

GLENDALE UNIFIED SCHOOL DISTRICT

Middle School

September 15, 1998

Department: Visual and Performing Arts

Course Title: Drama

Grade Level: 8

Semester Hours: 10

Prerequisite: None

Course Description: This course will aid in building self-confidence, by developing conversational skills and poise in group situations. It will introduce the students to theatre through a critical approach that will include personal participation, as well as the viewing of professional productions. Students will participate in play production, to include play reading, acting and the development of stage business, sets, and properties. Students will also develop an awareness of group action, interaction, loyalty, and responsibility.

I. Standards and Objectives

The student will:

- A. Explore the environment and respond through the use of movement and voice.
 - 1. Demonstrate an understanding of the movements and sounds that define objects, animals, or people.
 - 2. Explore how the voice and the movement of the body convey mood, character, and emotion during the telling of a personal experience or story.

- B. Demonstrate an understanding of theatrical, film or television productions by responding to a production using the language and terminology of theatre.
 - 1. Document personal observations and perceptions of performances through the use of reflective journals.
 - 2. Through the observation and/or reading of films, plays, dance productions, variety shows and television shows, respond in reflective

journals with a developing perception and knowledge of production values.

- C. Explore the value of pantomime, improvisation and script reading in the presentation of short scenes.
 - 1. Within a group and using improvisation and pantomime, develop a script of a short scene based on a given theme and, after rehearsal, perform the scene striving to maintain all production values.
 - 2. Through script reading, develop skill with regard to speech mechanisms and the 'production' of speech.
- D. Explore the differences in the production values between a film, a performed play, and the original story (book).
 - 1. Compare and contrast the differences inherent in the film of a book and the book itself.
 - 2. Compare and contrast the differences between a live play performance and a film of the same play. Take into consideration which came first.
- E. Explore the elements of technical theatre and the skills needed in this area.
 - 1. Develop costumes and properties for use in a given play set in a specific time period.
 - 2. Develop a knowledge of set design and construction terminology through demonstration and by building a set model and drawing renditions of sets.
- F. Investigate career opportunities available in the Performing Arts.
 - 1. Through research, determine an interesting career in the Performing Arts and present an oral report using diagrams and other visual aids.
 - 2. Engage the students in exercises and discussions that will aid in their exploration of careers or possibilities of further learning within the Performing Arts.
- G. Develop beginning techniques in the art of playwriting through the use of collaboration, improvisation, and research.

1. Research a given time period and write a script (beginning, conflict, resolution, ending) set in that period.
 2. Working collaboratively, write scenes or short one-act plays, including dialogue, action, and production values for presentation.
- H. Explore how theatre has determined society's perception of itself.
1. Demonstrate an awareness of how advertising uses theatre techniques to influence the consumer, and from this, determine how a play could influence a society.
 2. Through class discussion and essays, explore theatrical performances, film, and television which reflect a variety of cultures and historical times.
- I. Explore the common threads that connect theatre's past to its present and to its future.
1. Read, explore, and perform drama from a variety of cultures and historical times to expand acquired knowledge of theatrical literature.
 2. Demonstrate a knowledge of the past, present, and future of theatre by researching and performing folklore from a variety of cultures.
- J. Explore the influence of time and place on the use of costumes, make-up, and production values in producing a play.
1. Develop characters from a given play by designing costumes, make-up, props, and sets that reflect the culture and historical setting of the play.
 2. Explore the effect costumes, make-up, properties, and sets have on the performance of a play by using the techniques of acting with all production values and within the framework of a complete play (paying attention to the physical characteristics of the parts, mood, and tempo of the play). Develop the characters within the framework of the complete production.
- K. Observe and examine live theatrical productions, films, and dance performances, developing personal criteria for the judging of performance(s).

1. Develop an understanding of the elements needed in a successful play and/or film production, through reading, research, observation, and discussion.
 2. Engage in discussions and demonstrations of performance criteria to assist in development of individual values with regard to the Performing Arts.
- L. Develop an understanding of the hidden meaning in plays and/or films, and the possible reasons (historical or cultural) for the development of a particular play or film.
1. Examine musical and non-musical plays of the 1960's and 1970's within the context of societal upheavals of the time(s).
 2. Explore and reflect upon what is said as opposed to what is meant in daily conversation, advertising, and play dialogue. Through analysis, draw judgments and conclusions as to why.
- 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% |