

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

CONTENT STANDARDS INFORMATION PAGE

Course Title: DRAMA I (Course #620)	
Rationale:	
Course Description: The first semester will survey the basic skills every actor needs, such as theater terminology, movement, improvisation, and vocal techniques. The second semester will explore acting techniques, including extensive practice in character development, line interpretation, and stage presence.	
Length of Course:	Year
Grade Level:	9-12
Credit: <input checked="" type="checkbox"/> 5 units each semester <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input checked="" type="checkbox"/> Meets CSUS requirements <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	None
Department(s):	Visual and Performing Arts
District Sites:	EDHS, ORHS, PHS, UMHS, IHS
Board of Trustees Adoption Date:	April 10, 2001
Textbook/Instructional Materials	Miscellaneous Instructional Materials
Date Adopted by the Board of Trustees:	June 9, 1998 (in lieu of)

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Department: Visual and Performing Arts
Course Title: Drama I

SKILL #1: Theatre as an art form

“Big Idea” (Theme)

The student will be able to:

1. Compare and contrast works in theatre, film, television in terms of the characteristics of the traditions or style used, the culture in which it was produced and the time period in which it was created.
2. Read and discuss theatre works from a variety of cultures.
3. Explain how culture affects the content and production values of dramatic performances.
4. Discuss and demonstrate appropriate audience behavior.

State/National Standards

ARTISTIC PERCEPTION -

Standard 1: Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.

Standard 1.1: Use the vocabulary of theatre to respond to productions such as acting values, style, genre, design, and theme.

Standard 1.2: Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

HISTORICAL AND CULTURAL CONTEXT -

Standard 3.0: Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Standard 3.1: Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.

Standard 3.2: Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun*, *Antigone*, and the *Mahabharata*.

Standard 3.3: Identify key figures, works, and trends in world theatre history from various cultures and time periods.

Give examples of student work that demonstrates mastery of this standard

1. Write a script in style of specific playwright: Shakespeare, Durang, Moliere, etc.
2. Research two theatre artists from different cultures or eras and write a comparison/contrast report.
3. Watch Arthur Miller's *The Crucible* and relate the social meaning of this piece to current events and social norms.
4. Demonstrate understanding of theatre vocabulary by passing teacher-designed test.

Identify best practices used to teach standard

Direct instruction, teacher-prepared test, library and Internet research, written report, group discussion, oral and/or digital presentation, view live and taped theatre performances

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SKILL #2: Confidence in “Presentation” Skills

<p>“Big Idea” (Theme)</p> <p>The student will be able to:</p> <ol style="list-style-type: none">1. Apply a high degree of sensory awareness in improvisation.2. Expand the use of body language and voice to convey character, setting, emotion and relationship.3. Show awareness of environment/setting in performance.4. Integrate theatrical skills with other art forms to make formal or informal presentations.5. Develop imagination, spontaneity and focus.
<p>State/National Standards</p> <p>CREATIVE EXPRESSION -</p> <p><u>Standard 2.0:</u> Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><u>Standard 2.1:</u> Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.</p> <p><u>Standard 2.2:</u> Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.</p> <p><u>Standard 2.3:</u> Design, produce, and/or perform scenes or plays from a variety of theatrical periods and styles, including Shakespeare and contemporary realism.</p>
<p>Give examples of student work that demonstrates mastery of this standard</p> <ol style="list-style-type: none">1. Perform and participate in improvisations, creative movement, oral interpretation, radio theatre productions and scripted scenes and monologues.2. Use computer, camera, music and voiceover to create presentation for different subject area lesson.
<p>Identify best practices used to teach standard</p> <p>Direct instruction, movement exercises, improvisational games and exercises, team competitions, rehearsal and performance, video taping and self-critique, peer critique</p>

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SKILL #3: Ensemble Skills

“Big Idea” (Theme)

The student will be able to:

1. Perform as an actor, director, scriptwriter, technical artist, or member of a collaborative group to produce a theatre piece.
2. Use time effectively to accomplish tasks on deadline.
3. Develop individual and group problem solving strategies.

State/National Standards

CREATIVE EXPRESSION -

Standard 2.0: Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Standard 2.1: Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Standard 2.2: Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

Standard 2.3: Design, produce, and/or perform scenes or plays from a variety of theatrical periods and styles, including Shakespeare and contemporary realism.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS -

Standard 5.0: Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time managements that contribute to lifelong learning and career skills. They learn about careers in and related to theatre.

Standard 5.2: Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

Give examples of student work that demonstrates mastery of this standard

1. Select, secure rights, research, design and mount a theatrical production such as *Voices From The High School*, *Glimpses*, or *Rites*.
2. In ensemble, rehearse and perform various performance projects aimed at a variety of audiences.
3. View and provide constructive feedback for student work.
4. Participate in exercises and activities that support ensemble skills.

Identify best practices used to teach standard

Rehearsal and performance, peer learning situations, video taping and self-critique, peer critique, discussion groups, improvisational games and exercises, hands-on technical training.

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SKILL #4: The Acting Process

“Big Idea” (Theme)

The student will be able to:

1. Identify multiple acting theories/processes.
2. Demonstrate characterization based on one or more acting theory/process.
3. Develop a personal characterization process.
4. Demonstrate awareness of stage blocking concepts.
5. Understand various elements of theatre.

State/National Standards

ARTISTIC PERCEPTION

Standard 1.0: Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.

Standard 1.1: Use the vocabulary of theatre to respond to productions such as *acting values, style, genre, design, and theme*.

CREATIVE EXPRESSION

Standard 2.0: Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Standard 2.1: Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Standard 2.3: Design, produce and/or perform scenes or plays from a variety of theatrical periods and styles, including Shakespeare and contemporary realism.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Standard 5.0: Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They learn about careers in and related to theatre.

Standard 5.1: Describe how skills acquired in theatre may be applied to other content areas and careers.

Standard 5.3: Demonstrate an understanding of the professional standards of the actor, director, scriptwriter and technical artist, such as union membership requirements.

Give examples of student work that demonstrates mastery of this standard

1. Write a character autobiography.
2. Complete a "Method" acting theory analysis: Uta Hagen, Stanislavski, etc.
3. Perform monologue and/or scene based upon analyses of character, changing acting styles as needed.
4. Include technical elements in presentation of theatre piece.

Identify best practices used to teach standard

Direct instruction, Library and Internet research, rehearsal and performance, hands-on technical training, character analysis forms, character autobiographies, interviews or reports, guest lecture

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SKILL #5: Aesthetic Valuing

“Big Idea” (Theme)

The student will be able to:

1. Develop appropriate criteria to use in critiques of theatrical productions.
2. Use the vocabulary of theatre to express themselves in critique and review situations.
3. Make judgments of theatre works regarding form, content, technique and purpose.

State/National Standards

ARTISTIC PERCEPTION

Standard 1.0: Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.

Standard 1.1: Use the vocabulary of theatre to respond to productions such as *acting values, style, genre, design, and theme*.

Standard 1.2: Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

AESTHETIC VALUING

Standard 4.0: Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

Standard 4.1: Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

Standard 4.2: Report on how a specific actor uses drama to convey meaning in his or her performances.

Give examples of student work that demonstrates mastery of this standard

1. Compare/contrast a variety of dramatic literature using appropriate evaluation criteria and terminology.
2. Attend theatrical performances and write critical reviews using student’s personal criteria.
3. Critique fellow students’ performances in oral and written format.

Identify best practices used to teach standard

Direct instruction, vocabulary lists, teacher-prepared tests, field trips, viewing live and taped theatre performances, group discussions, guest lecture, Library and Internet research, oral and/or digital presentations.