

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

<b>Unit 1: Advanced Acting Skills</b>
<b>PA Common Core Standard(s):</b> 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.
<b>Keystone Eligible Content:</b> See Appendix B
<b>Keystone Content Module Standards / Anchors:</b> N/A
<b>Course Time/Pacing (number of days):</b> 10-15 class days of 90 minutes
<b>Essential Questions:</b> 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.

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

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.

<b>Unit 2: Elements of Acting</b>
<b>PA Common Core Standard(s):</b> 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).
<b>Keystone Eligible Content:</b> See Appendix B
<b>Keystone Content Module Standards / Anchors:</b> N/A
<b>Course Time/Pacing (number of days):</b> 10-15 class days of 90 minutes
<b>Essential Questions:</b> 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?

<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Natural and believable body movement on stage</li> <li>Development of characterization through natural, believable body movement</li> <li>Incorporate stage movement when planning and executing a scene</li> <li>Familiarize students with the areas of the stage</li> <li>Create expressions of thought, feeling and character through stage movement</li> <li>Plotting and execution of stage direction</li> <li>Glossary Terms: <ul style="list-style-type: none"> <li>Aside</li> <li>Backstage</li> <li>Blocking</li> <li>Counter-cross</li> <li>Cross</li> <li>Downstage</li> </ul> </li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Organize and construct skits, improvisations and pantomimes</li> <li>Demonstrate physical traits in improvisations for diverse characters</li> <li>Perform in group ensembles as well as individual presentation</li> <li>Rehearse scripted roles using cuttings from selected plays</li> <li>Demonstrate knowledge of stage movement in all performances</li> <li>Adjust voice quality to reveal age, accent and attitude</li> <li>Demonstrate blocking knowledge in a skit</li> <li>Plan the make-up for diverse characters</li> <li>Rehearse scenes and monologues</li> <li>Perform a completely memorized skit</li> </ul>	<ul style="list-style-type: none"> <li>Identify human characteristics</li> <li>Analyze traits to demonstrate</li> <li>Interpret meaning of actions</li> <li>Evaluate individual performance and group performance</li> <li>Explicit actions in order to create characterization</li> <li>Synthesize all parts of characterization for improvisation</li> <li>Develop a point of view from which a pantomime or character will develop</li> </ul>	<ul style="list-style-type: none"> <li><u>Basic Drama Projects: Ninth Edition</u>, (Tanner, 2015)</li> <li><u>The Actor's Scenebook</u>, (Bantam Books, 1984)</li> <li><u>The Ultimate Improv Book</u>, (Meriwether Publishing, 1996)</li> <li><u>Improvisation Starters</u>, (Betterway Books, 1992)</li> <li><u>Improv for Actors</u>, (Allsworth Press, 2004)</li> <li>Acting Games, (Meriwether Publishing, 1994)</li> <li><u>Theater Games and</u></li> </ul>	<ul style="list-style-type: none"> <li>Skit evaluation</li> <li>Classroom discussion</li> <li>Pantomiming</li> <li>Theater Games</li> <li>Conferencing</li> <li>Improvisations</li> <li>Monologues</li> <li>Memorized Scenes</li> <li>Activity Planning Sheets</li> <li>Role Playing</li> <li>Text Exercises</li> <li>Self-Evaluation</li> <li>Rehearsal Productivity</li> </ul>

<p> 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"> <li>• Build and use proper breathing and articulation to produce vocal tone</li> <li>• Communicate emotions and develop a character through the voice</li> <li>• Perform vocal exercises</li> <li>• Develop the concentration, skill, trust, teamwork, and courtesy necessary to work in an ensemble</li> <li>• Perform improvised ensemble scenes with several partners</li> <li>• Show, Don't Tell</li> </ul>			<p> <u>Beyond,</u>  (Meriwether Publishing,1998) </p> <ul style="list-style-type: none"> <li>• <u>Improvisation in Creative Drama,</u>  (Meriwether Publishing, 1988)</li> <li>• <u>Two-Character Plays for Student Actors,</u>  (Meriwether Publishing :1998)</li> <li>• <u>One Act Plays for Acting Students,</u>  (Meriwether Publishing:1987)</li> <li>• Disney Film:  <u>Inside Out</u></li> </ul>	
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**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.**

<b>Unit 3: Creating a Character</b>
<b>PA Common Core Standard(s):</b> 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.
<b>Keystone Eligible Content:</b> See Appendix B
<b>Keystone Content Module Standards / Anchors:</b> N/A
<b>Course Time/Pacing (number of days):</b> 10-15 class days of 90 minutes
<b>Essential Questions:</b> How do characters develop in a variety of comic and dramatic roles?

