

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

September 15, 1998

Department: Visual and Performing Arts

Course Title: Drama 3-4

Course Number:

Grade Level: 10, 11, 12

Semester Hours: 10

Prerequisite: Successful completion of Drama 1-2 with a grade of 'B' or better and/or presentation of an audition and/or the approval of the instructor.

Course Description: This course will develop the concepts and techniques introduced in Drama 1-2. New and varied techniques of acting and staging will be explored. The concept of using the body as an instrument will be further developed, as will self-expression, perception and artistic concepts. Continued development of evaluation criteria through classwork and outside observation will assist in developing a personal concept of theater. Basic development of an acting portfolio (presentation pieces), photos, and resumes will also be addressed.

I. Standards and Objectives

The student will:

- A. Demonstrate relationships between environment, nature, and society, and how these affect characterization of the actor.
  - 1. Using a published performance piece, explore how changing these three relationships affects a character, as well as the performance.
  - 2. Explore the use of body language, physical movement, and vocal sounds to convey surroundings and relationships.
- B. Observe live stage performances in a variety of venues, and respond to them from a technical, as well as an emotional, point of view.

1. Document observations and perceptions of performances through reflective journals and explore the use of these techniques in one's own performance.
2. Demonstrate analyses of the performances of other artists by writing a critique of a play or dance performance.

- C. Demonstrate a knowledge of sensory elements to enhance one's performance and increase the emotional response of the audience.
  - 1. Explore ways of connecting to the emotional side of a character through the use of sense memory.
  - 2. Working in groups, create (through improvisation) a performance piece that communicates and elicits a specific emotional response from others.
- D. Demonstrate a knowledge of the use of theater technology to create or re-create a performance environment for the actor.
  - 1. Explore the use of make-up in defining a character, and how it is used to reinforce the historical, emotional, and moral life of the character in the perceptions of the audience.
  - 2. Design and create a lighting scene using texture and color that will communicate an idea and elicit a specific response from the audience.
- E. Demonstrate a knowledge of production design techniques in both the technical and performance areas of theatre.
  - 1. Select and analyze a published one-act play to determine and create appropriate technical elements such as: costumes, stage lighting, make-up, stage setting, and properties.
  - 2. Explore and discuss interrelation of characters, technical elements, and actors themselves in creating a scene for performance.
- F. Utilize knowledge gained in the Performing Arts to explore the possibilities and realities of a career in the Arts.
  - 1. Select one career path in the Performing Arts and discover the requirements and actions necessary to achieve such a goal.
  - 2. Develop and prepare a resume, 8 X 10 photo, audition scenes and/or design a portfolio that represents the performer in a favorable way and enhances the possibilities of being hired.
- G. Explore the skills and techniques needed by a director to enhance understanding of a play by both actors and audience.

1. Working in groups, identify and demonstrate various interpretations of scripts and production choices and their effect on the clarity of presentation.
2. Stage a series of tableaux that will communicate a specific emotional, intellectual, or dramatic concept.

- H. Develop an awareness of the role of theater in society's perception of itself.
  - 1. Through lecture, research, and reflective journals assess the effects of various media on the cultural, ethical, and moral aspects of society.
  - 2. Explore the role of theater in bringing about changes in society, and discover how this has occurred in the latter half of the twentieth century.
- I. Explore the rebirth of European theater during the period of the Renaissance.
  - 1. Explore, read, and perform a play from the era of *Commedia dell'arte*, being sure to utilize such aspects as stock characters, masks, and stylized movement.
  - 2. Explore the style of theater known as "farce" with particular regard to authors, performance styles, and staging.
- J. Explore the use of costumes, make-up, and movement in the theatrical styles and productions of other cultures.
  - 1. Research the make-up and costume of Japanese Kabuki theater, and how the costumes, stylized make-up, and stylized movement are used to enhance the performance.
  - 2. Create a character using the style of Kabuki, emphasizing movement and make-up to define the emotional and physical relationships of the characters to their environment and to society.
- K. Enhance and expand critical viewing techniques for use in examining a live performance or theatrical production.
  - 1. Focus on the dramatic development of a play by seeing four productions or live performances and reviewing, in written format, the work viewed. Discuss the findings with others and solicit their comments.
  - 2. Apply the terminology of evaluation in drawing conclusions about the quality of works read or seen.
- L. Explore the role of the artist/performer as a social commentator.
  - 1. Read, discuss and evaluate, in light of the historical times, several plays of the absurdist era of the twentieth century, and explore their relevancy to today's society.

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2. Working as a group, create a performance that comments on an aspect of society that the artists wish to change, and examine how, through the performance, the desired change can occur.

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 that 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)     | 3%  |
| B. | Creative and Perceptual Experience(s)       | 35% |
| C. | Cultural, Historical, and Interdisciplinary | 15% |
| D. | Evaluation                                  | 15% |