

Verona Public School District Curriculum Overview

Drama



Curriculum Committee Members:
Steven Munoz

Supervisor:
Dr. Sumit Bangia

Curriculum Developed:
Winter 2015
July 2018

Board Approval Date:
March 24, 2015
August 28, 2018

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Drama is a one semester course that approaches theatrical texts from three different perspectives: acting, directing, and writing. Students will have a chance to experience improvisational acting, short scenes, and full length plays in both performative and critical settings, exploring the elements of drama and what methods contribute to believable acting. The course culminates with students writing and directing their own short play.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> X CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction X C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● <i>Almost, Maine</i> by John Cariani ● <i>The Importance of Being Earnest</i> by Oscar Wilde ● <i>The Glass Menagerie</i> by Tennessee Williams ● <i>Theater: Art in Action</i> (Textbook) ● <i>Contemporary Stage Monologues</i> (Anthology) ● <i>Contemporary Scenes for Student Actors</i> (Anthology) 	<ul style="list-style-type: none"> ● Youtube: The Importance of Being Earnest ● Youtube: Almost, Maine ● Graphic Organizers: Methods of Acting Preparation

Unit Title / Topic: Building an Ensemble

Unit Duration: 3 Weeks

Stage 1: Desired Results

Established Goals:

National Core Arts Standards for Theater:

TH:Cr3.1.I: Refine and complete artistic work

b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

TH:Pr4.1.I: Select, analyze, and interpret artistic work for presentation.

a. Examine how character relationships assist in telling the story of a drama/theatre work.

b. Shape character choices using given circumstances in a drama/theatre work.

TH:Pr5.1.I: Develop and refine artistic techniques and work for presentation.

a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

TH: Re7.1.I: Perceive and analyze artistic work

a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Engage in and use theatrical warm-ups to prepare themselves for class activities
- Perform complete improvisational scenes with other members of the class
- Trust and support each other in a performance setting

Meaning

Students will understand:

- Theatrical performances require trust and attention to a scene partner or ensemble group
- Improvisational scene work requires building a scene with other members of the ensemble
- Warm-up games are not a formality or a waste of time, but essential in creating an open space and a theatrical mindset

Essential Questions:

- How can a performer build a complete scene from a single word?
- What are the necessary components to a good improv scene?
- How do performers build enough trust to engage with one another on stage?
- Why do performers warm up?

Acquisition of Knowledge & Skills

Students will know:

- The golden rule of improv: “Yes, and”
- The five tenets of an improv scene: Location, Action, Relationship, Character, History
- Basic warm-up games and exercises that will continue throughout the semester
- The history of the theatrical ensemble

Students will be able to:

- Participate in an improvisational scene with confidence
- Speak openly and engage with the rest of the class (ensemble)
- Analyze and criticize improvisational scenes

Stage 2: Acceptable Evidence

Transfer Task

- At the end of the three-week period, each student will be responsible for leading a class warm-up
- Participation in a summative improvisational scene, in which each major component must be demonstrated
- Students will complete a written improv quiz

Stage 3: Activities

- LARCH Notes
- “Yes, and” Game
- Ensemble development
 - Random Sound Stories
 - Sun and Moon Game
 - Count to Twenty
 - Ball Game
 - One Word Stories
 - What are you doing?
- Improv Games (in order of skill building)
 - “Yes, and”
 - Three-Line Scene
 - “Yes, and yes, and yes, and yes, and...”
 - “Location”
 - 30 Seconds of Silence
 - “Action”
 - Act First, Talk Later
 - Don’t Talk About Your Action
 - “Relationship”
 - Scene from a Relationship
 - “Character”
 - Waiting for Charlie

- Bus Stop
- “History”
 - Time Warp
- Complete Games
 - Continuation
 - Half-Life
 - Scene from a word (summative game)

Unit Title / Topic: Acting

Unit Duration: 7-8 Weeks

Stage 1: Desired Results

Established Goals:

National Core Arts Standards for Theater:

TH:Cr3.1.1: Refine and complete artistic work

- Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions
- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

TH:Pr4.1.1: Select, analyze, and interpret artistic work for presentation.

- Examine how character relationships assist in telling the story of a drama/theatre work.
- Shape character choices using given circumstances in a drama/theatre work.

TH:Pr5.1.1: Develop and refine artistic techniques and work for presentation.

- Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

TH:Pr6.1.1: Convey meaning through the presentation of artistic work.

- Perform a scripted drama/theatre work for a specific audience.

TH:Re9.1.1: Apply criteria to evaluate artistic work.

- Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines
- Consider the aesthetics of the production elements in a drama/theatre work
- Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Transfer Goal:

Students will be able to independently use their learning to...

- Perform a complete scene for the class using acting methods and elements of effective staging

Meaning

Students will understand:

- There are many different ways actors prepare themselves for a scene
- Focus and connection to the text are vital for the actor's portrayal of the scene
- Non-verbal communication with a scene partner is essential for performances

Essential Questions:

- How do playwrights help actors perform their scenes?
- How is acting on stage different than or similar to participating in everyday life?
- What is "truth" in art?
- How can an actor bring truth and reality to a fictional text?

