

ACALANES UNION HIGH SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS

Adopted: 1/14/04

Subject Area

Course Title: Advanced Drama

Course Code: V0923

Grade Level: 11-12

Course Length: Year

Prerequisite: Drama 2

Credit: 10 credits (May be repeated up to 30 units with teacher approval)

UC/CSU Credit: Meets Visual and Performing Arts "F" requirement

Graduation Requirement: Fulfills 10 units of Visual and Performing Arts/Foreign Language/Career Tech requirement for graduation

Standards and Benchmarks: Visual & Performing Arts/Drama: 1.0: 1.1-1.5; 2.0: 2.1-2.10; 3.0:3.1-3.7; 4.0: 4.1-4.4; 5.0: 5.1-5.5

Course Description: Advanced Drama offers the advanced theatre student the opportunity to gain additional experience in dramatic arts through acting, technical theatre, and an exploration of theatre within an historical and cultural context. As a participant in a collaborative process, the student will continue to develop skills in creative self-expression using a variety of methods at the advanced level. The student will also evaluate the informal and formal work of their own and others through both discussion and writing. The course provides an opportunity to develop competence in problem-solving, communication skills, self-confidence, and self-discipline contributing to life-long learning and career skills.

Course Goals: The student will continue to:

1. Develop a strong understanding and appreciation of theatre as art.
2. Acquire those skills necessary to positive personal development leading to increased self-confidence, spontaneity, and creativity.
3. Develop communication skills in valuing a theatrical performance.
4. Develop a higher level of use of voice and body in creating a believable character on stage.

Textbook Materials: None

Teacher Resources: Published play scripts (Samuel French, Inc, & Dramatists Play Service Inc. catalogues & classroom libraries)
Improvisation for the Stage (Viola Spolin)
Basic Drama Projects (Fran Averett Tanner)
Theatre: Art in Action, Stage and the School

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Course Content and Performance Objectives
Drama 3

| | CAT-6 | HSEE | Standards/ Benchmarks | California Standards Test | Assessment | Timeline |
|--|-------|------|--------------------------|---------------------------------|------------------------|-------------------|
| 1.0 THE STUDENT RESPONDS AND PERCEIVES ENVIRONMENT USING THEATRICAL TECHNIQUES. | N/A | N/A | 1.0 | N/A | | 10% of class time |
| 1.1 Demonstrates an understanding of the basics of artistic expression in theatre performance. | | | | | Constructed response | |
| 1.2 Discusses observations of elements: <ul style="list-style-type: none"> • Lighting • Mood • Color • Atmosphere • Sound | | | 1.1 | | Personal Communication | |
| 1.3 Use acting skills in a variety of roles: <ul style="list-style-type: none"> • Five senses • Breath control • Diction • Facial expression • Movement | | | 1.2 | | Performance Assessment | |
| 1.4 Use appropriate vocabulary to construct meaning. <ul style="list-style-type: none"> • Theme • Style • Design • Form | | | 1.3 | | Performance Assessment | |
| 1.5 Demonstrate insightful understanding through analysis and interpretation of writing and directing. | | | 1.4 | | Constructed Response | |
| 1.6 Research, develop and help produce a production as actor, director, designer or playwright. <ul style="list-style-type: none"> ▪ One Act Plays ▪ Multiple Act Plays | | | 1.5 | | Performance Assessment | |

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| <p>2.0 THE STUDENT DEMONSTRATES KNOWLEDGE AND SKILLS IN ACTING, DIRECTING, DESIGN AND SCRIPTWRITING, APPLYING ELEMENTS AND TECHNOLOGY OF THEATRE, THROUGH VOICE, BODY AND IMAGINATION.</p> <p>2.1 Demonstrates an understanding of the basics of creative expression in their own theatre performances.</p> <p>2.2 Experiments with stage direction choices through comparison of script interpretation and production.</p> <p>2.3 Uses voice and body language to convey emotion, environment and space relationships.</p> <ul style="list-style-type: none"> • Body relaxation • Voice relaxation • Vocal/physical exercises <p>2.4 Writes a variety of more complex dialogues and scripts, applying dramatic elements, demonstrating an understanding of the nuances of human behavior, i.e., exposition, conflict, crisis, climax and resolution, incorporating theatrical elements such as:</p> <ul style="list-style-type: none"> ▪ Stage direction ▪ Set design ▪ Character description <p>2.5 Expands his knowledge of the collaborative process of actor, director, writer and technical through classroom activities.</p> | N/A | N/A | 2.0 | N/A | | 45% of class time |
| | | | | | Constructed Response | |
| | | | 2.1 | | Performance Assessment | |
| | | | 2.2 | | Performance Assessment | |
| | | | 2.3 | | Constructed Response | |
| | | | 2.4 | | Performance Assessment | |

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| 2.6 | Performs scenes and plays of greater complexity for an audience outside the classroom from a variety of styles demonstrating voice and movement techniques. <ul style="list-style-type: none"> • Improvised • Scripted • Non-verbal • Drama/Comedy | | | 2.5 | | Performance Assessment | |
| 2.7 | Researches and analyzes a script and character study. <ul style="list-style-type: none"> • Photos • Music • Scripts • Props | | | 2.6 | | Constructed Response | |
| 2.8 | Creates characters from classical, contemporary, realistic and non-realistic texts. <ul style="list-style-type: none"> • Classical • Contemporary • Realistic • Non-realistic | | | 2.7 | | Performance Assessment Constructed Response | |
| 2.9 | Writes scripts with original characters and unique dialogue that motivates the action. <ul style="list-style-type: none"> • Original characters • Unique dialogue • Motivated action | | | 2.8 | | Constructed Response | |
| 2.10 | Performs a monologue using appropriate voice and movement. | | | 2.9 | | Performance assessment | |
| 2.11 | Demonstrates artistic discipline to achieve an ensemble in rehearsal and performance. | | | 2.10 | | Performance assessment | |

