DRAMA - THEATER

7-12

Diocese of Salt Lake City

Catholic Schools Office

Based on Utah State Office of Education Curriculum

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Theater7-12

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Drama / Theatre - Secondary Core Curriculum Resources
Overview

The Drama / Theatre Core divides the goals of theatre education into four theatre standards which are Script Writing, Acting, Designing/Implementing, and Constructing Meaning. The standards organize the curriculum into manageable and related units and guide the student through a rich experience with theatre. The individual courses are presented portfolio format to facilitate student progress and to encourage the support of parents, teachers, and classmates.   Space of a theater gym or large area is needed to teach these courses. It also presumes their courses are integrated with dance and language arts.

Listed below are all of the courses presented in the Drama / Theatre Core Curriculum. There may be additional, elective courses available in some schools.

Foundations I   (Usually 7th-8th or 9th)

There are two basic goals in theatre education: finding meaning in the art of theater through the study and appreciation of theatre as an art form, and finding meaning in theatre through the study and development of skills in various art forms of theatre. This is the entry-level course that introduces these two concepts. *No prerequisite course is required*.

STANDARD 1   Acting: Students will develop the basic techniques of acting.
MOVEMENT - Develop expressive use of stage movement through body awareness and spatial perception. - Demonstrate comfortable movement when acting. - Explain the elements of physical movement; e.g., energy, locomotion, balance, relaxation. VOICE - Develop expressive use of the voice. - Demonstrate a clear voice when communicating in performance. - Explain the elements of voice and speech production; (e.g., intensity, pitch, rhythm, volume, diction) and apply to c haracter. SENSORY / EMOTIONAL RECALL – Develop sensory/emotional recall techniques. - Use memory and imagination to experience smells, tastes, textures, sights, and sounds. - Use memory and imagination to experience feelings and moods, in scenes and plays.

CHARACTERIZATION - Develop character building techniques.

- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted.
- Analyze script to determine specifics of character.

ENSEMBLE / REHEARSAL TECHNIQUES - Develop ensemble/rehearsal techniques.

- Demonstrate rehearsal warm-up.
- Demonstrate basic blocking and staging rubric; e.g. stage direction, focus, levels, crosses, and share.
- Demonstrate active listening skills.
- Demonstrate interaction of characters to create ensemble work.

STANDARD 2	**Script Writing:** Students will integrate character and plot in scripting dramatic presentations

CHARACTER - create appropriate character dialogue and physical attributes within a dramatic presentation

- Plan dialogue and physical attributes for characters in a dramatic presentation.
- Act out dialogue and physical attributes for characters in a dramatic presentation.
- Plan various types of scripts (scenes, shot plays, film scripts, commercials, etc.).

PLOT – Create linear and non-linear plot structures.

- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.
- Play out linear and non linear plot structures; e.g., improvise fairy tales using linear and non-linear plots

STANDARD 3	**Finding Meaning**: Students will develop critical thinking skills to construct meaning.

APPLYING LIFE SKILLS - Connect personal experiences with dramatic presentations in ones own life.

- Explain how theater can contribute to lifelong learning.   -
- Explain how theater can enhance and maintain complex thinking skills.
- Explain how theatre builds effective communication skills
- Explain how theatre develops the ability to collaborate with others.
- Explain how theatre promotes responsible citizenship.

- Explain how theatre promotes Christian virtues and Gospel living

- Explain how theater represents real life.

SELF ASSESSING - Demonstrate the use of assessment techniques in achieving theater objectives (rubrics, portfolio)

- Articulate personal goals.

- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory essays.
- Journal for exploration of character, play rehearsal process, difficulties, fears, triumphs.

Foundations II   (8th, 9th or 10th grades)

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of dramatic unity, comparison and integration of art forms, analysis and critique of performance, and understanding of context and the effect of history and culture on character action. *The prerequisite for this course is Foundations.*

STANDARD 1   Script Writing   Students will integrate unity, character, and plot in scripting dramatic presentations.

UNITY - Interrelate all environments, situations, and characters when creating dramatic presentations.

- Plan interrelated environments, situations, and characters in a dramatic presentation.
- Act out interrelated environments, situations, and characters in a dramatic presentation.

CHARACTER - Create appropriate character dialogue and physical attributes within a dramatic presentation.

- Plan dialogue and physical attributes for characters in a dramatic presentation.
- Act out dialogue and physical attributes for characters in a dramatic presentation.

PLOT - Create linear and non-linear plot structures.

- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.

- Play our linear and non-linear plot structures; e.g., improvise fairy tales, fracture fairy tales, create new fairy tales.

STANDARD 2   Theater – Acting   Students will develop the basic techniques of acting.

