

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

DRAMA 3-4 (INTERMEDIATE)

I. INTRODUCTION

Drama 3-4 is designed to continue and deepen the work with students in all forms of theatre, including structure of drama, varieties of drama, and history of drama, genres of performance. Individual and group activities center around self discipline, problem solving, improvisation, group trust, personal trust in creative impulses, discovery of body and voice as the actor's tools, sensory and emotional awareness, rhythm and movement, and acting theory. Students in Drama 3-4 will participate in a rehearsal process, which culminates in a public performance. Vocabulary introduced in Drama 1-2 is expanded upon in Drama 3-4 increasing the literacy of each student in theatrical and creative work.

Schools have the option to offer different sections of Drama 3-4, which have a specific focus. While these courses all address the same core outcomes and prepare students for participation in the subsequent courses in Drama, they allow students to explore unique aspects of performance. Drama 3-4: Drama, Drama Focus; Drama 3-4: Dance Focus; and Drama 3-4: Film Focus are the current offerings. The Drama Focus will emphasize acting methods for the stage. Film Focus will emphasize acting for the camera and writing and directing short films. Dance Focus will emphasize movement styles and dance forms, culminating in original work.

This course addresses the following Tam 21st Century goals:

- acquire, manage and use knowledge and skills
- think critically and creatively
- practice self-directed learning, decision-making and problem solving
- pursue individual goals and aspirations
- develop skills needed for effective teamwork
- develop and demonstrate high standards of personal behavior and integrity
- develop strategies to successfully respond to change

This course addresses the following Student Learning Outcomes:

Drama 3-4 provides students with the opportunity to demonstrate the following student learning outcomes:

#1 Communicate articulately, effectively, and persuasively when speaking and writing.

#2 Read and analyze material in a variety of disciplines.

#11 Interpret, experience, create, and perform artistic work.

#12 Demonstrate school-to-work/post secondary transition skills and knowledge.

This course is designed to help students attain the state *Performing Arts* Content Standards.

II. STUDENT LEARNING OUTCOMES

A. Students will:

1. Communicate effectively with peers and adult mentors in the classroom and rehearsal settings (Content Standards 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 5.1)
2. Participate in in-depth creative projects in collaboration with guest artists, instructors, and choreographers (Content Standards 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 5.2, 5.3)
3. Analyze scripts and performances (Content Standards 2.1, 3.3, 4.1, 4.2)
4. Demonstrate rehearsal techniques such as teamwork, ensemble skills, staying on task, concentration (Content Standards 5.2, 5.3)
5. Continue to develop awareness of behavior as applied to the analysis and creation of characters (character theory). Also use specific elements of the actor training such as voice, movement, and stage combat. Understand the various uses of body and voice in different genres of performance (e.g. dance, film) (Content Standards 2.1, 3.1, 5.1, 5.3)
6. Students will integrate vocal production, physical expression, improvisation, kinesthetic awareness, and ensemble work in productions as a result of working with guest artists and teachers (Content Standards 2.1, 2.3, 5.3)
7. Students will understand the creative process of building a production from conception to performance (Content Standards 5.2, 5.3)
8. Critique his/her own work as an actor, performer, and team member (Content Standards 4.2, 5.1, 5.3)
9. Critique and respond to the work of other Drama students and provide specific feedback about how to improve performance and build ensemble (Content Standards 4.1, 4.2, 5.1, 5.3)
10. Students will provide self-reflective writings within a journal, including responses to specific writing prompts and entries that reflect the rehearsal process and their observations of others (Content Standards 4.1, 4.2, 5.1, 5.3)
11. Develop through experience an introductory awareness of the broad range of theatrical styles and applications (Content Standards 1.1, 3.1, 3.2, 3.3, 4.1, 4.2)

B. Students will know and experience the following state Visual and Performing Arts Content Standards:

1.0 ARTISTIC PERCEPTION: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

2.0 CREATIVE EXPRESSION: Creating, Performing, and Participating in Theatre

Development of Theatrical Skills

2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Creation/Invention in Theatre

2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

3.0 HISTORICAL AND CULTURAL CONTEXT: Understanding the Historical Contributions and Cultural Dimensions of Theatre

Role and Cultural Significance of Theatre

3.1 Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.

