

Curriculum Map: Introduction to Theatre

Meadville Area Senior High School

English Department

Course Description: This elective semester course is designed to deepen the understanding of oneself and others, to build self-confidence and strengthen self-image, to improve the ability to relate to others, to exercise the imagination, and to encourage creativity. Cognitive goals are to ensure that each student will have a basic knowledge of what drama is, the history of drama, how plays are produced, technical requirements in theatre, and basic acting theory. This knowledge is put to use in performance activities. The classroom atmosphere is relaxed but the course must be carefully structured to bring the group to the point where members feel comfortable, enthusiastic, and supportive to others in the working group stage. Goals are discussed at the beginning of the course and are identified for each activity. Attendance is integral to success. The course culminates in a student written, directed, produced, and performed one-act play. The final production allows students to utilize the experience and knowledge gained throughout the course.

(Grades 9-12) 1/2 credit non-ranked ELECTIVE CREDIT ONLY - NOT AN ENGLISH CREDIT

(only offered in school years ending in an odd numbered year)

Unit Title: Theatre History and Terminology

Suggested time frame: 2 weeks

Standards:

9.1.12.C Integrate and apply advanced vocabulary to the arts forms.

9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.2.12.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

9.2.12.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.

9.2.12.K Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

Essential Questions:

What is the history of drama?
What were/ are the purposes of drama?
What are the various types of drama and stages?

| Competency | Vocabulary | Strategy | Resource |
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| <ul style="list-style-type: none">Describe the evolution of drama from Ancient Greece through the 20th centuryIdentify types of stages | Stage directions, monologue, dialogue, chorus, blocking, business, arena, proscenium, thrust | Lecture, class discussion and activities, formative and summative assessment | Instructor's notes Various online sources Various outside sources <i>Introduction to Theatre</i> |

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| · Identify, define, and use basic stage terminology | stages, upstage/ downstage, stage right and left | | |
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Unit Title: Stage presence; vocal production; audition practice

Suggested time frame: 3 weeks

Standards: **9.1.12.B** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C Integrate and apply advanced vocabulary to the arts forms.

9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

Essential Questions:

- What are the types and uses of audition formats?
- How can I improve stage presence and audition performance?
- What are the aspects of voice production and stage presence?
- What methods are useful to provide sufficient warm up and relaxation for stage performance?

| Competency | Vocabulary | Strategy | Resource |
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| <ul style="list-style-type: none"> · Present good stage presence and auditioning technique · Develop methods to improve voice | Cold reading, memorized monologue, projection, articulation, inflection, weak stage positions, | Lecture, note taking, cold reading audition practice and performances, physical | Instructor's notes Various online sources Various scene cutting |

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| production and vocal skills · Practice warm up exercises and relaxation techniques | auditors, open/ closed stage positions | and vocal warm up exercises, self and teacher evaluation, video recording of performances | resources <i>Drama Projects</i> |
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Unit Title: Production and Technical Theatre

Suggested time frame: 2 - 3 weeks

Standards: **9.1.12.B** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C Integrate and apply advanced vocabulary to the arts forms.

9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.1.12.G Analyze the effect of rehearsal and practice sessions.

Essential Questions: What are the roles and responsibilities of a theatre production staff?

What are commonly used technical theatre terms?

What are the types and purposes of rehearsals?

| Competency | Vocabulary | Strategy | Resource |
|---|--|---|---|
| <ul style="list-style-type: none"> · Identify the roles within and responsibilities of production staff · Explain and identify the types and purposes of stage rehearsals · Define and use terminology common in technical theatre | Design fields, call board, strike, props, stage makeup, promptbook, blocking, business. Reading, blocking, polishing, dress, run-through, brush up rehearsals, line check, costume parade, preview performance | Lecture, note taking, practice in directing and stage managing, self and teacher evaluation | Instructor's notes Various online sources <i>Drama Projects</i> |

Unit Title: Memorized Scene Production and Performance

Suggested time frame: 4 weeks

Standards:

9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C Integrate and apply advanced vocabulary to the arts forms.

9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

Essential Questions:

What scenes and roles are appropriate for student actors?

How can I develop characters and memorize dialogue effectively?

What are the aspects of voice production and stage presence?

What methods are useful to provide sufficient warm up and relaxation for stage performance?

| Competency | Vocabulary | Strategy | Resource |
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| <ul style="list-style-type: none"> · Present good stage presence and vocal production · Develop methods to develop character and memorize dialogue · Plan and execute scene blocking and business and props and setting · Work cooperatively and collaboratively with scene partners | Upstage, downstage, stage right/ left/ center, project, articulate, tone, props | Select, plan, execute memorized performances, physical and vocal warm up exercises, self and teacher evaluation, video recording of performances | Teacher knowledge Various online sources Various scene cutting resources <i>Drama Projects</i> |

Unit Title:

Stage Movement and Pantomime

Suggested time frame:

2 weeks

Standards:

9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.12.C Integrate and apply advanced vocabulary to the arts forms.

Essential Questions:

What is the shorthand for recording stage movement?

How is a stage floor plan drawn?

What are the aspects of physical characterization on stage?

| Competency | Vocabulary | Strategy | Resource |
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| <ul style="list-style-type: none"> · Identify and use shorthand to record stage movements · Draw a stage floor plan · Display characterization through physical expression, no vocals | Pantomime, floor plan, physical characterization, to upstage, elevation, cross, counter cross, curved cross, above/ below, cheat, stage picture | Lecture, note taking, draw floor plans, create stage pictures using elevation and up/downstage, practice physical characterization, perform a short story in pantomime | Instructor's notes Various setting descriptions Various online sources 2002 PA Governor's Institute for Arts Educators standards based plan <i>Drama Projects</i> |
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Unit Title:

Final Production

Suggested time frame:

4 - 5 weeks

Standards:

- 9.1.12.A** Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12.C** Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12.D** Demonstrate specific styles in combination through the production or performance of a unique work of art
- 9.1.12.F** Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12.G** Analyze the effect of rehearsal and practice sessions.

9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

9.1.12.K Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.2.12.D Analyze a work of art from its historical and cultural perspective.

9.2.12.L Identify, explain and analyze common themes, forms and techniques from works in the arts

9.3.12.G Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

Essential Questions:

How does one construct an original drama?

What aspects and limitations of production need to be considered to produce a drama?

What are the duties and responsibilities of various roles in producing a stage production?

What criteria are used to critically evaluate an original production?

| Competency | Vocabulary | Strategy | Resource |
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| <ul style="list-style-type: none">· Compose an original one act play· Assign roles and duties for production of original play· Rehearse and prepare for performance | Drama, comedy, tragedy, spoof, mystery | Working collaboratively, compose an original play, Select a director, stage manager, props crew, costume crew; rehearse | Teacher knowledge Student contributions Props and costumes |

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| <ul style="list-style-type: none">· Perform original play· Evaluate/ critique final production | | and prepare production; perform for family and friends; view and critique video recording of production | |
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