MOVEMENT - Develop expressive use of stage movement through body awareness and spatial perception..

- Demonstrate comfortable movement when acting.
- Explain the elements of physical movement, e.g., energy, locomotion, balance, relaxation.
- Demonstrate the use of movement to define who, what, when, where, and why.

VOICE - Develop expressive use of the voice.

- Exercise to enhance voice production.

- Demonstrate a clear voice when communicating in performance.
- Explain the elements of voice and speech production; (e.g., intensity, pitch, rhythm, volume, diction) and how this applies to a character.
- Demonstrate the use of voice to define who, what, when, where, and why.

SENSORY / EMOTIONAL RECALL   - Develop sensory/emotional recall techniques.

- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.

- Find sensory emotional moments in scenes, plays.

CHARACTERIZATION   Develop character building techniques.

- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted.).
- Demonstrate inner dialogue in support of the who, what, where, when, and why of the character; inner conflict; and problem solving techniques.

ENSEMBLE / REHEARSAL TECHNIQUES   - Develop ensemble / rehearsal techniques.

- Demonstrate rehearsal warm-up.
- Demonstrate basic blocking and staging elements; e.g., stage directions, focus, levels, cross.   -
- Demonstrate listening skills.

- Demonstrate cooperation skills; e.g., supporting other performers when not performing, supporting new ideas, supporting one another when performing together.

STANDARD 3   Finding Meaning - Students will develop critical thinking skills to construct meaning.

COMPARING / INTEGRATING ART FORMS   - Compare / integrate other art forms with theater.

- Articulate the impact of the audience on theater and other forms; e.g., dance, film, music, electronic media.
- Explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theater and other art forms; e.g., dance, film, music, electronic media.

- Compare different levels of the art form (processional theater vs. elementary school play … and all in between).

ANALYZING / CRITIQUING   Analyze/critique personal preferences acquired through experiencing theater as a participant and an observer.

- Analyze, change, improve own acting skills.

- Explain how a dramatic presentation is similar to and different from own life.
- Create different rubrics for critiquing live theater, film, television.

UNDERSTANDING CONTEXT   - Articulate the role of history and culture in theater.

- Explain how historical period might affect character action.
- Explain how different cultures might affect character action.

APPLYING LIFE SKILLS   - Connect personal experiences with dramatic presentation to own life.

-Explain how theater can contribute to lifelong learning.
- Explain how theater can enhance and maintain complex thinking skills.
- Explain how theater builds effective communication skills.
- Explain how theater develops the ability to collaborate with others.
- Explain how theater promotes responsible citizenship.

- Explain how theater promotes Christian virtues and Gospel living.

SELF-ASSESSMENT - Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theater objectives.

- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs, reflections.

Foundations III   Grades 9-12

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of production unity, character conflict, character motivation through movement and voice, projecting mood and feelings, trust, the design concepts of visualization and technology, researching a script, variety in art forms, assessing performance effectiveness, and famous theatre professionals. *The prerequisite for this course is Foundations I or II..*

STANDARD 1   Script Writing   Students will integrate unity, character, and plot in scripting dramatic presentations

UNITY - Interrelate all environments, situations, and characters when creating dramatic presentations.

- Plan interrelated environments, situations, and characters in a dramatic presentation.

- Write a unified dramatic presentation; e.g., scene outlines, scene with dialogue, short one-act play.

- Act out interrelated environments, situations, and characters in a dramatic presentation.

  CHARACTER - Create appropriate character dialogue and physical attributes within a dramatic presentation.

- Plan dialogue and physical attributes for characters in a dramatic presentation.

- Act out dialogue and physical attributes for characters in a dramatic presentation.

- Write descriptions for characters in a dramatic presentation.

 PLOT - Create linear and non-linear plot structures.

- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.

- Play our linear and non-linear plot structures; e.g., improvise fairy tales, fracture fairy tales, create new fairy tales.
- Write a scene driven by character conflict; e.g., conflicts that come from within the character, the situation or the environment.

STANDARD 2 Acting   Students will develop the basic techniques of acting.

MOVEMENT - Develop expressive use of stage movement through body awareness and spatial perception..

- Demonstrate comfortable movement when acting.   - -
- Explain the elements of physical movement, e.g.; energy, locomotion, balance, relaxation.
- Demonstrate the use of movement to define who, what, when, where, and why.
- Use movement to reveal character emotion.

- Use movement exercises to explore movement.

VOICE - Develop expressive use of the voice.

- Demonstrate a clear voice when communicating in performance.   -
- Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.
- Demonstrate the use of voice to define who, what, when, where, and why.
- Use the voice to reveal character intention.

