

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

September 15, 1998

Department: Visual and Performing Arts

Course Title: Drama 5-6

Grade Level: 11 and 12

Semester Hours: 10

Prerequisite: Successful completion of Drama 3-4 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 further develop the concepts and techniques introduced in Drama 3-4. Continued exploration of acting and staging techniques will be emphasized. Further development of movement and vocal techniques and styles will refine students' artistic expression, concepts, and perception. Continued exploration of evaluation criteria through classwork and outside observation will assist in developing a personal concept of theater. Further exploration of audition techniques, performance, and presentation styles will be emphasized.

I. Standards and Objectives

The student will:

- A. Demonstrate how emotions, desires, objectives, and characterization can be communicated solely through movement and voice.
  - 1. Working in groups, create an original printed script in which characterization and action are communicated through voice and movement.
  - 2. Create an original story in which the environment, relationship to the environment, and physical characteristics are communicated only through the use of body and voice, and then using only dynamics of movement, sound, and emotion.
- B. Observe a wide variety of live theatrical performances (plays) and respond to them using aesthetics and artistic values as a basis.
  - 1. View a variety of live theatrical plays and, in an oral presentation, critique the performance choices made by the performers and the

production staff, as well as the observed production values of the overall performance.

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2. Observe and identify works by the same playwright, director, or designer (or works produced in the same style) and critique the works essays and/or class discussion.

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- C. Develop a personal acting technique that will allow performance of any type of character, in a wide variety of performance and play styles.
  1. Explore the life and acting techniques of Stanislavsky, Strasberg, Adler and others. Use these techniques to develop and perform a character from a published play.
  2. Discover how developing a history for a character, his environment, the context of the piece, and the inter-character relationships can aid the actor and the director in developing movement, vocal choices, and emotional life for performance.
- D. Explore the elements needed, and the techniques and knowledge necessary to design a production.
  1. Create a costume and prop design for a play being aware of environment, historical period, character, and the author's and/or director's intent.
  2. Design sets for a particular play, being certain to consider environment, historical period, mood, and the author's and/or director's intent.
- E. Demonstrate a knowledge of the techniques needed to direct or design a performance.
  1. Explore the elements of directorial/design choices by comparing production and script interpretation ideas through research, reflection, discussion, and scene performance.
  2. Research a script and justify the selection of text and other directorial/design choices and work collaboratively to meet the goals of the performance.
- F. Explore the artistically-oriented opportunities available to high school graduates who choose to pursue a career in the Performing Arts.

1. Discover what training programs are available at the college or conservatory level for an individual interested in pursuing a career in the Performing Arts.
2. Discover what training programs are available to the artist who, immediately upon graduation from high school, wishes to pursue a career in the Performing Arts.

G. Investigate historical information necessary to the performer, designer, and director in order to produce and present a play.

1. Explore, read, and perform scenes or plays reflecting specific historical and contemporary contexts.

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2. Research the background, styles, period, and historical and cultural contexts of a given play.

H. Explore the effect that historical events and periods have had on theater.

1. Investigate, through discussion, observation, and research, theatrical styles, themes, or works of authors that define various times and cultures.

2. Discover a universal truth of art by using a single given play or scene and then produce it; using various historical styles, themes, and/or cultural contexts, remaining true to the author's intent.

I. Explore the nature and the elements of comedy.

1. Through observation of films, television shows and plays, discover reasons (historical, contextual, physical, stylistic, etc.) why a performance is perceived as being--or not being--comedic in nature.
2. Through experimentation, discover the requirements needed by the actor to perform comedy. (Note: Special emphasis should be given to the physical requirements of the actor, as well as the performance of a comedic sketch, pratfall, slapstick style(s), and stylistic comedy.)

J. Explore the development of "Environmental Theater" and its advantages and disadvantages.

1. Read, discuss and perform various plays that come from the era of Environmental Theater; discover through experimentation how this style

of theater does or does not enhance the theatrical experience of the audience or the theatrical intent of the author/ director.

2. Engage in activities that will lead to the development and production of a piece of Environmental Theater utilizing a knowledge of style, setting, design, lighting, costume, and acting.
- K. Examine critique styles and their use in directing actors and designers in a performance.
1. Engage in exercises that will assist in discovering the difference between constructive or destructive criticism.
  2. Direct a scene using student actors and, by using various styles of criticism, solicit the desired performance from the actors.
- L. Explore the use of metaphors in plays as a means of communicating with the audience.

1. As a class explore the use of "Food as Metaphor" in the plays of William Shakespeare, and present these findings in a group

demonstration, being aware of the historical context, style, production values, and intents of the author.

2. Research and explore, through discussion and reflection, the reasons for the use of specific visual and contextual metaphors in many plays of the twentieth century.

## 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)     | 40% |
| B. | Creative and Perceptual Experience(s)       | 30% |
| C. | Cultural, Historical, and Interdisciplinary | 15% |
| D. | Evaluation                                  | 15% |