

**Standard 1: Develop Basic Acting Skills to Portray Characters Who Interact in Improvised and Scripted Scenes**

| Drama 6  | Drama 7  | Drama 8   |
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| <p><i>Students will be able to:</i></p> <p><b>CD.1.1</b> Use body language to establish character.</p> <p><b>CD.1.2</b> Use movement and gestures to show different tempos, directions, dynamics, and expressive qualities to create moods, feelings and ideas.</p> <p><b>CD.1.3</b> Portray and maintain simply physical characteristics which support the role.</p> <p><b>CD.1.4</b> Use simple vocal techniques (e.g., rate, pitch, tempo, projection, tone) to create a character.</p> <p><b>CD.1.5</b> Identify knowledge of physical, emotional, mental, and social dimensions of a character.</p> <p><b>CD.1.6</b> Demonstrate the use of imagination to establish character/s.</p> <p><b>CD.1.7</b> Develop and apply a basic character analysis for one's role.</p> | <p><i>Students will be able to:</i></p> <p><b>IIA.1.1</b> Use a simple range of movement to differentiate one character from another.</p> <p><b>IIA.1.2</b> Use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, projection, pitch, volume) to create a believable character.</p> <p><b>IIA.1.3</b> Demonstrate mental, emotional, and physical attributes (e.g., imagination, sensory recall, concentration, memorization, cue execution, breath and vocal control, blocking, body language) to create a character.</p> <p><b>IIA.1.4</b> Develop and apply a character analysis for one's own role.</p> <p><b>IIA.1.5</b> Support the relationships with other characters in a role, within a scene.</p> <p><b>IIA.1.6</b> Invent characters and articulate and justify their motivation/s.</p> <p><b>IIA.1.7</b> In an ensemble, interact as the invented characters.</p> | <p><i>Students will be able to:</i></p> <p><b>S.1.1</b> Demonstrate a controlled and subtle range of movement to differentiate one character from another.</p> <p><b>S.1.2</b> Use believable vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, projection, pitch, volume) to portray a character's feelings and beliefs.</p> <p><b>S.1.3</b> Demonstrate mental, emotional, and physical attributes (e.g., imagination, sensory recall, concentration, memorization, cue execution, breath and vocal control, blocking, body language, facial expression, reactions, motivations) to create an authentic and believable character.</p> <p><b>S.1.4</b> Demonstrate how different behaviors and acting/reacting choices can change the direction and tone of a scene.</p> <p><b>S.1.5</b> Differentiate between sets of skills employed in film acting vs. stage acting.</p> |

**Standard 2: Analyze and Develop Scripts through the Creation of Improvised and Scripted Scenes**

| Drama 6   | Drama 7  | Drama 8  |
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| <p><i>Students will be able to:</i></p> <p><b>CD.2.1</b> Identify scenario elements such as the who (characters), the what (situation) and where (setting) of an improvisation or play.</p> <p><b>CD.2.2</b> Identify a scenario with a clear beginning, middle and end.</p> <p><b>CD.2.3</b> In small groups, cooperatively plan scenes based on a theme, using a variety of theatrical forms (e.g., puppetry, movement, improvised or scripted scenes).</p> <p><b>CD.2.4</b> Refine and record dialogue for a sampling of scripted scenes</p> | <p><i>Students will be able to:</i></p> <p><b>IIA.2.1</b> Identify and demonstrate effective use of playwriting elements (e.g., roles, audience, format, theme and conflict) in a scene including the scenario elements (e.g., who, what, where, beginning, middle and end).</p> <p><b>IIA.2.2</b> Individually and in groups, create characters, environments, and actions.</p> <p><b>IIA.2.3</b> Individually or in small groups, develop a scene incorporating a series of actions including conflict, challenge or problems for the characters, using a variety of theatrical forms (e.g., puppetry, movement improvised or scripted scenes).</p> <p><b>IIA.2.4</b> Refine and record dialogue and actions for scripted scenes, using stage terminology (e.g., up stage, down stage, down right center).</p> | <p><i>Students will be able to:</i></p> <p><b>S.2.1</b> Demonstrate effective use of playwriting elements and techniques (e.g., roles, audience, format, theme, conflict, communicative purpose, and stage directions) to develop a scene for different types/ages of audiences, including the scenario elements (e.g., who, what, where, beginning, middle, end).</p> <p><b>S.2.2</b> Individually and in groups, create characters, environments, and actions that create tension and suspense.</p> <p><b>S.2.3</b> Create the draft for a short play with several scenes, including subplots and both major and minor conflicts.</p> <p><b>S.2.4</b> Refine and record dialogue and actions, incorporating stage directions and stage terminology (e.g., open position, half position, stage right, up stage etc...).</p> <p><b>S.2.5</b> Differentiate between scene-writing formats for stage vs. film.</p> |

