

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.
- 2) I can recognize the importance of visual literacy.

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

Learning Targets (Type K, R, S):

- 1) I can integrate several arts media in presentations.
- 2) I can make use of visual literacy in productions.

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 an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated 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 an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated 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 an advanced set of criteria to justify personal points of view, becoming receptive to more sophisticated alternative aesthetic and artistic choices.
- 2) I can articulate on the similarities and differences of various theatrical productions.

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.
- 2) I can articulate the impact of the audience upon theatrical productions in an advanced manner.

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 a sophisticated understanding of theatre's universal representational 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 a sophisticated 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 interpret the cultural and historical sources of theatre.
- 2) I can articulate how theatre is or can be a force for political or social change.

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 articulate and express my own cultural perspective on my dramatic work.