

# Theatre

## Grades 8 and 9

### Speech - Drama - Debate

The Speech-Drama-Debate class is a semester-long course offering eighth and ninth grade students experience in public speaking, drama, and debate. Students present a public speech, produce a one-act play for families and peers in other classes, and participate in a full-scale debate tournament. Students gain confidence and experience in the three areas of participation and frequently begin a more intense interest and involvement in the co-curricular areas of drama and debate. The communication skills training and experience are designed to enhance career success as well. A Fine Arts credit is not awarded for this course.

### *Produce*

Students will:

1. Demonstrate appropriate audience and performer etiquette.
2. Demonstrate sportsmanship and appropriate reaction to criticism.
3. Deliver a fully developed public speech.
  - Writing a persuasive speech
  - Participating in a videotaped practice and view video
  - Presenting a final version of a speech to the rest of the classExamples: have a speech contest within the class, including outside judges
4. Demonstrate appropriate organization and use of visual aids.  
Example: create a poster for a speech; use a picture on the screen to support your Senate resolution
5. Participate in a session of student Senate.
  - Working with a partner, select subject for resolution
  - Researching resolution on Internet or book sources
  - Writing a correctly formatted Senate resolution
  - Writing authorship speech with a partner
  - Following guidelines for presentation and deliberation of resolution before the student Senate
6. Create dialogue that imitates real conversation.  
Examples: Realistic: "Mom, I really wanna go to that movie!  
Why won't you let me go?"  
Unrealistic: "Mother, I would prefer to go to a movie tonight. Why are you denying my request?"

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7. Use observation of others to create characterizations.
8. Utilize mannerisms, facial expressions, and body movement to depict characters.  
Examples: walk with a shuffle and hunch over a bit if playing an elderly person
9. Demonstrate desirable vocal qualities.
  - Demonstrating appropriate volume and voice projection
  - Demonstrating articulation
  - Demonstrating appropriate rate of speech
10. Describe and demonstrate basic stage positions.  
Examples: stage right, stage left, center stage, down stage, up stage
11. Demonstrate the importance of memorizing lines on deadline.
12. Identify the basic rules of stage movement.  
Examples: “the fourth wall,” planes, levels, stage and body positions
13. Utilize improvisation and acting exercises to enhance development of characterization skills.  
Examples: drama warm-ups and activities found on the Internet to work on staying in character, concentration, thinking quickly, projecting, and creating a character
14. Perform a one-act dramatic production.  
Examples: choose a play from a publishing company (Brooklyn Publishers, Dramatic Publishing, Heuer Publishing, Baker’s Plays)
  - Explaining blocking and rehearsal
15. Plan and participate in a full modified policy debate.
  - Researching Internet or book sources
  - Demonstrating flowing a debate on two legal pads
  - Writing and delivering arguments
  - Identifying potential arguments of opponent and creating comebacks
16. Identify and demonstrate appropriate cross-examination behavior.
  - Distinguishing effective questioning from ineffective questioning
  - Designing probing questions

### *Respond*

17. Analyze and respond appropriately to other speakers and audiences.  
Examples: complete a critique sheet on each speaker in the class or analyze a play
18. Analyze and organize a public speech.  
Examples: note cards, outline, written speech

19. Identify the parts of dramatic structure.
  - Identifying plot structure
  - Identifying characters
  - Identifying setting and its impact on the script
  - Identifying theme
20. Identify standard plot components (Freytag's model).
  - Identifying initial incident
  - Identifying rising action
  - Identifying conflict
  - Identifying crisis
  - Identifying falling action
  - Identifying conclusion
21. Respond appropriately to basic blocking instructions.
22. Identify basic technical elements used in theatrical productions.
  - Identifying lighting and how it influences the script
  - Identifying costumes and how they contribute to the understanding of the script
  - Identifying properties
  - Identifying sound and set special effects
23. Devise costumes props, set, and other technical necessities from available materials.
24. Credit authors in appropriate manner.
  - Paying all royalties for plays
  - Including publishing information on programs and posters
25. Plan, design, and deliver effective publicity to attract an audience for productions.
26. Analyze and compile research.

Example: find and organize a file of articles which support their arguments on the debate topic
27. Listen critically to produce a complete and accurate flow sheet of debate.

## *Understand*

28. Explain the legal and ethical implications of the use of another's work.

Examples: crediting appropriate sources, obtaining legal rights to produce material
29. Identify and demonstrate verbal and non-verbal communication.

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30. Explain how communication serves society.  
Examples: job interviews, college applications, and writing business letters
  - Explaining uses of technology in communication  
Examples: research theatre history and create a PowerPoint, research a debate topic on the Internet, listen to a famous speech on the Internet
31. Explain and demonstrate Congressional deliberation system.  
Example: show film on Student Congress, participate in a practice or simulated student Congress
32. Work cooperatively with director and production staff members.
33. Understand and demonstrate the synergy of set, lighting, sound, and costuming.
34. Recognize the unique formatting of dialogue in a play.  
Examples: Hansel: Look! There's a cottage!  
Gretel: We are saved!
35. Explain the "fourth wall" concept.
36. Analyze the connection between the production and the director, playwright, actors, and technical crews.
37. Analyze the role of set design, lighting, sound, publicity, and costuming.
  - Participating in one of the above technical roles  
Examples: research modern day people in the above technical roles, have guest technical director come in to speak, read sample play and assign technical roles
38. Explain the origins of debate in the American legal system.  
Examples: compare affirmative and negative to prosecution and defense in a courtroom, explaining how the right to view an opponent's evidence comes from the right to examine evidence presented against a defendant in court
39. Explain a modified policy debate format.
  - Explaining the eight speeches and cross-examination sessions
  - Participating in a practice or simulated debate for class
  - Learning that refuting an opponent's argument in a debate includes "repeating and defeating" that argument