- Use voice exercises to enhance voice quality.

SENSORY / EMOTIONAL RECALL   - Develop sensory/emotional recall techniques.

- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.
- Project feelings and moods for a scripted character using memory and imagination..

CHARACTERIZATION   Develop character building techniques.

- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).
- Demonstrate inner dialogue in support of the, who, what, where, when, and why of the character.

ENSEMBLE / REHEARSAL TECHNIQUES   - Develop ensemble / rehearsal techniques.

- Demonstrate rehearsal warm-up.
- Demonstrate basic blocking and staging elements; e.g., a stage direction, focus, levels, crosses.
- Demonstrate listening skills.
- Demonstrate cooperation skills; e.g., supporting other performers when not performing, supporting new ideas, supporting one another when performing together.
- Demonstrate trust (risk-taking) when performing.

STANDARD 3 Designing/Implementing Students will use basic elements of design.

VISUALIZATION   - Envision design ideas for dramatic presentations.
- Articulate with all members of design team. Communicate needs, goals, and obstacles.
- Plan design ideas to accommodate all environments, situations, and characters in a dramatic presentation; i.e., from the viewpoint of set, costuming, lights, sound, make-up, and props.
- Articulate the required skills and responsibilities of a theater designer; i.e., from the viewpoints of set, costuming, lighting, sound, make-up, and props.
- Draw a floor plan for a dramatic presentation; e.g., solve the problems of scene elements such as furniture, enhance ways, and action needs.
- Draw ideas for all design elements.
TECHNOLOGY   - Invest the technical skills required to execute a design.
- Practice use of different technology in performance.
- Articulate the technical skills required to implement a design concept; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Explain how electronic technology might enhance a dramatic presentation.

STANDARD 4   Finding Meaning   Students will develop critical thinking skills to construct meaning.

RESEARCHING   Apply internal and external research to a dramatic production
- Demonstrate script analysis (internal research); i.e., from the viewpoint of scriptwriter, actor, designer, and director.
- Demonstrate historical and cultural analysis (external research); i.e., from the viewpoint of a scriptwriter, actor, designer, and director.
- Describe the responsibilities of a dramaturge.
COMPARING / INTEGRATING ART FORMS   - Compare / integrate other art forms with theater.
- Articulate the impact of the audience on theater and other forms; e.g., dance, film, music, electronic media, new media.

- Explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theater and other art forms; e.g., dance, film, music, electronic media.
- Explain how different art forms serve each other in performance; e.g. theater, musical theater, dance, orchestra, film, concert, performance art.

ANALYZING / CRITIQUING   Analyze/critique personal preferences acquired through experiencing theater as a participant and an observer.

- Explain how a dramatic presentation is similar to and different from own life.
- Create different rubrics for critiquing live theater, film, television.
- Describe the effectiveness of dramatic presentation; e.g., script writing, acting, design, technology, directing, and overall production quality.

- Analyze own work..

UNDERSTANDING CONTEXT   - Articulate the role of history and culture in theater.

- Explain how historical period might affect character action.
- Explain how different cultures might affect character action.
- Report on the works of famous scriptwriters, actors, designers, directors, or dramaturgist in various cultures and historical periods

APPLYING LIFE SKILLS   Connect personal experiences with dramatic presentation to own life.

- Explain how theater can contribute to lifelong learning.
- Explain how theater can enhance and maintain complex thinking skills.
- Explain how theater builds effective communication skills.
- Explain how theater develops the ability to collaborate with others.
- Explain how theater promotes responsible citizenship.

- Explain how theater promotes Christian virtues and Gospel living.

SELF-ASSESSING   - Demonstrate the use of assessment techniques (rubrics, portfolios) in achieving theater objectives.

- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production, photos, programs, research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory, essays.

Foundations IV   Grades 10-12

Course Description
There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of production unity, character conflict, character motivation through movement and voice, projecting mood and feelings, trust, the design concepts of visualization and technology, researching a script, sharing variety in art forms, assessing performance effectiveness, and learning about famous theatre professionals. *The prerequisite for this course is Foundations I or II, III.*

STANDARD 1   Script Writing   Students will integrate unity, character, and plot in scripting dramatic presentations.
UNITY - Interrelate all environments, situations, and characters when creating dramatic presentations. - Plan interrelated environments, situations, and characters in a dramatic presentation. - Act out interrelated environments, situations, and characters in a dramatic presentation. -   Write a unified dramatic presentation; e.g., scene outline, scene with dialogue, short one-act plays. CHARACTER - Create appropriate character dialogue and physical attributes within a dramatic presentation. - Plan dialogue and physical attributes for characters in a dramatic presentation. - Act out dialogue and physical attributes for characters in a dramatic presentation. - Write descriptions for characters in a dramatic presentation. PLOT - Create linear and non-linear plot structures. - Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action. - Play out linear and non-linear plot structures; e.g., improvise fairy tales, fracture fairy tales, create new fairy tales. - Write a scene driven by character conflict; e.g., conflicts that come from within the character, the situation, or the environment.
STANDARD 2   Acting   Students will develop the basic techniques of acting.
MOVEMENT - Develop expressive use of stage movement through body awareness and spatial perception.. - Demonstrate comfortable movement when acting. - Explain the elements of physical movement, e.g., energy, locomotion, balance, relaxation.

