

Visual and Performing Arts

Subject Area

Course Title: Drama 2Course Code: V0922Grade Level: 10-12Course Length: YearPrerequisite: Drama 1Credit: 10 creditsUC/CSU Credit: Meets Visual and Performing Arts "f" requirementGraduation Requirement: Fulfills 10 units of Visual & Performing Arts/Foreign Language/Career Tech requirement for graduationStandards and Benchmarks: Visual & Performing Arts/Drama: 1.0: 1.1-1.5; 2.0: 2.1-2.10; 3.0: 3.1- 3.7; 4.0: 4.1-4.4; 5.0: 5.1-5.5

Course Description: Drama 2 offers the continuing theatre student the opportunity to gain additional experience in dramatic arts through acting, technical theatre, and an exploration of theatre within an historical and cultural context. As a participant in a collaborative process, the student will continue to develop skills in creative self-expression using a variety of methods. The student will also evaluate the informal and formal work of their own and others through discussion and writing. The course provides an opportunity to further develop skills in problem-solving, communication, self-confidence, and self-discipline contributing to life-long learning and career opportunities.

Course Goals: The student will continue to:

1. Develop a strong understanding and appreciation of theatre as art.
2. Acquire those skills necessary to positive personal development leading to increased self-confidence, spontaneity, and creativity.
3. Develop communication skills in valuing a theatrical performance.
4. Develop a higher level of use of voice and body in creating a believable character on stage.

Textbook Materials: None

Teacher Resources: Published play scripts (Samuel French, Inc, & Dramatists Play Service Inc. catalogues & classroom libraries)
Improvisation for the Stage (Viola Spolin)
Basic Drama Projects (Fran Averett Tanner)
Theatre: Art in Action, Stage and the School

**Acalanes Union High School District
 Course Content and Performance Objectives
 Drama 2**

**California
 Standards**

	CAT-6	HSEE	Standards & Benchmarks	California Standards Test	Assessment Timeline
1.0 THE STUDENT RESPONDS AND PERCEIVES ENVIRONMENT USING THEATRICAL TECHNIQUES.	N/A	N/A	1.0	N/A	10% of class time
1.1 Demonstrates an understanding of the basics of artistic expression in theatre performance.					Constructed Response
1.2 Discusses observations of elements: <ul style="list-style-type: none"> • Lighting • Mood • Color • Atmosphere • Sound 			1.1		Personal Communication
1.3 Uses acting skills in a variety of roles: <ul style="list-style-type: none"> • Five senses • Breath control • Diction • Facial expression • Movement 			1.2		Performance Assessment Constructed Response
1.4 Uses appropriate vocabulary to construct meaning. <ul style="list-style-type: none"> • Theme • Style • Design • Form 			1.3		Personal Communication
1.5 Demonstrates insightful understanding through analysis and interpretation of writing and directing.			1.4		Personal Communication Constructed Response

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	CAT-6	HSEE	Standards & Benchmarks	California Standards Test	Assessment	Timeline
1.6 Researches, develops and helps produce a production as actor, director, designer or playwright. <ul style="list-style-type: none"> ▪ One Act Plays 			1.5		Performance Assessment	
2.0 THE STUDENT DEMONSTRATES KNOWLEDGE AND SKILLS IN ACTING, DIRECTING, DESIGN AND SCRIPTWRITING, APPLYING ELEMENTS AND TECHNOLOGY OF THEATRE, THROUGH VOICE, BODY AND IMAGINATION.	N/A	N/A	2.0	N/A		45% of class time
2.1 Demonstrates an understanding of the basics of creative expression in their own theatre performances.					Performance Assessment	
2.2 Experiments with stage direction choices through comparison of script interpretation and production. <ul style="list-style-type: none"> • Play reading • Scene analysis • Character analysis 			2.1		Constructed Response Performance Assessment	
2.3 Uses voice and body language to convey emotion, environment and space relationships. <ul style="list-style-type: none"> • Body relaxation • Voice relaxation • Vocal/physical exercises 			2.2		Performance Assessment	

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2.4	Writes simple dialogues and scripts, applying basic dramatic elements, i.e., exposition, conflict, crisis, climax and resolution, using tools such as: <ul style="list-style-type: none"> • Pantomime • Structured improvisation 			2.3		Constructed Response
2.5	Expands his knowledge of the collaborative process of actor, director, writer and technical through classroom activities.			2.4		Performance Assessment Constructed Response
2.6	Performs scenes and plays for an audience outside the classroom from a variety of styles (improvised, scripted, non-verbal), demonstrating voice and movement techniques.			2.5		Performance assessment
2.7	Researches and analyzes a script and character study. <ul style="list-style-type: none"> • Photos • Music • Scripts • Props 			2.6		Constructed Response
2.8	Creates characters from classical, contemporary, realistic and non-realistic texts. <ul style="list-style-type: none"> • Classical • Contemporary • Realistic • Non-realistic 			2.7		Performance assessment
2.9	Writes scripts with original characters and unique dialogue that motivates the action. <ul style="list-style-type: none"> • Original characters • Unique dialogue • Motivated action 			2.8		Performance assessment

