

COMMUNITY UNIT SCHOOL DISTRICT 200

MIDDLE SCHOOL ELECTIVE--DRAMA

Grade 8

We believe the dramatic arts program is designed to meet the expressive needs of each student. While making connections between the disciplines, the students will also gain an understanding of effective communication skills through using the mind, body and voice tools. Our goal is to develop and enhance personal expression through the creative process; exploration, interpretation, production and reflection.

1. Subject Expectation Know the language of the arts.
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.3b a. understand how the elements of acting, directing, playwriting and designing combine with the principles of tension, rhythm, pattern, unity, balance, repetition and idea to communicate
- Sensory Elements**
- use and defend movements vocal choices, and the use of the five senses to communicate an idea
 - describe ways an actor uses voice *such as* pitch, rate, volume and body *such as* posture, gestures, facial expressions to communicate character and setting
 - explain the choice of support tools/design elements (props, costumes, lights, sound, make-up, sets)used to support a drama
 - compare and contrast actor movement and voice in relation to the type of performance space *such as* proscenium stage and theater in the round
- Movement**
- combine and defend physical shape, level, and/or facial expression to communicate theme, emotion, mood, and/or character dynamics
 - analyze locomotor (movement) strategies to support conflict
 - describe timing, reaction, rhythm, pacing, listening, and spontaneity as it relates to actor movement
- Sound**
- identify the effective use of vocal pause, rate, rhythm, pitch, intensity, and volume
 - evaluate volume, rhythm, tempo in sound
- Mind**
- use imagination, creativity, concentration and memory to engage the audience

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Organizational Principles

- articulate and support the meanings constructed from a story or a dramatic performance
- identify the elements of a scripted drama *such as* dialogue, narration, character lists, time, and place
- identify conflict in a drama *such as* man vs. man, man vs. self, man vs. nature, man vs. supernatural, and man vs. society
- differentiate between improvisation and scripted drama
- describe plot techniques used to enhance a drama *such as* choice of time and place, use of minor characters, introduction of new information, and use of musical lyrics
- analyze how character, conflict/problem, and resolution depend on one another to communicate theme
- explain the differences among dialogue, monologue, and narration
- identify dramatic structure (exposition, rising action, climax, conflict/resolution)
- identify a script’s genre/style
- analyze casting and blocking
- explain collaboration used to create a theatrical production

Expressive Qualities

- analyze how the use of body shape and level impact the communication of character status, character relationship, emotion, mood, and message theme in a performance
- evaluate the mood communicated by a performed drama
- analyze the relationship of mood to tension and pacing
- analyze character, motivation, and plot
- determine the emotional quality and theme of performed or scripted scenes
- explain how performance “moments” in acting, scripting, and designing create an emotional impact
- identify aesthetic criteria for evaluating one’s own and other’s art works
- use appropriate language and theatrical terms to reflect and to constructively evaluate a performance

Essential Learning 2 (Learning Standard B)	Identify the similarities, distinctions, and connections in and among the interrelated arts
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- Critical Content 25.B.3 a. identify, demonstrate and apply the fluid steps of the creative process as they are interrelated among the arts including
- input
 - brainstorming
 - finding potential
 - reorganization

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- production
 - evaluation/reflection
- 25.B.3 b. recognize that the creative process is intrinsic in all art forms
- 25.B.3 c. recognize connections in the fine arts through the use of common vocabulary
- 25.B.3 d. compare and contrast the elements and principles in two or more art works that share similar themes

**2. Subject expectation
(State Goal 26)**

Through creating and performing, understand how works of art are produced

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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- Critical Content 26.A.3e a. describe the use of the primary tools (body, mind and voice) and the support tools (costumes, scenery, props, lights, make-up, sound) to convey an idea through acting, playwriting and designing a drama or theatre activity
- Tools**
- combine the use of primary tools (mind, body, and voice) to demonstrate the difference between internal and external conflict
 - analyze ways the primary tools are used to communicate character, setting, conflict, emotion, mood, and tension
 - analyze how the primary tools and the support tools *such as* costumes, sets, lights, props, sounds, and make-up work together to communicate an idea
 - describe how actors use primary tools in training, auditioning, rehearsing, and performing
 - evaluate the choice of support tools such as costumes, sets, lights, props, sounds, and make-up to communicate an idea
 - describe how movement and sound are combined to shape a performance
 - predict audience reactions to visual, audible and language stimuli
- Processes**
- 26.A.3e b. use the creative process through several applications including the steps to create a product
- input
 - brainstorming
 - finding potential
 - reorganization
 - production
 - evaluation/reflection
- 26.A.3e c. identify similarities and differences between acting, directing, playwriting, and improvising
- 26.A.3e d. describe the acting process *such as* memorizing, determining and enacting character’s wants, listening, maintaining concentration
- 26.A.3e e. analyze the process used to plan and practice a drama
- 26.A.3e f. demonstrate the collaborative nature of theatre production including the roles and responsibilities of playwrights, actors,

directors, designers, technicians, and others

- demonstrate auditioning, rehearsing, and memorizing techniques
- describe the roles and responsibilities of support technical staff
- explain a range of resources one can use for acting, scripting, and designing *such as* web-sites, dialect tapes, source books, fieldtrips, interviews