<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Detect clues about a character from a dramatic text, including physical and emotional traits</li> <li>• Delineate and specify emotional, mental, and spiritual aspects of character</li> <li>• Precisely articulate character motivation, objective, and obstacle</li> <li>• Preparation and performance of a scene involving distinct characters</li> <li>• Understand a character in relationship to the play as a whole</li> <li>• Understand the style of the play and how it affects character choices</li> <li>• Act in a scene incorporating specific character choices based on text analysis</li> <li>• Using imagination and memory, stimulate the emotional responses necessary</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate application of the following characterization skills: <ul style="list-style-type: none"> <li>Development of a character's past</li> <li>Mannerisms</li> <li>Gestures</li> <li>Personality traits</li> <li>Voice and accents</li> <li>Age portrayal</li> <li>Motivation for action</li> <li>Use of props</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify human characteristics</li> <li>• Analyze traits to demonstrate</li> <li>• Interpret meaning of actions</li> <li>• Evaluate individual performance and group performance</li> <li>• Explicit actions in order to create characterization</li> <li>• Synthesize all parts of characterization for improvisation</li> <li>• Develop a point of view from which a pantomime or character will develop</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Basic Drama Projects: Ninth Edition</u>, (Tanner, 2015)</li> <li>• <u>The Actor's Scenebook</u>, (Bantam Books, (1984)</li> <li>• <u>The Ultimate Improv Book</u>, (Meriwether Publishing, 1996)</li> <li>• <u>Improvisation Starters</u>, (Betterway Books, 1992)</li> <li>• <u>Improv for Actors</u>, (Allsworth Press, 2004)</li> <li>• Acting Games, (Meriwether Publishing, 1994)</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation with feedback</li> <li>• Role playing</li> <li>• Activity planning sheets</li> <li>• Pantomimes</li> <li>• Participation evaluation</li> <li>• Conferencing</li> <li>• Teacher-generated activities</li> <li>• Pantomime</li> <li>• Improvisation</li> <li>• Post performance class discussions</li> <li>• Self evaluations of presentations</li> </ul>

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: Comedy of manners Farce High comedy Hold Low comedy Middlebrow comedy Parody Satire Travesty			• <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 <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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<b>Unit 4: Technical Theatre</b>
<b>PA Common Core Standard(s):</b> 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).
<b>Keystone Eligible Content:</b> See Appendix B
<b>Keystone Content Module Standards / Anchors:</b> N/A
<b>Course Time/Pacing (number of days):</b> 10-15 class days of 90 minutes
<b>Essential Questions:</b> How is an environment created in which the play resides?

<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Introduction to the design process, principles of design and composition, and stage terminology. <ul style="list-style-type: none"> <li>black box stage or flexible stage</li> <li>apron</li> <li>back wall</li> <li>drop or backdrop</li> <li>wings</li> <li>flats</li> <li>mood</li> </ul> </li> <li>Functions of lighting as utilized In school's black box theatre</li> <li>Sound techniques used to define mood, amplify voices, and provide sound effects for a stage production</li> <li>To create and present costume designs for a character</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Create a set design on paper or A computer for a scene rehearsed in class or student's choice.</li> <li>Journal about a room in home and describe how the lighting changes over the course of a day. Present findings to class.</li> <li>Create an improvisation using sound to tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>Identify human characteristics</li> <li>Analyze traits to demonstrate</li> <li>Interpret meaning of actions</li> <li>Evaluate individual performance and group performance</li> <li>Explicit actions in order to create characterization</li> <li>Synthesize all parts of characterization for improvisation</li> <li>Develop a point of view from which a pantomime or character will develop</li> </ul>	<ul style="list-style-type: none"> <li><u>Basic Drama Projects: Ninth Edition</u>, (Tanner, 2015)</li> <li><u>The Actor's Scenebook</u>, (Bantam Books, (1984)</li> <li><u>The Ultimate Improv Book</u>, (Meriwether Publishing, 1996)</li> <li><u>Improvisation Starters</u>, (Betterway Books, 1992)</li> <li><u>Improv for Actors</u>, (Allsworth Press, 2004)</li> <li>Acting Games, (Meriwether Publishing, 1994)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation with feedback</li> <li>Role playing</li> <li>Activity planning sheets</li> <li>Pantomimes</li> <li>Participation evaluation</li> <li>Conferencing</li> <li>Teacher-generated activities</li> <li>Pantomime</li> <li>Improvisation</li> <li>Post performance class discussions</li> <li>Self evaluations of presentations</li> </ul>



			<ul style="list-style-type: none"> <li>• <u>Improvisation in Creative Drama</u>, (Meriwether Publishing, 1988)</li> </ul>	
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<b>Unit 5: Play Production</b>
<b>PA Common Core Standard(s):</b> 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.
<b>Keystone Eligible Content:</b> See Appendix B
<b>Keystone Content Module Standards / Anchors:</b> N/A
<b>Course Time/Pacing (number of days):</b> 8 weeks of class days of 90 minutes
<b>Essential Questions:</b> What does the cast of a play do from the audition process through opening night?

