



LEE ACADEMY

Lee, Maine USA

Official Curriculum

Introduction to Drama

Course Description:

Introduction to Drama is an entry level course designed to develop skills and abilities needed to express ideas and feelings in the performing arts. This is a participatory class in which acting techniques that enhance voice, characterization and movement are explored in depth. Analysis of theatrical scripts and their stylistic deviations from other forms of written works is examined. Students will learn skills and techniques related to the application of the basic elements of technical theatre, including makeup, costuming, lighting, sound, and set design. A culminating activity for the year consists of an original one act children's play in which all elements of acting and technical theatre are brought together in a formal production.

Significant resources for this course include:

Theatre Brief Version, 5th edition, Robert Cohen, Mayfield Publishing Company

The Physical Comedy Handbook, Robinson, Heinemann Publishing Company

Improvisational Starters, Bernardini, Betterway Books

One-Hundred-Eleven, One-Minute Monologues, Dabrowski, Smith & Kraus Incorporated

Literature Alive, Gamble & Gamble, National Textbook Company

(Video is used to show models of costuming, make-up, and set design— e.g. episodes of Face Off from History Channel for make-up, Beauty and the Beast for costuming, and Into the Woods for set design.)

MLRs, Unit Name and Length http://www.maine.gov/education/lres/content.html	Objectives	Essential Questions	Assessments
<i>Unit 1 Two weeks</i> Introduction to the Theatre and Stage E5a: Getting along with others E5c: Working as a team/ensemble B3: Students improvise through theatre games	Student will: —become comfortable while performing in front of an audience. —learn to work collaboratively in small groups. —learn to share ideas and compromise within the group setting.	What theatre techniques (games, warm ups and improvisations) aid an actor in achieving comfort on the stage? What is the role of “ensemble acting” in the theatre?	Students will participate in a series of get acquainted/warm up activities. Group consensus activity
<i>Unit 2 Three weeks</i> The Actor's Mind C1: Students apply and analyze creative thinking skills to improve their own work.	One of the three essential tools of an actor, student will: —learn how the mind dictates memorization, characterization and stage focus.	What techniques aid in script memorization? How does memory recall aid in development of a character? What concentration skills help in focusing while on stage? Of what value is creative thinking during the acting process?	Students participate in memory enhancing activities, including “chunking” and “concentration”. Stunts perform in short skits with a focus on memory recall.
<i>Unit 3 Three weeks</i> The Actor's Body	The second essential tool of an actor, student will; —learn how movement, both	How does body awareness enhance both internal and external character development?	Students perform mime skits. Students perform in “body talk” and

<p>B1: Students refine gesture and stage business in the portrayal of a role.</p> <p>B2: Students demonstrate development of character using ...physicality to communicate ideas, moods, intentions, and/or feelings.</p>	<p>large and small, dictates character personality and psychology.</p>	<p>How do broad gestures help create a character?</p> <p>How does subtlety of movement define a character?</p> <p>How do actor's "become" a character?</p>	<p>"body walk" improvisations.</p> <p>Mirror Mirror Quiz.</p> <p>Students create character-driven improvs based on physicality.</p>
<p><i>Unit 4 Three weeks</i></p> <p>The Actor's Voice</p> <p>B2: Students demonstrate development of a character using voice timing, voice tone/level...to communicate ideas, moods, intentions, and/or feelings.</p>	<p>The third tool of an actor, student will: —learn how the voice enhances character development and stage presence.</p>	<p>How do pitch, diction, emphasis, rhythm, and pauses aid in character development?</p> <p>How do correct breathing techniques enhance a performance?</p>	<p>Students participate in a series of breathing exercises designed to "free their voice".</p> <p>Students perform "Jabberwocky" in small groups.</p> <p>Original Tongue Twisters are created and performed.</p> <p>Students explore unique voices from the stage and screen.</p>
<p><i>Unit 5 Five weeks</i></p> <p>The Actor's Imagination</p> <p>B3: Students improvise</p>	<p>Student will: —discover how imagination acts as the foundation of all theatrical activities.</p>	<p>How is imagination an integral part of childhood game playing?</p> <p>How can we harness early childhood imagination in adulthood?</p>	<p>Students create original "games" based on childhood activities.</p> <p>"A Doll's Tale" story telling technique.</p>