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|---|-------|------|--------------------------|---------------------------------|--|-----------------------------|
| <ul style="list-style-type: none"> • Demonstrates self-motivating behavior • Works as a team • Exchanges ideas • Gives and receives constructive feedback • Meets deadlines | | | | | | |
| <p>3.0 THE STUDENT ANALYZES AND EXPLORES THE ROLE AND DEVELOPMENT OF THEATER IN PAST AND PRESENT CULTURES AND DIVERSITY.</p> <p>3.1 Communicates a basic understanding of the historical and cultural contexts of theatre.</p> <p>3.2 Describes ways that theatre reflects past and present cultures.</p> <ul style="list-style-type: none"> • Attends live theatre performances • Discusses live theatre performances • Writes about live theatre performances • Explores time period in own scene performance <p>3.3 Identifies ways that theatre influences our lives, including similar themes/subjects from various cultures.</p> <ul style="list-style-type: none"> • Class discussions • Student writing <p>3.4 Compares a traditional vs. non-traditional interpretation of a play using theater vocabulary.</p> <ul style="list-style-type: none"> • Play reading • Play reviewing/live & taped • Contrast live performance vs. film | N/A | N/A | 3.0 | N/A | | 30% of class time (3.0-3.7) |
| | | | | | Personal Communication | |
| | | | 3.1 | | Constructed Response | |
| | | | 3.2 | | Personal Communication Constructed Response | |
| | | | 3.3 | | Constructed Response | |

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| | | | Standards/ Benchmarks | California Standards Test | Assessment | Timeline |
|------------|---|-------|--------------------------|---------------------------------|------------------------|-----------------------------|
| 3.5 | Analyzes the works of key figures in world theatre history, such as: <ul style="list-style-type: none"> American playwright project World theatre project | CAT-6 | HSEE | 3.4, 3.5 | Constructed Response | |
| 3.6 | Performs, designs or directs a theatre piece in a specific theatrical style, which may include: <ul style="list-style-type: none"> Renaissance Absurdist Experimental Readers theatre Ancient Greek Musical Children’s theatre | | | 3.6 | Performance Assessment | |
| 3.7 | Identifies specific styles and forms of world theatre, which may include: <ul style="list-style-type: none"> Renaissance Absurdist Experimental Readers theatre Ancient Greek Musical Children’s theatre | | | 3.7 | Selected response | |
| 4.0 | THE STUDENT ANALYZES, CRITICALLY ASSESSES AND DERIVES MEANING FROM THEATRE PERFORMANCES BASED ON AESTHETIC PRINCIPLES. | N/A | N/A | 4.0 | N/A | 15% of class time (4.0-5.2) |
| 4.1 | Articulates criteria for valuing and defending their reactions to a theatre performance on the stage or drama classroom. | | | | Personal Communication | |
| 4.2 | Uses theatre vocabulary in valuing the contributions of informal and formal theatre productions when discussing artistic choices. | | | 4.1 | Performance assessment | |

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California
 Standards

| | CAT-6 | HSEE | Standards/ Benchmarks | Test | Assessment | Timeline |
|--|-------|------|--------------------------|------|------------------------|----------|
| <ul style="list-style-type: none"> Practices theatrical terms in discussing artistic choices | | | | | | |
| 4.3 Discusses and defends the merits of alternative interpretations of a given work, by a given dramatist. | | | 4.2 | | Personal Communication | |
| 4.4 Compares and contrasts a variety of dramatic literature, using appropriate evaluation criteria and terminology. <ul style="list-style-type: none"> Novels Film scripts Television scripts | | | 4.3 | | Constructed response | |
| 4.5 Draws conclusions about the quality of acting skills in roles. | | | 4.4 | | Constructed response | |
| 5.0 STUDENT APPLIES WHAT THEY LEARN THROUGH THE COLLABORATION PROCESS OF THEATRE TO OTHER DISCIPLINES, DEVELOPING COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION SKILLS, TIME MANAGEMENT AND USE OF RESOURCES. | N/A | N/A | 5.0 | N/A | | |
| 5.1 Describe how theatre skills and processes are used in various subject areas and careers. <ul style="list-style-type: none"> Cross curricular/ career Creative production Time management skills Demonstrates ability to create a performance <ul style="list-style-type: none"> creates rehearsal schedule sets deadlines organizes priorities identifies needs and resources works cooperatively in a group | | | 5.1 | | Constructed response | |

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|-----|--|-------|------|--------------------------|---------------------------------|------------------------|----------|
| 5.2 | Demonstrate skills of synthesizing, interpreting, and categorizing information to produce creative works. | | | 5.2 | | Performance assessment | |
| 5.3 | Manage time, prioritize responsibilities and meet completion deadlines as specified by group leaders, team workers and directors. | | | 5.3 | | Performance assessment | |
| 5.4 | Critically assess self and others as a means to guide and inform creative work. | | | 5.4 | | Constructed response | |
| 5.5 | Works cooperatively in a group: <ul style="list-style-type: none"> • Creates rehearsal schedule • Sets deadlines • Organizes priorities • Identifies needs and resources • Demonstrates professional behavior and attitudes | | | 5.5 | | Performance assessment | |

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TEACHING STRATEGIES AND PROCEDURES

- Direct Instruction
- Modeling Demonstrations
- Group Discussion
- Individual and Group Coaching
- Group and Individual Performance Assessment
- Self-Assessment
- Written Assignments

GRADING GUIDELINES

| | |
|----------------------|-----|
| Performance projects | 45% |
| Participation | 40% |
| Written assessments | 15% |