- Thorough and critical reading of the text leads to effective acting
- Proper staging is critical for the audience's understanding of a performance

Acquisition of Knowledge & Skills

Students will know:

- The language of staging
- Critical approaches to dramatic text
- Methods of acting and connecting to the text
- Non-verbal cues and language to communicate with scene partners

Students will be able to:

- Stage their own scenes
- Prepare for a scene from a grounded method
- Approach performances from a critical lens
- Understand and use direction to improve their scenes

Stage 2: Acceptable Evidence

Transfer Task

- Students will perform two scenes (one dramatic, one comedic)
- Students will complete critical prompts regarding the class texts
- Students will complete an exploratory presentation on one of the major acting methods

Stage 3: Activities

- Acting Warm-ups
- Class reading - *Almost, Maine* and *The Importance of Being Earnest*
- Research: Famous Acting Methods (Stanislavski, Adler, Meisner, etc.)
- Scene Study
 - Reading for subtext
 - Reading for objective
 - Reading for action
- Scene work
 - Working with a scene partner
 - Taking direction
 - "Blocking" (staging) a scene
- Reading quizzes based on dramatic texts
- Selected scene performances
 - *Almost, Maine* (dramatic)
 - *The Importance of Being Earnest* (comedic)

Unit Title / Topic: Directing	Unit Duration: 2-3 Weeks
-------------------------------	--------------------------

Stage 1: Desired Results

Established Goals:

National Core Arts Standards for Theater:

TH.Cr1.1.I: Generate and conceptualize artistic ideas and work.
 c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

TH.Cr2-1: Organize and develop artistic ideas and work.
 b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

TH:Pr6.1.I: Convey meaning through the presentation of artistic work.
 a. Perform a scripted drama/theatre work for a specific audience.

TH: Re7.1.I: Perceive and analyze artistic work
 a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

TH:Re8.1.I: Interpret intent and meaning in artistic work.
 a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
 c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Transfer Goal:
 Students will be able to independently use their learning to...

- Stage and direct a scene performed by their peers

Meaning

Students will understand:

- Good direction requires a healthy dialogue between the director and the performers
- Constructive criticism is essential to improving a craft
- A director must keep both the audience and the performers in mind when working with a text

Essential Questions:

- What makes a good director?
- How can an audience tell if a play is well-directed?
- What is constructive criticism and how can a performer use it to their advantage?

Acquisition of Knowledge & Skills

Students will know:

- The language of direction
- How to provide feedback in a positive, constructive way
- How to accept feedback in a positive, constructive way

Students will be able to:

- Stage a scene for other performers
- Provide constructive criticism for their performers to use
- Work with the performers to find the truth, objectives, and motivations of their scene
- Provide a set, costume, and property plot for their scene

Stage 2: Acceptable Evidence**Transfer Task**

- Students will direct a scene
- Students will perform in a scene

Stage 3: Activities

- Acting Warm-ups
- Choosing a scene that matches personal interests (from provided texts)
- Casting from an ensemble
- Blocking the scene
- Working together with a director to examine the text of a scene
- Rehearsing
- Costuming
- Designing sets, costumes, and props
- Performances

Unit Title / Topic: Writing	Unit Duration: 6-7 Weeks	
Stage 1: Desired Results		
<p>Established Goals: National Core Arts Standards for Theater:</p> <p>TH:Re7.1.1: Perceive and analyze artistic work a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</p> <p>TH:Re8.1.1: Interpret intent and meaning in artistic work. c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p> <p>TH:Cr3.1.1: Refine and complete artistic work a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.</p> <p>TH:Re9.1.1: Apply criteria to evaluate artistic work. b. Consider the aesthetics of the production elements in a drama/theatre work c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.</p>		
<p>Transfer Goal: Students will be able to <u>independently</u> use their learning to...</p> <ul style="list-style-type: none"> ● Write and direct their own short play 		
Meaning		
<p>Students will understand:</p> <ul style="list-style-type: none"> ● Every play shares the same components ● There are many subgenres of drama that share different characteristics ● A playwright’s personal style will not only impact the text, but will also inform the design of a play 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do playwrights keep the audience engaged in a story? ● What kinds of stories get told through drama? ● How does a playwright incorporate believable situations in an inherently unbelievable medium? ● What is “suspension of disbelief?” 	
Acquisition of Knowledge & Skills		

Students will know:

- How to write believable dialogue
- The elements of a playwriting and dramatic structure
- How Tennessee used poetic realism to create a unique atmosphere and heightened reality for his plays

Students will be able to:

- Write using three-act structure
- Analyze drama from a craft and form perspective
- Direct performers working with student writing

Stage 2: Acceptable Evidence

Transfer Task

- Students will write a complete short play that utilizes the components of the dramatic form
- Students will direct their own short plays
- Students will perform in their peers' short plays

Stage 3: Activities

- Acting warm-ups
- Reading: *The Glass Menagerie*
- Writing activities and warm-ups
 - Capturing natural dialogue
 - Working out conversations in writing
 - Creating believable characters
 - Creating stock/trope characters
- Understanding Three-Act Structure
- Crafting a personal style and telling a unique story
- Casting
- Rehearsing
- Designing Costume/Set/Props
- Performance
- Discussion