3.2 Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun*, *Antigone*, and the *Mahabharata*.

History of Theatre

3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

4.0 AESTHETIC VALUING: Responding to, Analyzing, and Critiquing Theatrical Experiences

Critical Assessment of Theatre

4.1 Compare a traditional interpretation of a play/performance with a nontraditional interpretation and defend the merits of the different interpretations.

Derivation of Meaning from Works of Theatre

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and

Subject Areas and to Careers

Connections and Applications

5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

Careers and Career-Related Skills

5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

C. State Standards Tests and/or High School Exit Exam.

This class does not address content included in state Standards Tests and/or the High School Exit Exam.

III. ASSESSMENT

A. Student Assessment

Students will be assessed through a public performance and written and interviewed self-evaluations. Rehearsals will be observed and evaluated by faculty and guest artist mentors. In addition, students must complete 15-20 hours of technical work outside of class in support of company productions.

Expectations and grading criteria will be explained at the beginning of the course.

B. Course Assessment

The program teachers will evaluate the course during the regular meetings of the curriculum cycle. In addition, an intrinsic measurement is the relative strength or weakness of student enthusiasm as evidenced by enrollment and anecdotal evaluation at the semester's end.

IV. METHODS AND MATERIALS

A. Methods

Methods include rehearsal and performance, demonstration of technique followed by independent practice, modeling by professionals, experiential in-class work developed to give students of performance the kinesthetic, psychological and intellectual tools needed to perform. Some reading and discussion may be used, but the primary emphasis is on actual doing. Exercises will be pulled from the great teachers in the Western tradition such as Stanislavski, Uta Hagen, Stella Adler, Meisner, Grotowski, Ann Bogart, and Keith Johnstone.

B. Materials

Materials

There is no single text, but many references and sources will be used, including:

An Actor Prepares

The Golden Key

Impro

Improvisation for the Theatre

Games for Actors and Non-Actors

The Student Handbook

Constantin Stanislavsky

William Ball

Keith Johnstone

Viola Spolin

Augusto Boal

site-specific handouts and dramatic texts

C. Technology

Technology used in this class includes: Audio recording and playback equipment (mixers, microphones, equalizers, players, etc.); theatrical lighting & computerized lighting control boards; Video camera and monitor; lighting for film, sound equipment, digital editing; computer programs for word processing and small business accounting.

D. School to Career Goals

Because this course is operated under the auspices of the student run production companies at each site, students first observe advanced students running the Theater Company as models, and then are engaged to participate in most aspects of running the company. By the end of the year students have had experience working in Front-of-House, and on Technical Theater. They are then prepared to take on that responsibility as Advanced Drama students. The Company is a workplace-learning environment, and students run all aspects.

E. Suggested Instructional Time Allocation

Sample projects and Instructional time allowed:

1. Skill development: (mask, acting technique, improvisation, dance etc.) is taught in various units of 2 to 4 weeks in length.
2. One Act play rehearsal & performance or short film projects: 6 - 8 weeks
3. Development of original material (student written scripted projects): 9 - 12 weeks
4. Shakespeare scenes and monologues: 3-4 weeks
5. Full length scripted plays: 12 - 15 weeks

V. GENERAL INFORMATION

Drama 3-4 is a 10-credit course open to all students who have completed Drama 1-2 with a grade of "C" or approval of instructor.

A. Prerequisites

Drama 1-2 is the prerequisite for Drama 3-4. Drama 1-2 lays the foundational techniques and teaches foundations of theater work necessary for students to be able to work at the intermediate level.

B. Requirements Met

This course may be used in fulfillment of the Fine Arts graduation requirement. This course is accepted towards the “f” or “g” requirement for UC admissions. It is also accepted for the CSU Fine Arts requirement.

Adopted: 6/00

Revised: 5/05