

SPRING GROVE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION

Course Title:	Drama	Length of Course:	1 semester
Grade Level(s):	9, 10, 11, 12	Periods Per Cycle:	6
Units of Credit:	.50	Length of Period:	43 minutes
Required:	Elective: X	Total Instructional Time:	65 hours

Course Description:

This is an experiential drama course, which focuses on improvisation, creative problem solving, and the beginnings of work on developing character. The course is aimed at increasing students' self-confidence and self-awareness, as well as developing group work skills. The course may include some scene work, the presentation of memorized scripts, video projects, dance pieces, and other drama skills.

Materials/Resources:

Adopted: 8/16/2010

Revised:

Teacher: CORE Drama

Year: 2009-2010

Course: Drama

S E P T E M B E R	Improvisation					
	Essential Questions	Content	Skills	Lessons	Vocabulary	Standards
	What skills are needed to create a good improvisation?	Students will participate in a variety of improv games.	Students will work together to improvise scenes.	<u>Suggested games (all optional)</u> 9/1/2009	Listening skills Focus Yielding Teamwork	1.6.11.A ~ Listen to others. 1.6.11.C ~ Speak using skills appropriate to formal speech situations. 1.6.11.E ~ Participate in small and large group discussions and presentations. 1.6.11.F ~ Use media for learning purposes.

Warm-ups						
Essential Questions	Content	Skills	Lessons	Vocabulary	Standards	
Why are warm-ups important?	Students will experiment with various warm-up techniques.	Students will be able to identify the warm-up activities most valuable to them.	<u>Suggested verbal warm-ups (all optional)</u> 9/1/2009	Warm-up	1.6.11.A ~ Listen to others. 1.6.11.D ~ Contribute to discussions. 1.6.11.E ~ Participate in small and large group discussions and presentations. 1.6.11.F ~ Use media for learning purposes.	
Which warm-up activities work best for you?	Students will design a personal warm-up.		<u>Suggested physical warm-ups (all optional)</u> 9/1/2009			

O C T	Stage Movement & Blocking					
	Essential	Content	Skills	Lessons	Vocabulary	Standards

Questions					
<p>How can we avoid upstaging others?</p> <p>When should we follow stage directions?</p> <p>How can we communicate without words?</p>	<p>Students will perform a variety of scenes incorporating movement.</p> <p>Students will perform scenes that do not involve dialogue.</p>	<p>Students will be able to communicate non-verbally.</p> <p>Students will make use of a full performance area.</p> <p>Students will be able to identify the different stage zones.</p>		<p>Upstage</p> <p>Downstage</p> <p>Center stage</p> <p>Stage left</p> <p>Stage right</p> <p>House left</p> <p>House right</p> <p>Stage directions</p> <p>Mime</p>	<p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

Projection

Essential Questions	Content	Skills	Lessons	Vocabulary	Standards
<p>How does proper posture help with projection?</p> <p>How can we be audible without shouting?</p>	<p>Students will practice maintaining proper posture.</p> <p>Students will practice speaking from the diaphragm.</p> <p>Students will enunciate clearly.</p>	<p>Students will perform onstage and be comprehensible from the back row.</p>		<p>Speaking from the diaphragm</p> <p>Controlled breathing</p> <p>Enunciation</p>	<p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p>

Monologues

Essential Questions	Content	Skills	Lessons	Vocabulary	Standards
<p>What is a monologue?</p> <p>How do you select an appropriate monologue?</p>	<p>Students will experiment with memorization techniques.</p> <p>Students will read a variety of monologues.</p>	<p>Students will memorize and perform a monologue.</p> <p>Students will be able to select a monologue appropriate for their abilities and situation.</p>		<p>Motivation</p> <p>Contrasting monologues</p>	<p>1.1.11.A ~ Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.</p> <p>1.1.11.H ~ Demonstrate fluency and comprehension in reading.</p> <p>1.3.11.A ~ Read and understand works of literature.</p> <p>1.3.11.E ~ Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p> <p>1.3.11.F ~ Read and respond to nonfiction and fiction including poetry and drama.</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

