

**East Stroudsburg Area School District
DRAMA I - GRADE 10, 11 & 12**

Unit 1: Basics of Acting
PA Common Core Standard(s): See Appendix A: CC.1.5, CC.1.5.11-12, CC.1.5.11-12B, CC.1.5.11-12.C, CC.1.5.11-12D, CC.1.5.11-12.E, CC.1.5.11-12G. Also: 9.1.12F, 9.1.12G, (.2.12.K.
Keystone Eligible Content: See Appendix B
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): 10-15 class days of 90 minutes
Essential Questions: How do the basics of performance, including warm-ups, the use of observation and experience, the elements of pantomime, and the principles of improvisation offer advanced exposure to the students and audience.

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> Explore the art and relevance of theatre. Preparation for performance methods of relaxation warm up exercises mind and body Observation techniques Pantomime gestures, body movement and facial expressions Improvisation Starters using character conflicts using contrasts using physical position <p>Teacher chosen activities to facilitate:</p> <p>Pantomime Concentration Imagination</p>	<p>Students will:</p> <ul style="list-style-type: none"> Listen to student presentations Relate presentations to previous knowledge and constructively critique each other's work Summarize and reflect on students' work Identify and explain new words and concepts Adjust stress, volume, and inflection to provide emphasis or ideas or to influence the audience Stress the value of concentration and cooperation Develop the discipline of observation Integrate relaxation, warm-up, and observation techniques 	<ul style="list-style-type: none"> Identify human characteristics Analyze traits to demonstrate Interpret meaning of actions Evaluate individual performance and group performance Explicit actions in order to create characterization Synthesize all parts of characterization for improvisation Develop a point of view from which a pantomime or character will develop 	<ul style="list-style-type: none"> <u>Basic Drama Projects: Ninth Edition</u>, (Tanner, 2015) <u>The Actor's Scenebook</u>, (Bantam Books, 1984) <u>The Ultimate Improv Book</u>, (Meriwether Publishing, 1996) <u>Improvisation Starters</u>, (Betterway Books, 1992) <u>Improv for Actors</u>, (Allsworth Press, 2004) Acting Games, 	<ul style="list-style-type: none"> Role playing Activity planning sheets Pantomimes Participation evaluation Conferencing Teacher-generated activities Pantomime Improvisation

Spontaneity Group building Emotional response Relaxation Characterization skills Observation Teamwork Cooperation Trust Confidence	to create a pantomime Use movement and body language as a means of communication Focus on the actions and objects in a pantomime rather than individual movement. Basic understanding of the basics of improvisation as a performance genre		(Meriwether Publishing, 1994) • <u>Theater Games and Beyond</u> , (Meriwether Publishing, 1998) • <u>Improvisation in Creative Drama</u> , (Meriwether Publishing, 1988)	
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ELL Remediation: Discuss curriculum with E.L.L. coordinator at school and modify assignments according to E.L.L. level; provide tutorials in native language when possible; pair E.L.L. student that is fluent in both English and the E.L.L. student's native language to mentor the E.L.L. student when possible.

Enrichment: Students may develop more than one character to mime or improve.

Remediation: Students may work together to improve their pantomime and improvisation skills.

IEP/GIEP: Discuss curriculum and individual assignments with case managers and special education personnel directly tied to students that are currently in the course. Modify assignments and deadlines as needed and as per teacher discretion. Assignments may be personally designed to fit student strengths, weaknesses, and personal interests.

Unit 2: Elements of Acting
PA Common Core Standard(s): See Appendix A: CC.1.5, CC.1.5.11-12, CC.1.5.11-12B, CC.1.5.11-12.C, CC.1.5.11-12D, CC.1.5.11-12.E, CC.1.5.11-12G. Also: 9.1.12F, 9.1.12G, (2.12.K.
Keystone Eligible Content: See Appendix B
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): 10-15 class days of 90 minutes
Essential Questions: How do actors prepare for a role and how do they, along with other members of the production team, work together to create an artistic, meaningful, and unified whole?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> Natural and believable body movement on stage Development of characterization through natural, believable body movement Incorporate stage movement when planning and executing a scene Familiarize students with the areas of the stage Create expressions of thought, feeling and character through stage movement Plotting and execution of stage direction Glossary Terms: Aside Backstage Blocking 	<p>Students will:</p> <ul style="list-style-type: none"> Organize and construct skits, improvisations and pantomimes Demonstrate physical traits in improvisations for diverse characters Perform in group ensembles as well as individual presentation Rehears scripted roles using cuttings from selected plays Demonstrate knowledge of stage movement in all performances Adjust voice quality to reveal age, accent and attitude Demonstrate blocking knowledge in a skit Plan the make-up for diverse characters Rehearse scenes and 	<ul style="list-style-type: none"> Identify human characteristics Analyze traits to demonstrate Interpret meaning of actions Evaluate individual performance and group performance Explicit actions in order to create characterization Synthesize all parts of characterization for improvisation Develop a point of view from which a pantomime or character will develop 	<ul style="list-style-type: none"> <u>Basic Drama Projects: Ninth Edition</u>, (Tanner, 2015) <u>The Actor's Scenebook</u>, (Bantam Books, (1984) <u>The Ultimate Improv Book</u>, (Meriwether Publishing, 1996) <u>Improvisation Starters</u>, (Betterway Books, 1992) <u>Improv for Actors</u>, (Allsworth Press, 2004) Acting Games₂ 	<ul style="list-style-type: none"> Skit evaluation Classroom discussion Pantomiming Theater Games Conferencing Improvisations Monologues Memorized Scenes Activity Planning Sheets Role Playing Text Exercises Self-Evaluation Rehearsal Productivity