<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>The class will audition, rehearse, produce and perform before an audience at least one of the following: <ul style="list-style-type: none"> <li>General audience full length play</li> <li>A variety show of skits and monologues</li> <li>One-act play</li> </ul> </li> <li>Students will perform in the play and assume production duties: <ul style="list-style-type: none"> <li>Student director</li> <li>Publicity</li> <li>Costume</li> <li>Make-up design</li> <li>Construction of set</li> <li>Sound and effects</li> <li>Program design</li> <li>Poster design</li> <li>Stage manager and crew</li> </ul> </li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Peruse scripts to determine the best choice for the class</li> <li>Determine and then demonstrate exemplifying physical, internal and vocal traits of a character in an audition.</li> <li>Analyze the following character traits of their assigned role: <ul style="list-style-type: none"> <li>Voice</li> <li>Age</li> <li>Background</li> <li>Emotions</li> <li>Temperament</li> <li>Habits</li> <li>Mannerisms</li> <li>Movement</li> <li>Motivation</li> <li>Costume</li> <li>Properties</li> <li>Make-up</li> </ul> </li> <li>Explore various acting</li> </ul>	<ul style="list-style-type: none"> <li>Auditions</li> <li>Callbacks</li> <li>Off book</li> <li>Spiking</li> <li>Blocking</li> <li>Artistic movement</li> <li>Balance</li> </ul>	<ul style="list-style-type: none"> <li><u>Basic Drama Projects: Ninth Edition</u>, (Tanner, 2015)</li> <li>The following publishers are sources for one-act plays and full length plays: <ul style="list-style-type: none"> <li>➤ Dramatic Play Services</li> <li>➤ Pioneer Play Services</li> <li>➤ Samuel French Basic Catalogue of Plays</li> <li>➤ Dramatic Publishing</li> <li>➤ I.E. Clark Publishing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Skit evaluation</li> <li>Classroom discussion</li> <li>Peer Evaluations</li> <li>Theater Games</li> <li>Conferencing</li> <li>Improvisations</li> <li>Memorized Scenes</li> <li>Activity Planning Sheets</li> <li>Role Playing</li> <li>Text Exercises</li> <li>Self-Evaluation</li> <li>Performance Evaluation</li> <li>Evaluation of rehearsal effectiveness</li> <li>Periodic evaluations of student's progress in development of a role</li> <li>Discussions</li> </ul>

<p>Lighting</p> <ul style="list-style-type: none"> <li>• Basic Drama Projects – 9<sup>th</sup> Edition</li> </ul> <p>“Unit 4 – The Play: From Vision to Reality”</p> <p>Script Selection Audition Process Casting Characterization of roles Rehearsal Memorization of lines Blocking of script Production group duties</p>	<p>techniques to achieve desired characterization choices</p> <ul style="list-style-type: none"> <li>• Refine the characterization of a role as direction is given</li> <li>• Participate in all rehearsals from the earliest to dress</li> <li>• Define, organize and develop strategies to execute the responsibilities of production groups</li> <li>• Execute all stage crew duties during rehearsals and performance</li> <li>• Design and/or create a costume</li> <li>• Construct and plan a set</li> <li>• Publicize the play on the school newscast and newspaper</li> <li>• Create sound effects and mood music for the play</li> <li>• Determine the make-up for assigned role</li> <li>• Perform in a play for an audience</li> <li>• Listen to theatric presentations</li> <li>• Relate presentations to previous knowledge</li> <li>• Summarize and reflect on what has been heard</li> <li>• Identify and explain new words and concepts</li> <li>• Adjust stress, volume and</li> </ul>		<ul style="list-style-type: none"> <li>➤ Art Craft Publishing</li> <li>➤ Eldridge Publishing</li> <li>➤ Baker’s Plays</li> </ul>	
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	inflection to provide emphasis or ideas or to influence the audience <ul style="list-style-type: none"> <li>• Listen and acknowledge the contributions of others</li> <li>• Participate in small and large group discussions and presentations</li> </ul>			

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