**Standard 3: Develop Understanding of Performance and Production**

| Drama 6   | Drama 7  | Drama 8   |
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| <p><i>Students will be able to:</i></p> <p><b>CD.3.1</b> Develop an awareness re: the function of scenery, properties, sound, and costumes in creating an appropriate setting for the drama.</p> <p><b>CD.3.2</b> Analyze short scenes for technical requirements.</p> <p><b>CD.3.3</b> Develop ideas for a stage environment using visual elements (e.g., texture, color), visual principles (e.g., balance, emphasis, unity) and aural qualities (e.g., pitch, tempo, expression).</p> <p><b>CD.3.4</b> Work collaboratively and safely to select elements of scenery and properties (to signify environments) and costumes to suggest character.</p> | <p><i>Students will be able to:</i></p> <p><b>IIA.3.1</b> Develop an awareness of the function and interrelated nature of scenery, properties, lighting, sound, costumes, and make-up in creating an environment appropriate for a particular drama.</p> <p><b>IIA.3.2</b> Analyze short scenes for technical requirements.</p> <p><b>IIA.3.3</b> Develop ideas for a themed stage environment using visual elements (e.g., texture, color), visual principles (e.g., balance, emphasis, unity) and aural qualities (e.g., pitch, tempo, expression).</p> <p><b>IIA.3.4</b> Work collaboratively and safely to select and create elements of scenery, properties, and sound (to signify environments) and costumes to enhance character.</p> | <p><i>Students will be able to:</i></p> <p><b>S.3.1</b> Analyze (and make appropriate suggestions for) their performance pieces in terms of technical requirements.</p> <p><b>S.3.2</b> Develop focused ideas for particular environments using visual elements (e.g., line texture, color, space) visual principles (e.g., repetition, balance, emphasis, contrast, unity) and aural qualities (e.g., pitch, rhythm, dynamics, tempo, expression) from a variety of sources.</p> <p><b>S.3.3</b> Work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and make-up to enhance character.</p> <p><b>S.3.4</b> S.3.4 Develop a physical setting for a particular scene which demonstrates the interrelated nature of scenery, properties, lighting, sound, costumes, and make-up for different stages (e.g., proscenium, thrust, stadium).</p> |

**Standard 4: Develop Awareness of Cultural, Historic and Social Context of Theater and Plays**

| Drama 6  | Drama 7   | Drama 8   |
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| <p><i>Students will be able to:</i></p> <p><b>CD.4.1</b> Demonstrate an awareness of the importance of both collaboration and risk-taking in daily life and theater.</p> <p><b>CD.4.2</b> Demonstrate an awareness as to how the conditions of time and place affect both plot, characters, and actions.</p> | <p><i>Students will be able to:</i></p> <p><b>IIA.4.1</b> Develop an awareness of how social concepts such as cooperation, risk-taking and collaboration apply in theater and daily life.</p> <p><b>IIA.4.2</b> Demonstrate an awareness of how the conditions of time, place, cultural beliefs, class, and relationships affect plot, characters, and audience's understanding.</p> <p><b>IIA.4.3</b> Identify universal themes and demonstrate an understanding of their treatment during different historic periods.</p> | <p><i>Students will be able to:</i></p> <p><b>S.4.1</b> Develop an awareness of how theater and daily life are influenced by social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, and empathy.</p> <p><b>S.4.2</b> Demonstrate through improvisation, character portrayal and/or scriptwriting how time and place impact action, cultural beliefs, attitudes, relationships, and audience's understanding.</p> <p><b>S.4.3</b> Identify universal themes and an understanding of why they were treated differently throughout theater history.</p> <p><b>S.4.4</b> Improvise a scene that places two characters from two different historical periods or cultures in a situation involving conflict.</p> |