<p>Counter-cross Cross Downstage Emoting Ensemble ethic Full back/full front Profile Quarter turn Raked Sightlines Stage left/stage right Soliloquy Supporting Three-quarter turn Upstage Voice</p> <ul style="list-style-type: none"> • Build and use proper breathing and articulation to produce vocal tone • Communicate emotions and develop a character through the voice • Perform vocal exercises • Develop the concentration, skill, trust, teamwork, and courtesy necessary to work in an ensemble • Perform improvised ensemble scenes with several partners • Show, Don't Tell 	<p>monologues</p> <ul style="list-style-type: none"> • Perform a completely memorized skit 		<p>(Meriwether Publishing, 1994)</p> <ul style="list-style-type: none"> • <u>Theater Games and Beyond</u>, (Meriwether Publishing, 1998) • <u>Improvisation in Creative Drama</u>, (Meriwether Publishing, 1988) • <u>Two-Character Plays for Student Actors</u>, (Meriwether Publishing :1998) • <u>One Act Plays for Acting Students</u>, (Meriwether Publishing:1987) • Disney Film: <u>Inside Out</u> 	
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Unit 3: Creating a Character
PA Common Core Standard(s): See Appendix A: CC.1.5, CC.1.5.11-12, CC.1.5.11-12B, CC.1.5.11-12.C, CC.1.5.11-12D, CC.1.5.11-12.E, CC.1.5.11-12G. Also: 9.1.12F, 9.1.12G, (.2.12.K.
Keystone Eligible Content: See Appendix B
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): 10-15 class days of 90 minutes
Essential Questions: How do characters develop in a variety of comic and dramatic roles?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> Detect clues about a character from a dramatic text, including physical and emotional traits Delineate and specify emotional, mental, and spiritual aspects of character Precisely articulate character motivation, objective, and obstacle Preparation and performance of a scene involving distinct characters Understand a character in relationship to the play as a whole Understand the style of the play and how it affects character choices Act in a scene incorporating specific character choices based 	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate application of the following characterization skills: Development of a character's past Mannerisms Gestures Personality traits Voice and accents Age portrayal Motivation for action Use of props 	<ul style="list-style-type: none"> Identify human characteristics Analyze traits to demonstrate Interpret meaning of actions Evaluate individual performance and group performance Explicit actions in order to create characterization Synthesize all parts of characterization for improvisation Develop a point of view from which a pantomime or character will 	<ul style="list-style-type: none"> <u>Basic Drama Projects: Ninth Edition</u>, (Tanner, 2015) <u>The Actor's Scenebook</u>, (Bantam Books, (1984) <u>The Ultimate Improv Book</u>, (Meriwether Publishing, 1996) <u>Improvisation Starters</u>, (Betterway Books, 1992) <u>Improv for Actors</u>, (Allsworth Press, 2004) Acting Games, 	<ul style="list-style-type: none"> Teacher evaluation with feedback Role playing Activity planning sheets Pantomimes Participation evaluation Conferencing Teacher-generated activities Pantomime Improvisation Post performance class discussions Self evaluations of presentations

on text analysis <ul style="list-style-type: none"> • Using imagination and memory, stimulate the emotional responses necessary to play a dramatic scene • Understand the difference between playing comedy and drama • Create a comic character and then write and perform a monologue for that character • Glossary Terms: <ul style="list-style-type: none"> Comedy of manners Farce High comedy Hold Low comedy Middlebrow comedy Parody Satire Travesty 		develop	(Meriwether Publishing, 1994) <ul style="list-style-type: none"> • • • <u>Theater Games and Beyond</u>, (Meriwether Publishing, 1998) • <u>Improvisation in Creative Drama</u>, (Meriwether Publishing, 1988) • Using various puppets to create unique characters • Videos and DVD's <ul style="list-style-type: none"> <u>Big Regarding Henry</u> <u>Pirates of the Caribbean</u> <u>Hook</u>, movie <u>The Method</u>, Video <u>Whose Line is It Anyway</u> 	
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