Subtext

Essential Questions	Content	Skills	Lessons	Vocabulary	Standards
<p>How do actors use subtext to add depth</p>	<p>Students will perform a scene in a variety of ways using subtext</p>	<p>Students will be able to identify the motivation underlying</p>	<p><u>Empty Dialogue</u> 11/1/2009</p>	<p>The Stanislavski</p>	<p>1.1.11.G ~ Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public</p>

to a performance?	to guide them. Students will practice Method acting techniques.	a character's lines. Students will be able to identify a character's objective in a scene and overall super-objective. Students will be able to change the meaning of a scene using only inflection and physicality.		Method Method Acting Versimilitude Super-objective Objective Justification	documents. 1.1.11.H ~ Demonstrate fluency and comprehension in reading. 1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas. 1.3.11.A ~ Read and understand works of literature. 1.3.11.E ~ Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 1.3.11.F ~ Read and respond to nonfiction and fiction including poetry and drama. 1.6.11.A ~ Listen to others. 1.6.11.D ~ Contribute to discussions. 1.6.11.E ~ Participate in small and large group discussions and presentations. 1.6.11.F ~ Use media for learning purposes.
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D E C E M B E R	Playing Shakespeare					
	Essential Questions	Content	Skills	Lessons	Vocabulary	Standards
	What techniques do actors use to make difficult texts approachable to an	Students will practice strategies to read Shakespeare fluently aloud.	Students will perform one of Shakespeare's soliloquies or		Sonnet Soliloquy	1.1.11.A ~ Locate appropriate texts (literature, information, documents) for an assigned purpose before reading. 1.1.11.E ~ Expand a reading vocabulary by

audience?		sonnets.		Blank verse	<p>identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.</p> <p>1.1.11.G ~ Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <p>1.1.11.H ~ Demonstrate fluency and comprehension in reading.</p> <p>1.3.11.A ~ Read and understand works of literature.</p> <p>1.3.11.E ~ Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p> <p>1.3.11.F ~ Read and respond to nonfiction and fiction including poetry and drama.</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.B ~ Listen to selections of literature (fiction and/or nonfiction).</p> <p>1.6.11.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>
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Scene Development

Essential Questions	Content	Skills	Lessons	Vocabulary	Standards
<p>How do actors work together to create a scene?</p> <p>What are my responsibilities towards my fellow actors?</p> <p>What is expected of me as part of a performance?</p>	<p>Students will work in small groups to stage scenes.</p> <p>Students will practice giving and taking focus.</p>	<p>Students will make decisions that benefit the scene.</p> <p>Students will be able to stay in character throughout an entire scene.</p>		<p>Upstaging</p> <p>Ego</p> <p>Character development</p> <p>Focus</p>	<p>1.1.11.G ~ Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <p>1.1.11.H ~ Demonstrate fluency and comprehension in reading.</p> <p>1.3.11.A ~ Read and understand works of literature.</p> <p>1.3.11.E ~ Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p> <p>1.3.11.F ~ Read and respond to nonfiction and fiction including poetry and drama.</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p>

Audition Skills

Essential Questions	Content	Skills	Lessons	Vocabulary	Standards

R Y	What are directors looking for from an actor?	Students will practice cold reading techniques.	Students will be able to perform an appropriate monologue confidently.		Cold reading	1.1.11.A ~ Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.
	What makes an audition successful?	Students will practice acting off of "no one."	Students will present themselves in a professional manner. Students will be familiar with common audition procedures. Students will be able to transition from interview into monologue.		Headshot Resume Rejection	1.1.11.G ~ Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. 1.1.11.H ~ Demonstrate fluency and comprehension in reading. 1.3.11.A ~ Read and understand works of literature. 1.3.11.E ~ Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 1.3.11.F ~ Read and respond to nonfiction and fiction including poetry and drama. 1.6.11.A ~ Listen to others. 1.6.11.B ~ Listen to selections of literature (fiction and/or nonfiction). 1.6.11.C ~ Speak using skills appropriate to formal speech situations. 1.6.11.D ~ Contribute to discussions. 1.6.11.E ~ Participate in small and large group discussions and presentations. 1.6.11.F ~ Use media for learning purposes.

Performance Anxiety

Essential Questions	Content	Skills	Lessons	Vocabulary	Standards
What strategies exist to combat stage fright?	Students will practice breathing and grounding exercises.	Students will be able to channel nervousness into positive energy.		Stage fright Visualization Directed breathing	1.6.11.A ~ Listen to others. 1.6.11.C ~ Speak using skills appropriate to formal speech situations. 1.6.11.D ~ Contribute to discussions. 1.6.11.E ~ Participate in small and large group discussions and presentations.