<p>through theatre games. E5c: Students work as a team/ensemble.</p>		<p>What role does imagination play in the creative process?</p>	<p>Setting/character/conflict improvisation.</p>
<p><i>Unit 6 Four weeks</i></p> <p>Introduction to Technical Theatre A1: Students identify and define the parts of the stage. A2: Students create and use theatre props, costumes, makeup, and stage pieces. A2c: Develop specific light and sound cues.</p>	<p>Student will: —learn the basics of stage terminology and direction. —demonstrate an understanding of fundamental stage makeup and costuming techniques. —understand the role of set design in the overall production.</p>	<p>What is the role of a stagehand or tech person in the overall production?</p> <p>What are the individual tasks of the set designer, makeup artist, costume designer, and lighting director?</p> <p>How do differing makeup techniques work to create believable characters?</p>	<p>Quiz over stage terminology/directions.</p> <p>Students will create monster, fairytale and classic characters, utilizing makeup and costuming techniques.</p> <p>In small groups, students will design sets for the upcoming musical, including lighting cues and props.</p>
<p><i>Unit 7 Six weeks</i></p> <p>Script Analysis A1: Students identify and describe the crisis, resolution and theme of a play. D1a: Students analyze, interpret and evaluate art forms.</p>	<p>Student will: —read, analyze and interpret two full length scripts; one a musical and one a drama. —compare and contrast style, theme, characterization, and plot in two plays.</p>	<p>What stylistic differences and similarities exist in a dramatic three act play and a musical?</p>	<p>One page compare/contrast essay.</p>

<p><i>Unit 8 Three weeks</i></p> <p>Monologues</p> <p>A2d: Participate in the audition process.</p> <p>E5e: Accepting/giving/using constructive feedback.</p> <p>E5h: Following established rules for observing/listening to art.</p> <p>Ci: Students apply and analyze creative thinking skills... to improve the work of others</p>	<p>Student will: —choose, rehearse and present a three minute monologue in front of the class.</p>	<p>What is the role of the monologue in the audition process?</p> <p>What are the special features of a monologue versus an ensemble piece?</p> <p>What must be the actor's considerations in a monologue?</p> <p>How do previously learned concepts such as memorization, focus and improvisation play a role in the successful monologue?</p>	<p>Monologue rehearsal and presentation.</p> <p>Individual student analysis of performances utilizing a class created rubric.</p>
<p><i>Unit 9 Five weeks</i></p> <p>Final Production</p> <p>A2a: Apply technical knowledge and skills to collaboratively create/use props, costumes, makeup, and stage pieces.</p> <p>A2c: Develop specific light and sound cues and use them in scene</p>	<p>Student will: —work as part of an ensemble in the creation of a one act children's theatre production to be performed at local elementary schools —experience the complete production from pre-show through strike. —utilize previously learned concepts in voice, imagination and movement in the creation of</p>	<p>How do the components of technical theatre and acting come together in a production?</p> <p>How do the technical aspects of the theatre help to enhance the actor's portrayal of a character?</p> <p>What previously learned techniques work well for the individual actor in shaping a character?</p>	<p>Students create costumes, sets, makeup, lighting, sound effects, and props for a production.</p> <p>Students complete a questionnaire focusing on character development.</p> <p>Children's Theatre rehearsal and performance.</p>

<p>development. B1: Students refine gesture and stage business in a role. B2: Students demonstrate development of a character's attitude and pov using voice and physicality to communicate ideas, moods and intentions.</p>	<p>believable, vivid characters.</p>		
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