

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

Drama

Course Number	3110
Department	Electives
Length of Course	12-18 Weeks
Grade Level	7-8
Board Approved	June 17, 2004

Description of Course - This course will introduce students to the fundamentals of acting as an art form. This course is developed and aligned with the California Framework for the Visual and Performing Arts and the State adopted Content Standards for Visual and Performing Arts.

Rationale for Course - Throughout history, theatre artists in every culture and society have created theatre to communicate ideas, customs, traditions, and beliefs. The value of theatre instruction and exposure to the art of theatre and drama for our students is immeasurable in becoming a well rounded learner.

Standard 1 - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to theatre.

- 1.1 Objective: Students will observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.
 - 1.1.1 Performance Indicator: Students will use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging to describe theatrical experiences.
 - 1.1.2 Performance Indicator: Students will identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
 - 1.1.3 Performance Indicator: Students will analyze the use of figurative language and imagery in dramatic texts.

Standard 2 - Creative Expression: Creating, Performing, and Participating in the Theatre Arts.

- 2.1 Objective: Students will apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

- 2.1.1 Performance Indicator: Students will create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.
- 2.1.2 Performance Indicator: Students will perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

Standard 3 - Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of theatre.

- 3.1 Objective: Students will analyze the role and development of theatre, film/video, and electronic media in past and present cultures, and throughout the world, noting diversity as it relates to theatre.
 - 3.1.1 Performance Indicator: Students will describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).
 - 3.1.2 Performance Indicator: Students will identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).

Standard 4 - Aesthetic Valuing: Responding to, analyzing, and making judgments about works in the theatre arts.

- 4.1 Objective: Students will critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.
 - 4.1.1 Performance Indicator: Students will develop criteria and write a formal review of a theatrical production.
 - 4.1.2 Performance Indicator: Students will compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

Standard 5 - Connections, Relationships, Applications: Connecting and applying what is learned in the theatre, film/video, and electronic media to other art forms, subject areas, and careers.

- 5.1 Objective: Students will apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also will learn about careers in and related to theatre.
 - 5.1.1 Performance Indicator: Students will use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.

- 5.1.2 Performance Indicator: Students will identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training and work experience necessary in that field.