

Lakewood City Schools

Course: Drama

Revised: 7-14-08

Full Year, one credit, 5 periods per week, 10th, 11th, and 12th Grade.

The Drama Course at Lakewood High School is designed as a survey of theater course intended to give students an appreciation for drama as a performing art and an integral part of our history and culture. As a result, it is divided into three academically oriented units, three performance oriented units, and a final unit in which the students pool the knowledge gained through the year and produce (in class) a one act play as a capstone project.

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Unit One – The History of Theatre – 5 weeks

This unit covers the history of theater from Ancient Egypt to the present. It focuses on the origins of Western Theater and traces its roots to Ancient Greece. The unit emphasizes the connection between the history of theater as a part of a society's culture and belief system.

Unit Two – Pantomime – 4 weeks

This performance unit focuses on pantomime – the art of telling a story without using words. The purpose is to make the student aware of nonverbal communication and of its importance in the art of theater.

Unit Three – Structure and styles of Drama – 4 weeks

This unit covers the main structural approaches to theatrical storytelling, as well as the dominant theatrical styles from Ancient Greece through the present time. The purpose is to raise student awareness of the impact the choice of both dramatic structure and style have upon the production of a play.

Unit Four – Improvisation – 4 weeks

This unit focuses on the performer's ability to be creative, imaginative, and to think fast on his/her feet.

Unit Five – The Art of Theater Production – 5 weeks

This unit focuses on all the work that needs to be done behind the scenes in order to bring a play to an opening night. The unit includes “mini-units” on play selection, copyright law, production scheduling, lighting, set design, costuming, advertising, and program writing.

Unit Six – Acting – 4 weeks

This unit focuses on the creation of a character using the tools of interpretation, imagination, and physicalization.

Unit Seven – One Act Play Production – 9 weeks

This unit comprises the majority of the final quarter of the school year. During this unit the class is divided into small groups, each of which must choose, and produce a one act play. During the production of this play the students will apply the knowledge learned in the previous six units. It is during this unit that special mini-units are taught depending upon the needs of the plays chosen by the students. For example, if a group chooses a play in which stage combat is an integral part, then a break of a day or two may be taken and some stage combat is taught.

(All standards in this document have been taken from the ODE Drama/Theater Academic Content Standards and grade level indicators have been given for grades ten through twelve since the course may be taken by students in these grades.)

1. Historical, Cultural and Social Contexts Standard

Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage</p>	<p>Grade 10</p> <ol style="list-style-type: none"> 1. Describe the connection between style and form. 2. Describe various periods of theatre history: Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17th Century, 18th Century, 19th Century, 20th Century and Contemporary. 3. Identify key figures, works and trends in various cultures. 4. Identify significant issues that are important to live theatre, film/video and broadcast media today. 5. Analyze the cultural, social, political and technological influences on an artist and his/her choices 	<p>I can...</p>	<p>Unit 3, <i>The Stage and The School</i>, pp253-265, pp269-293, Script <i>The Effect of Gamma Rays on Man-In-The-Moon-Marigolds</i>. Unit 7</p> <p>Unit 1, <i>The Stage and The School</i>, pp297-321, Power Point Slide presentations.</p> <p>Unit 1, <i>The Stage and The School</i>, ,pp 297-321,</p> <p>Unit 1 - notes, discussion, power point presentation. Unit 5 – notes, discussion <i>The Stage and The School</i>, pp 584-587</p> <p>Unit 1, <i>The Stage and The School</i>,pp297-321. , Script <i>The Effect of Gamma Rays on Man-In-The-Moon-Marigolds</i> – discussion.</p>