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create and perform in one or more of the arts
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Critical Content 26.B.3b a. demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre

Skills

- demonstrate cooperation skills collaborative and cooperative skills with a group
- demonstrate ways to use the body and voice to communicate character actions, emotions, and sounds in a drama
- use movement, voice and sounds to communicate characters, actions, emotions, and setting in a drama
- interact in role (character) with other characters using appropriate movement and dialogue in an improvised and/or rehearsed drama
- demonstrate movement, use of space, vocal sounds, and spoken text in an individual and group drama
- demonstrate the skills of listening, observing, and concentrating
- demonstrate decision-making and problem-solving techniques to create a drama
- demonstrate concentration, recall, and memorization of sequencing to create a drama
- demonstrate teamwork *such as* brainstorming and compromise when planning a drama
- enact a drama with a group demonstrating focus, concentration, teamwork, and rehearsal
- incorporate vocal techniques of volume and clarity and physical techniques of poise, posture, facial expression, and eye contact to create a character
- demonstrate level, use of space, and concentration in an ensemble drama
- demonstrate concentration, physical action/reaction, observation, imagination, listening, and memorization in acting a character
- combine vocal techniques with physical techniques to tell a story or enact a character
- demonstrate planning, practicing, evaluating, and revising techniques with a team
- use vocal techniques *such as* enunciation, pronunciation, rate, rhythm, tempo, tone, pitch, volume) to perform monologue and dialogue
- memorize and deliver character lines, actions, and reactions from a play,

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- script, scenario, or original work
- demonstrate verbal and non-verbal choices in character interpretation showing physical, emotion, and environmental influences
- select set props, costumes, lights, and sounds to support a drama

Creating

- create environments or simple staging for a drama

Skills and Creating

- alter the environment to indicate a setting
- collaborate and negotiate with a group to create a drama
- adapt a story into a performed drama
- use observations to create a drama
- adapt non-dramatic text *such as* poem, lyrics into a drama
- invent a character or situation based on imagination, personal experience, or research
- write a scene using script conventions
- create a floor plan for a scene indicating environmental objects and set props
- direct a scene

Essential Learning 3 *	Reflect upon an assess one’s work and the work of others
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- Critical Content 26.B.2d a. discuss why one creates art
- 26.B.2d b. use creative problem solving techniques
- analyze problems to separate gives from assumptions
 - generate many possible solutions to a given problem
 - select the solutions with greatest quality and which is most appropriate
- * c. describe a work of art using the vocabulary of elements, principles, and tools among the fine arts

**3. Subject expectation
(State Goal 27)**

Understand the role of the arts in civilizations, past and present

**Essential Learning 1
(Learning Standard A)**

Experience how the arts function in history, society and everyday life

Critical Content 27.A.3a
27.A.3b

- a. identify and describe careers and jobs in and among the arts and how they contribute to the world of work
b. compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment

Roles of artists and audiences

- demonstrate good audience behavior and evaluate the behavior of self and others
- describe how audience behavior changes a product or performance
- share comments in a positive manner about a performance and/or an art work
- react to a performances/art works in a respectful, constructive, and supportive manner
- describe a variety of places where the arts are produced, performed, or displayed
- describe how the site *such as* outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall influences who the audience is and the way the audience responds
- describe how the arts inform viewers about people and events from history
- analyze how various arts are used to persuade and promote ideas *such as* political conventions, campaigns, advertising
- investigate occupations that are related to the arts industry *such as* record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers

Contributions of the arts

- compare ways the arts are used in a celebration *such as* masks, costumes, banners, songs, dances
- explore the things that artists make or do when they communicate through the arts *such as* pictures, songs, advertisements, stories, movements, buildings
- point out ways the arts are used for personal time and enrichment *such as* concerts, plays, exhibits, broadcasts, social dances, choirs, lessons
- explain ways dance, drama, music, and visual art play a part in everyday life *such as* education, architecture, landscape design, political cartoons, fashion design, background music, television
- explain the way the various arts are used to persuade and promote ideas in advertising
- explain and list the ways technology is used to communicate in each of the arts
- know that the creative process is transferable to other situations

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**Essential Learning 2
(Learning Standard B)**

Understand how the arts shape and reflect history, society and everyday life

- Critical Content 27.B.3 a. know and describe how artists and their works shape culture and increase understanding of societies, past and present
- describe how the arts inform viewers about people and events from history
 - compare the ways different cultures, time, or places use materials to produce works of art *such as* musical instruments, masks, puppets, pottery, textiles)
 - list artists who have made significant contributions and describe their ideas
 - analyze how a particular art work *such as* social dance, political cartoons, protest songs, films influenced society in a give time period
 - analyze how the works of a particular artist *such as* playwright, composer, computer artist, choreographer shape or reflect a given time period or event
 - describe the influences of at least two artists (dance, drama, music or visual art) on their times