







## Drama 2

Drama 2						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
1 Week - 3rd Quarter - Feb	<b>Stage Combat</b>		ART.II.T.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.  ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences. ART.III.T.HS.2 Compare and demonstrate various classical and contemporary acting techniques and methods.	SWBAT: Students will write, perform and choreograph a stage combat skit.	Performance Evaluation	Safety, Knap, Set-up, Control, Speed, Distance, Slap, backhand, uppercut, round house, stomach punch, hair pull





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Ongoing - Throughout Semester Feb - June	Theatre Vocabulary		Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup.	SWBAT: Students will identify different theatre terms.	Quizzes	Tragos, Komos, Thespis, Aristotle, Dionysus, Avant-Garde, Closet Drama, Realism, Passion Play, Vaudeville, Stage Directions, Five Steps to a play, Monologue, Soliloquy, Protagonist, Antagonist, Foil, Juvenile, Ingenue, Ad-lib, Articulation, Aside, Build, Inflection, Kill, Project, Blocking, (Stage) Business, Counter-cross, Cross, Mask, Open Up, Places, Strike, Motivate, Deus-Ex-Machina, Empathy, Mood
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4 Weeks - 3rd Quarter Feb - March	Scene Presentation		<p>ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences.</p> <p>ART.II.T.HS.3 Develop designs that use visual and aural elements to convey environments that support text.</p> <p>ART.II.T.HS.4 Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup.</p> <p>ART.III.T.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.</p> <p>ART.III.T.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.</p>	SWBAT: Students will analyze, design and perform a scene.	Presentation	Set, Character, Costume, Design, Relationship, Projection, Inflection, Focus





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4 Weeks - 3rd/ 4th Quarter March - April	Monologues		<p>ART.III.T.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.</p> <p>ART.II.T.HS.4 Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup.</p> <p>ART.II.T.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</p> <p>ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences.</p> <p>ART.II.T.HS.3 Develop designs that use visual and aural elements to convey environments that support text</p> <p>ART.III.T.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.</p>	SWBAT: Students will analyze, design and perform a monologue.	Performance Evaluation	Set, Character, Costume, Design, Relationship, Projection, Inflection, Focus





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4/5 Weeks 4th Quarter April - May	Musicals		<p>ART.III.T.HS.6 Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.</p> <p>ART.III.T.HS.7 Identify and research cultural, historical, and symbolic clues in dramatic texts and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.</p> <p>ART.III.T.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.</p> <p>ART.II.T.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</p> <p>ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences.</p> <p>ART.II.T.HS.3 Develop designs that use visual and aural elements to convey environments that support text</p>	SWBAT: Students will write, design, choreograph, light, costume and perform their own musical.	Performance Evaluation	Set, Character, Costume, Design, Relationship, Projection, Inflection, Focus, Opening, Closing, Intermission, Rising Action, Climax





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1 Week - 4th Quarter May	Play Critique		<p>ART.II.T.HS.4 Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup.</p> <p>ART.III.T.HS.8 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology.</p> <p>ART.III.T.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.</p> <p>ART.IV.T.HS.4 Identify cultural and historical sources of American theatre and musical theatre.</p> <p>ART.V.T.HS.1 Describe and compare the basic nature, materials, elements and means of communicating in theatre, dramatic media, musical theatre, dance, music, multi-media, and the visual arts.</p> <p>ART.III.T.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.</p>	SWBAT: Students will attend and evaluate a live production.	Written Evaluation	Report, Acting, Directing, Set, Costume, Lighting, Makeup,



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2 Weeks - 3rd Quarter	Improvisation		<p>ART.III.T.HS.6 Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement</p> <p>ART.III.T.HS.8 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology.</p> <p>ART.III.T.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.</p> <p>ART.V.T.HS.1 Describe and compare the basic nature, materials, elements and means of communicating in theatre, dramatic media, musical theatre, dance, music, multi-media, and the visual arts.</p> <p>ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences</p>	SWBAT: Students will learn scene/ play structure	Performance	Audience Response, Sound          Improvisation, Reaction, Listening, Diction, Speed