

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

September 15, 1998

Department: Visual and Performing Arts

Course Title: Drama 7-8

Grade Level: 12

Semester Hours: 10

Prerequisite: Successful completion of Drama 5-6 with a grade of 'B' or better and 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 5-6. A strong focus upon the skills of theater management and stage directing will be developed, along with experiencing aesthetic valuing for theater productions. Exploration of playwriting, and the further development of acting, as well as exploration in voice and movement for the actor, and set and lighting design will continue with the goal of developing student-written and -produced one-act plays. Acting will continue to be emphasized through movement, by the use of dance techniques, and acting with the voice, utilizing voice-over and vocal acting techniques. Extensive observation and investigation of work from the professional arena will serve to refine artistic expression, perception and concepts.

I. Standards and Objectives

The student will:

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- A. Recognize the need to create a complete environment in order to communicate idea, a sense, or an emotion.
1. Using only movement or only the voice, and taking inspiration from the visual arts, create a complete acting environment that will communicate ideas, emotions, or artistic theme, and elicit a desired response.
  2. Observe people of all ages and personalities; through the use of masks and developed techniques in movement and voice, create/recreate a complete character and his environment, and respond to this environment through the character.

B. Demonstrate an understanding of production values and techniques, directing and performance styles, acting, vocal, and characterization development.

1. Observe several productions by the same acting company, director, playwright or actor, and discover common themes, elements, styles and techniques, and respond in an oral presentation format.

Drama 7-8  
Page 2

2. Observe artistic presentations from the visual arts and discover the styles, textures, emotions, themes, and language of the theater and discover a commonality of artistic expression.

C. Demonstrate an understanding of the art and technique(s) of acting and directing through performance.

1. Using all production values (such as costuming, make-up, set, and lighting design), direct a published one-act play using student actors, keeping in mind the common theme of the play and the characters, as well as the true intention(s) of the author.

2. Research and perform a role from a published play using appropriate cultural and historical dialect and body movement, emotional life, and a detailed history of the character in order to communicate the needs, desires, goals, and fears of the character to an audience.

D. Demonstrate a knowledge of the technical planning needed to produce a play.

1. Working in a collaborative manner, design all production elements needed to produce a given play, including: where these elements are obtained, a time frame for production, costs, and construction time. These elements should include, but are not limited to: set and light design, paints, costumes, props and property lists, production rights, lumber and hardware costs, lighting costs, publicity, publicity design, tickets; while being aware of casting problems and the intentions of both author and director.

and

2. Working in a collaborative manner, produce several of the elements needed for a given production, staying within budgetary and directorial constraints.

E. Demonstrate a knowledge of theater and stage management techniques necessary to produce a play.

1. Work as a Stage Manager or Theater Division Manager for a school or professional production, keeping a log of duties and work performed, budget decisions, deadlines, schedules, and all other necessary documentation.
2. Engage in exercises, lectures, and projects that will enhance an understanding of management and decision-making techniques.

- F. Explore how the knowledge and skills gained in Theater Arts are interrelated with the fields of science, law, communication, business management, medicine, or other chosen career fields.
1. Demonstrate a knowledge of how experience gained in Theater Arts can enhance abilities, ethics, understanding, and training in other chosen careers.
  2. Using the skills and knowledge gained in theater, prepare a presentation, report or demonstration for another class outside of the Visual or Performing Arts, being sure to meet all production values.
- G. Demonstrate a knowledge of the interrelationship between creativity, improvisation, experimentation, imagination, collaboration, artistic vision, performance, and experience.
1. Utilizing collaborative skills gained in all areas of production and performance, create, write, design, and produce an original one-act play, based on a given theme.
  2. Develop a group theme and produce a series of short one-scene performances to be produced and performed using a variety of theatrical styles, settings, and venues.
- H. Actively investigate the relationship between theater, history, and culture.
1. Research and present a performance scene from an eastern or middle eastern culture maintaining the cultural, ceremonial, historical and performance values and styles within the scene.
  2. Investigate, research and perform a piece of Native American and/or African theater, maintaining all cultural, ceremonial, and historical performance values and styles of the piece.
- I. Explore the early development of theater and how it related to the culture and society of its time.
1. Demonstrate an understanding of early Greek culture by researching and producing a scene from an early play and showing how it addresses the problems or concerns of its society.

2. Explore the clothing and mores of the time of Elizabethan England and discover how they are interrelated. Using this as a basis, create and build an historically and socially accurate costume of the time.
- J. Examine various performance spaces, costumes, make-up techniques, and production styles throughout history and across cultures.

1. Using a given theatrical play, determine how the style of costumes, make-up techniques, production styles, and performance space affect the perception and performance of the play.
  2. Pick a single cultural or historical setting and design the production of a given play using the space, style, costume designs, and make-up from that particular cultural or historic setting.
- K. Demonstrate that a common core of knowledge runs through all forms of art. Through research and experimentation, determine what it is that leads to a positive response to a specific performance or piece of art.
1. Explore the elements inherent in the performance or viewing of an art form that help us to achieve insight and emotional satisfaction.
  2. View/evaluate a variety of performances (music, dance, theater, film and visual arts) noting the common core of knowledge explicit in all styles of art.
- L. Demonstrate through reflection, analysis, interpretation, and judgment, an understanding of meaning in an artistic performance.
1. Demonstrate how, through the use of metaphors, writing style, setting, and other artist-determined parameters, an idea or social commentary is communicated to the observer.
  2. Read the criticisms of a play, film, art show, dance, or vocal performance and, after having viewed the same performance or production, discuss the validity or lack thereof of the criticisms, using a personal, emotional, and artistic response to the performance as the rubric.
- 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

A. Development of Performance Technique(s) 30%

B. Creative and Perceptual Experience(s) 40%

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| C. | Cultural, Historical, and Interdisciplinary | 15% |
| D. | Evaluation                                  | 15% |