

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Course: Drama High School – One Semester Level - Intermediate

**1. Subject Expectation (State Goal 25)      The student will know the language of the arts.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand the sensory elements, organizational principles and expressive qualities of the arts</b>
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Critical Content	25.A.4	analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual art
	25.A.5	analyze and evaluate student and professional works of how aesthetic qualities are used to convey intent, expressive ideas and/or meanings
		<u>Sensory Elements:</u> <ul style="list-style-type: none"> <li>• explain how actors make sure they are seen, heard, and understood</li> </ul>
	*	<ul style="list-style-type: none"> <li>• compare movement and use of voice among characters</li> </ul>
	*	<ul style="list-style-type: none"> <li>• describe timing, reaction, rhythm, pacing, listening, and spontaneity as it relates to actor movement</li> </ul>
		<ul style="list-style-type: none"> <li>• analyze the actor’s use of relaxation, reaction, timing, pause, focus, pacing, spatial relationships, diction, accent and dialect in rehearsal</li> </ul>
		<ul style="list-style-type: none"> <li>• identify the effective use of vocal pause, rate rhythm, pitch, intensity, and volume</li> </ul>
		<ul style="list-style-type: none"> <li>• determine the effective use of line, shape, size, color, and texture in set, light, make-up, and costume design</li> </ul>
	*	<ul style="list-style-type: none"> <li>• analyze the effectiveness of technology used to support the spectacle</li> </ul>
	*	<ul style="list-style-type: none"> <li>• demonstrate the use of support elements to communicate a variety of idea</li> </ul>
		<u>Organizational Principals:</u> <ul style="list-style-type: none"> <li>• analyze the use of unifying and contrasting characteristics to communicate story or idea</li> </ul>
	*	<ul style="list-style-type: none"> <li>• identify a script’s use of dramatic structure and conventions</li> </ul>
	*	<ul style="list-style-type: none"> <li>• analyze casting, blocking, and design choice</li> </ul>

- analyze the use of design elements to communicate locale, time, place, culture, genre/style, theme, conflict, and tension
- \* • analyze collaboration used to create a theatrical production
- \* • analyze how a production is altered by time and location.
- evaluate the effectiveness of a dramatic ensemble performed on stage or in film
- evaluate a production’s individuality, originality, and universality

Expressive Qualities:

- determine the emotional quality or theme of performed or scripted scenes
- \* • use appropriate language to reflect on or analyze student and/or professional work
- \* • determine how the elements and organizational principles combined to create an emotional effect
- evaluate how performance “moments” in acting, scripting, and designing created an emotional impact
- \* • identify aesthetic criteria for evaluating one’s own and other’s art works

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

**Through creating and performing, the student will understand how works of art are produced.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand processes, traditional tools and modern technologies used in the arts</b>
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Critical Content	26.A.4b	understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing rehearsing, refining, presenting) interact and shape drama, theatre and film production
	26.A.5	analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas <ul style="list-style-type: none"> <li>• predict audience reactions to visual, audible, and language stimuli</li> <li>* • compare how camera acting and stage acting are similar and distinct</li> <li>• demonstrate auditioning, rehearsing, memorizing techniques</li> <li>• describe the roles and responsibilities of technical support staff</li> <li>* • document a process used by a director, actor, playwright, or designer in the creation of a performance project</li> <li>* • explain a range of resources one can use for acting, scripting and designing (e.g., web-sites, dialect tapes, source books, fieldtrips, and interviews)</li> </ul>

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

**Apply skills and knowledge necessary to create and perform  
in one or more of the arts**

- 26.B.3b 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
- 26.B.4b create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, and props)
- 26.B.5 create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making
- \*
    - use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch and volume) to perform monologue and dialogue
    - memorize and deliver character lines, actions, and reactions from a play, script, scenario, or original work
    - demonstrate verbal and non-verbal choices in character interpretation showing physical, emotional, and environmental influences
    - select set, props, costumes, lights, and sounds to support a drama
  - \*
    - design a few production elements (e.g., costumes, scenery, props, lights, sound, and promotional materials)
    - demonstrate concentration, observation, imagination, vocal and physical adaptation, memorization, relaxation, listening, reacting, motivation, and sensory recall in the creation of a drama/theater activity or performance
    - perform a scripted ensemble, solo, or duet scene using research, collaboration, and appropriate staging
    - demonstrate improvisational skills
    - demonstrate directing skills of blocking, casting and script analysis
    - analyze text for physical, social, and psychological dimensions of the characters
    - demonstrate rehearsal techniques (e.g., memorization, pacing, polishing work, vocal, and physical encoding) used to prepare characterization for an audience
    - develop a director's notebook
  - \*
    - direct a scene or play (e.g., blocking, staging, and characterization)
    - select and use elements of spectacle/technology that will support the performance
  - \*
    - create and perform a complex work of art (e.g., acting, scripting, designing, and directing) using advanced techniques and technologies
  - \*
    - refine a performance based on review

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

**The student will understand the role of the arts in civilizations, past and present.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Analyze how the arts function in history, society and everyday life</b>
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| Critical Content | 27.A.4a | evaluate how consumer trends in the arts affect the types and styles of art products  |
|                  | 27.A.4b | analyze how the arts are used to inform and persuade through traditional and contemporary art forms   |
|                  | 27.A.5  | analyze how careers in the arts are expanding based on new technologies and societal changes  |
|                  | *       | <ul style="list-style-type: none"><li>• evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms</li></ul> |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand how the arts shape and reflect history, society</b>
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| Critical Content | 27.B.4a | analyze and classify the distinguishing characteristics of historical and contemporary art works by style, periods and culture  |
|                  | 27.B.4b | understand how the arts change in response to changes in society  |
|                  | 27.B.5  | analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period   |
|                  | *       | <ul style="list-style-type: none"><li>• analyze how the works of a particular artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event</li></ul>   |
|                  | *       | <ul style="list-style-type: none"><li>• analyze selected historical and contemporary works of art for distinguishing characteristics or style, period, or culture</li><li>• cite examples of where the arts shaped aspects of a culture (e.g., Dionysian theatre festival, renaissance church art and music, cinema and the depression)</li></ul> |