	<p>Grade 11</p> <ol style="list-style-type: none"> 1. Justify a performance style to communicate an original message or story. 2. Compare and contrast the elements of dramatic/theatrical works from different time periods. 3. Analyze the relationships between cultural and social attitudes and emotional reactions to a dramatic/theatrical event with references to the experience. 4. Use drama/theatre heritage and drama/theatre experiences as a means to explore philosophical, ethical and religious issues. <p>Grade 12</p> <ol style="list-style-type: none"> 1. Explore the use of various styles to achieve an intended purpose. 2. Analyze a dramatic/theatrical work in the context of its time period. 3. Research the historical background of a script as a basis for interpretation and presentation. 		<p>Unit 3 – Script – <i>When the Day Goes Down</i> Unit 7. One-act play project – play choice justification essay</p> <p>Unit 1 - <i>The Stage and The School</i>, ,pp 297-321; Unit 3 -<i>The Stage and The School</i>, ,pp 297-321,Script <i>Romeo and Juliet</i>; Movie – <i>The Lion King</i></p> <p>Unit 3 – Script – <i>When the Day Goes Down</i>, <i>The Days of Wine and Roses</i>, <i>Inherit The Wind</i></p> <p>Unit 1 - <i>The Stage and The School</i>, ,pp 297-321: Unit 5 – local newspaper theater clippings</p> <p>Unit 1 - <i>The Stage and The School</i>, ,pp 297-321: Scripts - <i>Romeo and Juliet</i>, <i>West Side Story</i>, <i>The Laramie Project</i></p> <p>Unit 1/Unit 5 – Scripts - <i>Romeo and Juliet</i>, <i>The Effect of Gamma Rays</i>, <i>When the Day Goes Down</i></p> <p>Unit 5 - <i>The Stage and The School</i>, ,pp 397-444. Unit 7 - library, on line database</p>
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Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark B: Discuss the place of a dramatic/theatrical writer's body of work in drama/theatre history</p>	<p>Grade 10 6. Identify the significant playwrights/screenwriters and their works from various periods of theatre history (i.e., Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17th Century, 18th Century, 19th Century, 20th Century and Contemporary)</p> <p>Grade 11 5. Discuss a playwright's body of work and place in theatre heritage.</p> <p>Grade 12 4. Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre heritage</p>	<p>I can...</p>	<p>Unit 1 - <i>The Stage and The School</i>, pp 297-321: Power point presentation</p> <p>Unit 1 - <i>The Stage and The School</i>, pp 297-321; Shakespeare</p> <p>Unit 5 – Arthur Miller – <i>The Crucible</i>, <i>All My Sons</i></p>

2. Creative Expression and Communication Standard

Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.</p>	<p>Grade 10</p> <ol style="list-style-type: none"> 1. Use breath control and the vocal characteristics necessary to develop an effective characterization. 2. Demonstrate in dramatic action how various factors such as emotional attitude contribute to characterization. 3. Deliver memorized lines and/or read aloud from a script with clarity, volume and vocal variety. 4. Demonstrate collaborative discipline necessary for an ensemble performance. <p>Grade 11</p> <ol style="list-style-type: none"> 1. Use movement qualities and patterns to create a specific character. 	<p>I can...</p>	<p>Unit 6 - <i>The Stage and The School</i>, pp 97-132; 63-93. Unit 7 – one act play production.</p> <p>Unit 2 - <i>The Stage and The School</i>, pp 25-59; Unit 6 - <i>The Stage and The School</i>, pp 97-147'</p> <p>Unit 6 - <i>The Stage and The School</i>, pp162 – 244 (<i>Monologues</i>) Unit 7 – one act play production</p> <p>Unit 2 – pantomime exercises (eg. Museum Docent, Statues, Inventor's Hall of Fame, etc.) Unit 4 – improvisation exercises (eg. Scenes from a Hat, Complaint Department, Situational Settings, etc.)</p> <p>Unit 2 – pantomime exercises (Museum Docent, Who Am I This Time, etc.) Unit 4 – improvisation exercises Unit 6 – Monologue work from text and other sources Unit 7 – one act play project</p>

	<p>2. Use various vocal techniques to develop a consistent character.</p> <p>3. Sustain convincing multidimensional characters</p> <p>Grade 12 . Analyze text on the basis of the physical, social and psychological dimensions of the characters.</p> <p>2. Develop contrasting pieces/monologues for presentations and auditions appropriate for inclusion in a portfolio</p>		<p>Unit 4 – improvisation exercises Unit 6 – Monologue work from text and other sources Unit 7 – one act play project</p> <p>Unit 7 – one act play project</p> <p>Unit 6 – Script <i>The Effect of Gamma Rays, When the Day Goes Down</i> Unit 7 – one act play project;</p> <p>Unit 6 - <i>The Stage and The School</i>, pp162 – 244 (<i>Monologues</i>)</p>
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Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark B: Effectively use technology and/or resources to mount a performance.</p>	<p>Grade 10</p> <p>5. Explain an area of technical production in depth.</p> <p>6. Identify the roles of collaboration between various technical professionals.</p> <p>7. Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes and makeup.</p>	<p>I can...</p>	<p>Unit 5 - <i>The Stage and The School</i>, pp397-444; pp447-474; pp477-499.</p> <p>Unit 5 - <i>The Stage and The School</i>, pp397-444; pp447-474; pp477-499.</p> <p>Unit 7 – One act play project.</p>

