

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

September 15, 1998

Department: Visual and Performing Arts

Course Title: Drama 1-2

Course Number:

Grade Levels: 9, 10, 11, 12

Semester Hours: 10

Prerequisite: None

Course Description: This course will introduce the student to basic methods of theatrical performance and production by offering an opportunity to explore ideas and activities, discover abilities and interests, and evaluate the work of both self and others from an artistic point of view, while developing self-expression, perception, and evaluation criteria for the art and the artist.

I. Standards and Objectives

The student will:

- A. Recognize and use artistic perception and performance technique to create a performance environment.
 - 1. Observe and record movement and environment in nature, using this to create an original character.
 - 2. Choose three widely diverse environments and discover, through experimentation, how these environments affect characterization.
- B. Observe a variety of performances and respond to them using the vocabulary of the theater.
 - 1. Document observations and perceptions of performances through reflective journals, written reviews, and oral reports.
 - 2. Document observations of production values and techniques through reflective journals, written reviews, and oral reports.

- C. Demonstrate a developing knowledge of basic acting skills and production values.
 - 1. Students perform scenes from published plays that provide a wide range of characters with varied speech and movement patterns.

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- 2. Students demonstrate a knowledge of characters' emotional makeup(s) through development of appropriate movement and vocal patterns for each character.
- D. Research the ability of current technology to produce a specialized theatrical effect for the stage, and contrast this technology with that needed to produce the same effect in film or electronic media.
 - 1. Develop and deliver a written report on current state-of-the-art technology used in today's theater, film, and/or electronic media.
 - 2. Collaboratively plan and perform a specific special effect, using available technology, while maintaining production values and adhering to safe stage practices.
- E. Develop an awareness of all facets of stage production techniques, including terms, tools, and applicable uses.
 - 1. Students will be able to identify the lighting instruments and associated materials used in lighting for stage, as well as the use of each and its practical application.
 - 2. Recognize, through practical use, materials and techniques needed to construct a theatrical set and the collaborative work needed by all parties to meet the needs of the production.
- F. Utilize the skills and knowledge gained in the course as a basis for career possibilities and life-long learning opportunities in fields other than theater.
 - 1. Demonstrate an awareness of how the actor/technician has skills that are used in the fields of design, personnel, communications, construction, and art.
 - 2. Engage the students in activities that will provide them with team-building and decision-making skills for the future.

- G. Develop improvisational techniques to enhance imagination, writing, and performance skills.
1. Create a script using imagination and improvisation, employing items and words that have no outward relationship. The script will contain elements of fantasy, and should force the actor to explore performance limits.
 2. Discover how improvisation on an existing script can enhance understanding of a character's emotional needs, physical needs, and relationships.

- H. Develop an awareness of theater's role in the social makeup of the world community.
 - 1. Through research and lecture, discover how the theater of ancient Greece developed and how it still affects theater of today.
 - 2. Discover the role of religion in the development and use of theater, and how the relationship between religion and theater affected history.
- I. Explore the role of masks in both ancient and modern theater.
 - 1. Design and produce a mask appropriate to a production in ancient Greece. Define the character by the mask, showing his drives and desires, in addition to his role in the play.
 - 2. Explore the development and use of the mask in modern theater through improvisation and experimentation.
- J. Using existing scripts, examine how the development of a costume can define a character and lend support to the characterization of the actor.
 - 1. Working in groups, design costumes for a production, keeping in mind the historical and cultural setting of the play and the purpose of the character being costumed.
 - 2. Working in groups, take the design of another group and execute the design in a timely fashion, consulting with the design team and keeping in mind that the designer's concept be maintained, but the actor must be able to move and work within the costume.
- K. Develop critical viewing techniques and a basis for examining a performance or production.
 - 1. View a play or film (as a group) and individually prepare a written review of the work viewed. Through discussion, examine the views of others and how they agree/disagree with one's own, with justification of opinions.
 - 2. Through discussion, discover what points should be reviewed by the critic/artist and by what criteria they should be judged.
- L. Explore the social responsibilities of the artist/performer through research and observation.

1. Using collaborative work, discover how theatrical productions, films, and electronic media express points of view (both hidden and obvious).
2. Engage in activities that will assist in development of aesthetic views of art, as well as of personal and societal responsibility.

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II. Accountability Determinants

- A. Teacher-created quizzes and tests, homework, classroom performances, and rehearsal processes.
- B. Daily participation in classroom exercises, including movement, voice, and improvisation.
- C. Participation in classroom activities, to include discussions and demonstrations.
- D. Oral and written critiques of the work of self and others, inside and out of the classroom.

III. Suggested Time Distribution

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| A. | Development of Performance Technique(s) | 30% |
| B. | Creative and Perceptual Experience(s) | 35% |
| C. | Cultural, Historical, and Interdisciplinary | 20% |
| D. | Evaluation | 15% |