- Demonstrate the use of movement to define who, what, when, where, and why.
- Use movement to reveal character emotion.

- Use movement exercises to explore movement.

VOICE - Develop expressive use of the voice.

- Demonstrate a clear voice when communicating in performance.
- Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.
- Demonstrate the use of voice to define who, what, when, where, and why.
- Use the voice to reveal character intention.

- Use voice exercises to enhance voice quality.

SENSORY / EMOTIONAL RECALL   - Develop sensory/emotional recall techniques.

- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.
- Project feelings and moods for a scripted character using memory and imagination..

CHARACTERIZATION   Develop character building techniques.

- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).
- Demonstrate inner dialogue in support of the who, what, where, when, and why of the character.

ENSEMBLE / REHEARSAL TECHNIQUES   - Develop ensemble / rehearsal techniques.

- Demonstrate rehearsal warm-up.
    - Demonstrate basic blocking and staging elements; e.g., a stage direction, focus, levels, crosses.
    - Demonstrate listening skills.
    - Demonstrate cooperation skills; e.g., supporting other performers when not performing, supporting new ideas, supporting one another when performing together.
    - Demonstrate trust (risk-taking) when performing.

STANDARD 3   Designing / Implementing   Students will use the basic elements of design.

VISUALIZATION   - Envision design ideas for dramatic presentations.

- Articulate with all members of the design team. Communicate needs, goals, and obstacles.

- Plan design ideas to accommodate all environments, situations, and characters in a dramatic presentation; i.e., from the viewpoint of set, costuming, lights, sound, make-up, and props.
- Articulate the required skills and responsibilities of a theater designer; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Draw a floor plan for a dramatic presentation; e.g., solve the problems of scene elements such as furniture, enhance ways, and action needs.

- Draw ideas for all design elements.

TECHNOLOGY   - Invest the technical skills required to execute a set design.

- Practice use of different technology in performance.

- Articulate the technical skills required to implement a design concept; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Explain how electronic technology might enhance a dramatic presentation.

STANDARD 4   Finding Meaning   Students will develop critical thinking skills to construct meaning.

RESEARCHING   Apply internal and external research to a dramatic production

- Demonstrate script analysis (internal research); i.e., from the viewpoint of scriptwriter, actor, designer, and director.
- Demonstrate historical and cultural analysis (external research); i.e., from the viewpoint of a scriptwriter, actor, designer, and director.
- Describe the responsibilities of a dramaturge.

COMPARING / INTEGRATING ART FORMS   - Compare / integrate other art forms with theater.

- Articulate the impact of the audience on theater and other forms; e.g., dance, film, music, electronic media.
- Explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theater and other art forms; e.g., dance, film, music, electronic media.
- Explain how different art forms serve each other in performance; e.g. theater, musical theater, dance, orchestra, film, concert, performance art.

- View and compare.

ANALYZING / CRITIQUING   Analyze/critique personal preferences acquired through experiencing theater as a participant and an observer.

- Explain how a dramatic presentation is similar to and different from own life.
- Create different rubrics for critiquing live theater, film, television.
- Describe the effectiveness of dramatic presentation; e.g., script writing, acting, design, technology, directing, and overall production quality.

- Analyze others works as well as own.

UNDERSTANDING CONTEXT   - Articulate the role of history and culture in theater.

- Explain how historical period might affect character action.
- Explain how different cultures might affect character action.
- Report on the works of famous scriptwriters, actors, designers, directors, or dramaturgist in various cultures and historical periods

APPLYING LIFE SKILLS   Connect personal experiences with dramatic presentation to own life.

- Explain how theater can contribute to lifelong learning.
- Explain how theater can enhance and maintain complex thinking skills.
- Explain how theater builds effective communication skills.
- Explain how theater develops the ability to collaborate with others.
- Explain how theater promotes responsible citizenship.

SELF-ASSESSING   - Demonstrate the use of assessment techniques(rubrics, portfolios) in achieving theater objectives

.Analyze production.- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes rubric assessments, process and production photos, programs, research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory essays.