	<p>8. Compare and contrast the directing and management skills needed in different media (e.g., stage, film, television, radio).</p> <p>Grade 11</p> <p>4. Create designs in a specific technical emphasis.</p> <p>5. Identify the application of new technology to a selected area of technical emphasis.</p> <p>6. Construct and operate technical production equipment safely and independently.</p> <p>7. Select, cast, block and direct a scene for performance.</p> <p>Grade 12</p> <p>3. Collaborate with others to develop a unified production design for a production.</p> <p>4. Apply appropriate technology to a theatrical production.</p> <p>5. Work safely and independently with all technical aspects of theatrical production.</p> <p>6. Select, cast, block and direct a one-act play for performance.</p>		<p>Unit 5 - <i>The Stage and The School</i>, pp397-444; pp447-474; pp477-499.</p> <p>Unit 5 - <i>The Stage and The School</i>, pp397-444; pp447-474; pp477-499.</p> <p>Unit 5 - <i>The Stage and The School</i>, pp397-444; pp447-474; pp477-499. Unit 7 One act play project.</p> <p>Unit 5 - <i>The Stage and The School</i>, pp397-444; pp447-474; pp477-499.</p> <p>Unit 6 - <i>The Stage and The School</i>, pp162 – 244 (<i>Monologues</i>)</p> <p>Unit 7 – <i>One act play project</i>.</p> <p>Unit 7 – <i>One act play project</i>.</p> <p>Unit 7 – <i>One act play project</i>.</p> <p>Unit 7 – <i>One act play project</i>.</p>
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Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark C: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.</p>	<p>Grade 10 9. Write a dramatic or tragic one-act play, screenplay or short radio play incorporating elements of drama.</p> <p>Grade 11 8. Write a one-act play, screenplay or radio play incorporating elements of drama.</p> <p>Grade 12 7. Write a one-act play, screenplay or radio play for production and critique</p>	<p>I can...</p>	<p>Unit 5 – <i>The Stage and The School</i> <i>ppR28-R31.</i></p> <p>Unit 5 – <i>The Stage and The School</i> <i>ppR28-R31.</i></p> <p>Unit 5 – <i>The Stage and The School</i> <i>ppR28-R31.</i></p>

3. Analyzing and Responding Standard

Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.</p>	<p>Grade 10, Grade 11, Grade 12 1. Use accurate terminology in dramatic/theatrical activities.</p>	<p>I can...</p>	<p>Ongoing in all units - <i>The Stage and The School.</i>- Notes</p>

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark B : Indicate the artistic techniques used in planning and performing drama/theatre work.</p>	<p>Grade 10 2. Defend the use of a specific style, form or period to express an intended message. 3. Demonstrate the changes that occur as a result of self-evaluation as an artist or audience member.</p>	<p>I can...</p>	<p>Unit 7 – Essay on justification of one act play project Unit 7 – One act play constructive criticism essay.</p>

	<p>Grade 11</p> <p>2. Compare and contrast motivations and reactions of characters confronting similar situations.</p> <p>3. Explain how the playwright's choices influence the message.</p> <p>4. Use self-evaluation strategies and audience response to improve their artistic works and experiences</p> <p>Grade 12</p> <p>2. Compare and contrast their artistic choices before and after a self- evaluation</p>		<p>Unit 7 - One Act play plot and character analysis essay</p> <p>Unit 7 - One Act play plot and character analysis essay</p> <p>Unit 7 – One act play constructive criticism essay.</p> <p>Unit 7 – One act play constructive criticism essay</p>
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Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.</p>	<p>Grade 10</p> <p>4. Evaluate the resources used in a production to enhance the intent of the playwright.</p> <p>5. Evaluate variations of universal themes across different time periods and cultures</p> <p>Grade 11</p> <p>5. Evaluate one playwright's presentation of universal themes across different</p>	<p>I can...</p>	<p>Unit 7 – One act play constructive criticism essay</p> <p>Unit 3 – Scripts - <i>Romeo and Juliet</i>, <i>Gamma Rays</i>, <i>Laramie Project</i>, <i>When the Day Goes Down</i></p> <p>Unit 3 – Arthur Miller – <i>All My Sons</i>, <i>The Crucible</i></p>

	<p>works.</p> <p>6. Evaluate a dramatic/theatrical script for its potential choices.</p> <p>Grade 12</p> <p>3. Evaluate variations of universal themes across different works by the same playwright and by different playwrights.</p> <p>4. Evaluate a production's faithfulness to the playwright's intent and to the time period and culture.</p>		<p>Unit 7 – One act play selection process</p> <p>Unit 3 – Arthur Miller – <i>All My Sons</i>, <i>The Crucible</i>; Anouilh – <i>Antigone</i>; Goodrich and Hackett – <i>Diary of Anne Frank</i>; Simon <i>Barefoot in the Park</i>; Chase – <i>Harvey</i>; Hart and Kaufman – <i>You Can't Take it With You</i>, etc.</p> <p>Unit 7 – Once act play constructive critique essay</p>
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4. Valuing Drama/Theatre/Aesthetic Reflection Standard