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2.10 Performs a monologue using appropriate voice and movement.			2.9		Performance assessment	
2.11 Demonstrates artistic discipline to achieve an ensemble in rehearsal and performance. <ul style="list-style-type: none"> • Works together cooperatively • Exchanges ideas • Gives and receives constructive feedback from peers • Meets deadlines set by the group 			2.10		Performance assessment	
3.0 THE STUDENT ANALYZES AND EXPLORES THE ROLE AND DEVELOPMENT OF THEATER IN PAST AND PRESENT CULTURES AND DIVERSITY.	N/A	N/A	3.0	N/A		30% of class time
3.1 Communicates a basic understanding of the historical and cultural contexts of theatre.					Personal Communication	
3.2 Describes ways that theatre reflects past and present cultures. <ul style="list-style-type: none"> • Attends live theatre performances • Discusses live theatre performances • Writes about live theatre performances • Explores time period in own scene performance 			3.1		Constructed Response	
3.3 Identifies ways that theatre influences our lives, including similar themes/subjects from various cultures. <ul style="list-style-type: none"> • Class Discussion • Student Writing 			3.2		Personal Communication Constructed Response	

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3.4 Compares a traditional vs. non-traditional interpretation of a play using theater vocabulary. <ul style="list-style-type: none"> • Play reading • Play reviewing/live & taped • Contrast live performance vs. film 			3.3		Personal Communication	
3.5 Explores the works of key figures in world theatre history, such as: <ul style="list-style-type: none"> • American playwright project (Williams, O'Neill, Wilder, Wilson, Miller, Albee, Inge) • World theatre project (Ibsen, Chekhov, Moliere, Shaw, Brecht, Shakespeare, Ancient Greek) 			3.4, 3.5		Personal Communication	
3.6 Performs, designs or directs a theatre piece in a specific theatrical style, which may include: <ul style="list-style-type: none"> • Renaissance • Absurdist • Experimental 			3.6		Performance assessment	
3.7 Identifies specific styles and forms of world theatre, which may include: <ul style="list-style-type: none"> • Readers theatre • Ancient Greek • Musical • Children's theatre 			3.7		Selected response	
4.0 THE STUDENT ANALYZES, CRITICALLY ASSESSES AND DERIVES MEANING FROM THEATRE PERFORMANCES BASED ON AESTHETIC PRINCIPLES.	N/A	N/A	4.0	N/A		15% of class time (4.0-5.2)
4.1 Develops criteria for valuing and defending their reactions to a theatre performance on the stage or drama classroom.			4.1		Personal Communication	

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4.2 Use theatre vocabulary in valuing the contributions of informal and formal theatre productions when discussing artistic choices.					Constructed Response Personal Communication
4.3 Discuss and defend the merits of alternative interpretations of a given work, by a given dramatist. <ul style="list-style-type: none"> ▪ Develops vocabulary in discussing artistic choices. 			4.2		Personal Communication
4.4 Compare and contrast a variety of dramatic literature, using appropriate evaluation criteria and terminology. <ul style="list-style-type: none"> • Novels • Film scripts • Television scripts 			4.3		Constructed Response
4.5 Draw conclusions about the quality of acting skills in roles.			4.4		Constructed Response Personal Communication
5.0 THE STUDENT APPLIES WHAT HE LEARNS THROUGH THE COLLABORATION PROCESS OF THEATRE TO OTHER DISCIPLINES, DEVELOPING COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION SKILLS, TIME MANAGEMENT AND USE OF RESOURCES.	N/A	N/A	5.0	N/A	(See 4.0)

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				California Standards & Standards Test	Assessment Timeline
	CAT-6	HSEE	Standards & Benchmarks		
5.1 Describes how theatre skills and processes are used in various subject areas and careers. <ul style="list-style-type: none"> • Cross curricular/career • Creative production • Time management skills • Demonstrates ability to create a performance 			5.1		Constructed response
5.2 Demonstrates skills of synthesizing, interpreting, and categorizing information to produce creative works			5.2		Performance assessment
5.3 Manages time, prioritizes responsibilities and meets completion deadlines as specified by group leaders, team workers and directors.			5.3		Performance assessment
5.4 Critically assesses self and others as a means to guide and inform creative work.			5.4		Constructed response
5.5 Works cooperatively in a group.			5.5		Performance assessment

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TEACHING STRATEGIES AND PROCEDURES

- Direct Instruction
- Modeling Demonstrations
- Group Discussion
- Individual and Group Coaching
- Group and Individual Performance Assessment
- Self-assessment
- Written Assignments

GRADING GUIDELINES

Performance projects	45%
Participation	45%
Written assessments	10%