

Section: Drama - Seventh Grade

Rationale: Adolescents develop concepts about themselves, human relationships, and the environment by participating in the dramatic arts. Students of dramatic literature sharpen critical thinking skills by exploring the motivations of characters’ actions, analyzing emotional responses to situations, and interpreting playwrights’ intents.

Course Description: This course offers students an opportunity to explore and develop a solid foundation of acting skills and techniques, including improvisation, play reading and discussion, monologues, and group acting scenes.

Strand I: History

Content: Use theatrical history to support artistic choices in dramatizations.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify ways in which theatre reveals universal concepts. (i.e. conflict, theme)			

Content: Know how to analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify the impact of the arts in daily life as a performer, as an observer, and as a practitioner.			

Content: Know cultural and historical sources pertaining to theatre and musical theatre (ie American, Greek, Elizabethan, Commedia Dell'Arte)

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Investigate cultural and historical sources of the beginning of theatre as an art form.			
Investigate cultural and historical sources of Elizabethan theatre.			
Investigate cultural and historical sources of American theatre.			
Investigate cultural and historical sources of American musical theatre.			

Content: Know how social concepts (ie cooperation, communication, collaboration, consensus, self-esteem) apply in theatre and daily life.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Recognize the relationship between ritual and performance (the universal nature of theatre in human activities).			

Content: Know various aspects of theatrical productions through classroom and out of classroom theatrical activities.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Analyze the effect of their own cultural experiences on their dramatic work.			
Analyze the effect of their own cultural experiences on their reaction to dramatic work.			

Strand II: Criticism

Content: Recognize the effect that the use of different artistic media has on theme.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Recognize the essential differences between artistic media types.			
Be able to recognize similar themes in various media (i.e. theatre to film, film to dance, theatre to visual arts)			
Be able to use other artistic types to enhance performance.			

Content: Use established criteria to justify response to performance.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Recognize and articulate the good points and points for improvement in their own and other students' performances.			
Articulate an evaluation of their own and other students' performances.			
Relate evaluation to established criteria (ie teacher's or other outside scoring guide).			
Evaluate performances on several different levels (i.e. script, style, direction, acting, set)			
Transfer knowledge to other types of media.			

Content: Use knowledge of how intended audience affects performance to improve artistic product.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Recognize types of specific audiences (i.e. contest, children's theatre, high school students, community groups).			
Select dramatic text based on appropriateness to a given audience.			
Demonstrate knowledge of appropriate style of performance for chosen audience.			

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Adapt performances as needed in response to audience reaction.			
Demonstrate sensitivity to audience members while still maintaining artistic integrity.			

Content: Recognize the impact of artistic concepts in formal and informal presentations.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Recognize how different concepts impact the way the audience perceives the play.			

Content: Use dramatic literature and performance to determine social context of the work.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Document priorities of the people of the time with examples from dramatic literature and performance.			
recognize how social context affects choices of playwright and producers.			

Content: Use strategies to help audience members appreciate performances.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Use study guides, programs, reviews, and other elements to gain knowledge of a performance.			
Recognize the way in which study guides, programs, reviews, and other elements affect audience reaction.			

Strand IV: Performance

Content: Use textual analysis to interpret selection as a whole (play vs. individual character)

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify physical elements of a script (i.e. acts, scenes, dialogue, stage direction, character direction)			
Read for comprehension plays and other literary works intended for performance.			
Recognize inclusion of stage directions to move action forward.			
Use textual clues to determine staging requirements and options (i.e. props, flats, furniture, platforms)			

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Analyze plot (relative importance of events within the script and how those events join together (ie exposition, climax, denouement, main plot, subplots) and use to clarify presentations.			
Determine how relationships between characters affect the sequence of the events in the story (i.e. protagonist, antagonist, secondary, minor)			
Understand vocabulary (literal and connotative as related to time period) and use knowledge to share story with audience.			

Content: Use Textual analysis to aid in characterization techniques

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify motivations of characters (through lines and intentions) and incorporate into formal and informal presentations.			
Use text to support physical portrayal (externals)			
Relate plot events to the development of conflict(s) present in the plot.			

Content: Create original interpretations of literature into formal and information presentations.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Distinguish between different types of performance (i.e. oral interpretation, acting, pantomime, storytelling)			
Develop and tell a story utilizing narrative storytelling techniques			
Understand the role of the narrator in interpretive and narrative forms.			
Tell a story through the use of movement alone.			

Content: Understand the differences between literary genre (prose, poetry, drama)

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify and explain the unique components of each genre as pertains to performance.			
Demonstrate ability to transfer non-dramatic forms into dramatic presentations (i.e. narrative form, poetic structure).			

Content: Incorporate non-dramatic art forms into formal and informal presentations.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify desired mood and tone of a performance piece.			

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify mood and tone of non-dramatic art forms (i.e. music, color, space, balance) as they affect an audience's reception of a performance piece.			
Incorporate non-dramatic art forms to support mood of formal and informal presentations.			

Content: Demonstrate appreciation for the ensemble nature of group performance

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Recognize the importance of each role to the entire production.			
Recognize the importance of the role of various theatrical performers (playwright, actor, director, technician, designer) as they work together to mount a production.			

Content: Demonstrate knowledge of and appreciation for theatrical conventions

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Demonstrate ability to project material to audience without appearing forced.			
Memorize and deliver lines accurately.			

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Develop appropriate stage business for scene.			
Demonstrate ability to block a scene for formal and informal presentation.			
Demonstrate ability to share stage with other actors.			

Content: Show physical preparation for performance.

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Develop ability to release personal tension and take on character.			
Understand and use pauses and timing in performance.			
Understand and use inflection in performance.			
Demonstrate the ability to alter the voice as appropriate to portrayal (i.e. timbre, dialect, rate)			
Practice good articulation.			
Use pronunciation to aid in appropriate portrayal of a character.			