Students demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences. Students develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.</p>	<p>Grade 10 1. Identify and analyze components that comprise a philosophy.</p> <p>Grade 11 1. Develop a personal drama/theatre philosophy.</p> <p>Grade 12 1. Articulate a personal drama/theatre philosophy and its role in their lives.</p>	<p>I can...</p>	<p>Unit 5 – critique of school winter play performance</p> <p>Unit 5 – critique of school winter play performance</p> <p>Unit 5 – critique of school winter play performance</p>

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark B: Respect diverse opinions regarding drama/theatre preferences.</p>	<p>Grade 10 2. Identify factors among cultures that generate diverse opinions about a drama/theatre event.</p> <p>Grade 11 2. Analyze factors among cultures that generate diverse opinions about a drama/theatre event</p> <p>Grade 12 2. Compare and contrast culturally diverse opinions about a drama/theatre event.</p>	<p>I can...</p>	<p>Unit 1 – <i>The Stage and the School</i> pp 297-321; Unit 3 – <i>The Stage and the School</i> pp269-294. Unit 5 <i>The Stage and the School</i> pp537 to555,</p> <p>Unit 1 – <i>The Stage and the School</i> pp 297-321; Unit 3 – <i>The Stage and the School</i> pp269-294. Unit 5 <i>The Stage and the School</i> pp537 to555,</p> <p>Unit 1 – <i>The Stage and the School</i> pp 297-321; Unit 3 – <i>The Stage and the School</i> pp269-294. Unit 5 <i>The Stage and the School</i> pp537 to555,</p>

5. Connections, Relationships and Applications Standard

Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience</p>	<p>Grade 10 1. Recognize the relationships between drama/theatre and other art forms during specific historical periods.</p> <p>Grade 11 1. Explain drama/theatre as a synthesis of all the arts.</p> <p>Grade 12 1. Analyze drama/theatre as a synthesis of all the arts</p>	<p>I can...</p>	<p>Unit 1 - <i>The Stage and the School</i> pp 297-321; Power Point presentation</p> <p>Unit 1 - <i>The Stage and the School</i> pp 297-321; Power Point presentation Unit 5 - <i>The Stage and the School</i> pp333-372, pp375-387</p> <p>Unit 1 - <i>The Stage and the School</i> pp 297-321; Power Point presentation Unit 5 - <i>The Stage and the School</i> pp333-372, pp375-387</p>

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark B: Synthesize the relationship between concepts and skills used in drama/theatre with other curricular subjects.</p>	<p>Grade 10 2. Recognize the necessity of integration of all disciplines in dramatic/theatrical activity</p> <p>Grade 11 2. Use skills learned in other disciplines in producing a dramatic/theatrical piece.</p>	<p>I can...</p>	<p>Unit 5 – Set design project, press release project, logo project, etc.</p> <p>Unit 7 – Once act play project (assignments = set design, lighting design, press release, program, etc.)</p> <p>Unit 7 – Once act play project</p>

	Grade 12 1. Integrate the essential skills from all disciplines needed for dramatic/theatrical production		(assignments =directing, set design, lighting design, press release, program, etc.)
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Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Benchmark C: Explain how the arts are an index to social values and accomplishments of a civilization	Grade 10 3. Cite specific examples of the relationship between drama/theatre and their communities Grade 11 3. Describe how drama/theatre affects social change. Grade 12 3. Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic/theatrical productions	I can...	Unit 1 – <i>The Stage and the School pp297-321: Pamphlet –History of Playhouse Square</i> Unit 3 – <i>The Crucible; When the Day Goes Down; Inherit the Wind</i> Unit 3 – <i>The Crucible; When the Day Goes Down; Inherit the Wind</i>

Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Benchmark D: Engage in activities that lead to continued involvement in theatre	Grade 10 4. Assemble a personal drama/theatre portfolio and resume including works completed and works-in-progress. 5. Investigate the level of discipline, knowledge and skills required	I can...	Unit 6 – create a resume project Unit 6 – research project – education/resume/biographical info on favorite actor

	<p>for career preparation in drama/theatre</p> <p>Grade 11</p> <p>4. Revise the portfolio and resume.</p> <p>5. Investigate a selected career in drama/theatre, film/video and broadcast media.</p> <p>Grade 12</p> <p>4. Participate in portfolio review.</p> <p>5. Identify personal strengths and weaknesses and potential success in drama/theatre, film/video and broadcast media</p>		<p>Unit 6 – create a resume project</p> <p>Unit 6 – research project – courses required for major in theater at a college</p> <p>Unit 7 – discussion of student resumes versus biographical info on some celebs</p> <p>Unit 7 – Self reflection narrative – post one act play project</p>
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