



Columbus City Schools
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Theatre Survey: History and Performance

Scope and Sequence Timeline

First Grading Period

Week	Theme	Standards	What Works Best
1-3	Exploring Theatre History <ul style="list-style-type: none"> • Origin of Drama • Ancient Greece • Greek Playwrights • Classics of Western Drama Literature • Dramatic structure • Modern and traditional Drama • Theme, Moral, Mood • Atmosphere 	<p>➤ Level 1, 2 CE</p> <p>Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.</p>	<ul style="list-style-type: none"> • Read an Ancient Greek play or scenes • Aristotle; key elements of drama • Making masks • Performance space—relate to today's performances spaces • Greek playwrights • Culture • Technical theatre aspects (ex: Deus Ex Machina) • Refer to Rome theatre (gladiators, reenactment of battles, etc.) • No use of violence

			<ul style="list-style-type: none"> • Tie in school production(s) if applicable. <p><i>Refer to Unit Seven, Part One in Basic Drama Projects text</i></p>
4	Varieties of Drama <ul style="list-style-type: none"> • Genres • Playwright devices • Dramatic styles 	<p>➤ Level 1, 3 RE</p> <p>Distinguish and describe various genres such as comedy, tragedy, and fantasy when engaging in dramatic work and performance.</p>	<ul style="list-style-type: none"> • Comedy vs. Drama • Monologue vs. Dialogue • Devices such as foreshadowing, denouement, initial incident and climax • This week could be used for a summarization (project or test) of the unit if you have already covered this content during Exploring Theatre History • Tie in school production(s) if applicable.
5-7	Theatre in Renaissance <ul style="list-style-type: none"> • Commedia D'ell Arte • Elizabethan Theatre 	<p>➤ Level 1, 2 CE</p> <p>Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.</p>	<ul style="list-style-type: none"> • Improvisation • Masks and costumes • Read a Medieval or Elizabethan play or scenes • Shakespeare • Progression of dramatic structure and space • Relate to today's performance spaces • Technical theatre aspects • Tie in school production(s) if applicable. <p><i>Refer to Unit Seven, Part Two in Basic Drama Projects text</i></p>
8	Introduction to improvisation <ul style="list-style-type: none"> • Rules of improvisation • Character or Situational centered approaches 	<p>➤ Level 1, 1 PR</p> <p>Manipulate vocal qualities, posture, movement and language</p>	<ul style="list-style-type: none"> • Games (Many supplemental texts are available) • Think critically without preparation • Problem solving

	<ul style="list-style-type: none"> • Motivated sequence • Solos, duos and groups 	<p>to express variety in characters and situations.</p> <p>➤ Level 1, 5 PR</p> <p>Demonstrate improvisation and explain how it benefits character, scene and script development.</p>	<ul style="list-style-type: none"> • Theatre sports • Scenes without content • “Whose Line is it Anyway?” • Observation • Flash mobs • Improv Anywhere (Acting Troupe) • Tie in school production(s) if applicable. <p><i>Refer to Unit One, Chapter 4 in Basic Drama Projects text</i></p>
9	Presentation of scenes, monologues, portfolio or critique	<p>➤ Level 1, 1 PR</p> <p>Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.</p> <p>➤ Level 1, 5 CE</p> <p>Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works.</p>	<ul style="list-style-type: none"> • Quarter project or test • Portfolio showcasing work—can include previous projects, resume, etc. • Tie in school production(s) if applicable.

Second Grading Period

Week	Theme	Standards	What Works Best
1-3	Modern Drama <ul style="list-style-type: none"> Drama 1770 to present. 	<p>➤ Level 1, 2 CE Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.</p> <p>➤ Level 1, 3 CE Examine and explain the impact of cultural, social, political and technological influences on key theatrical figures, works and trends in various cultures.</p>	<ul style="list-style-type: none"> Read a contemporary play or scenes. Change in structure and performance spaces. How has theatre evolved? Discuss historical elements, culture, etc. Common themes Tie in school production(s) if applicable. <p><i>Refer to Unit Seven, Part Three in Basic Drama Projects text.</i></p>
4	Exploring Movement <ul style="list-style-type: none"> Principles of pantomime, movement Weight, size, shape Individual /group movement scenes Stage movement Gestures Facial Expressions 	<p>➤ Level 1, 1 PR Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.</p>	<ul style="list-style-type: none"> Guesstures Memory Games Observation Movement warm-ups Pantomime to a narration; children's book, script, scene, etc. Tableaux Tie in school production(s) if applicable. Dubsmash app

			<ul style="list-style-type: none"> • Tie in school production(s) if applicable. <p><i>Refer to Chapters 4 and 5 in Basic Drama Projects text.</i></p>
5-6	Multicultural Studies <i>(Including but not limited to)</i> <ul style="list-style-type: none"> • African • African-American • Hispanic • Irish • Asian 	<p>➤ Level 1, 2 RE Evaluate variations of universal themes and characters across different time periods and cultures and explain how they were used in selected dramatic works.</p> <p>➤ Level 1, 4 RE Discuss the importance of drama and theatre in a community and provide examples.</p>	<ul style="list-style-type: none"> • Read a play or scenes. • Possible genres: Kabuki, Bunraku, Noh • Possible playwrights: August Wilson, Ntozake Shange, Lorraine Hansberry, George C. Wolfe and Chikamatsu Monzaemo. • Puppet theatre. • Tie in school production(s) if applicable. <p><i>Refer to Unit Seven, Part One in Basic Drama Projects text.</i></p>
7	Vocal Performance <ul style="list-style-type: none"> • Development and usage of voice • Using voice effectively • Diction, dialects, volume, rate, pitch • Characterizations • Character analysis • Objectives, obstacles and tactics • Accents 	<p>➤ Level 1, 1 PR Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.</p> <p>➤ Level 1, 3 PR Write and act out a dramatic or tragic scene.</p>	<ul style="list-style-type: none"> • Musicals. • Tongue Twisters. • One-minute monologue performances. • Inflection. • Talking with emotion—reading a children’s text to a child or to the class. • Creating a vocal character—record a performance to submit for project. • Radio commercials. • “How The States Got Their Shapes”—a TV series in which one episode covers accents in the United States. • Tie in school production(s) if applicable. <p><i>Refer to Chapter 7 in Basic Drama Projects text.</i></p>

8	Theatre and other media <ul style="list-style-type: none"> ➤ Stage to film ➤ Stage to TV ➤ Film to TV ➤ Dramatic Structure and Screen ➤ Film Acting 	<ul style="list-style-type: none"> ➤ Level 1, 7 PR Integrate other art forms into a dramatic presentation. ➤ Level 1, 3 CE Examine and explain the impact of cultural, social, political and technological influences on key theatrical figures, works and trends in various cultures. 	<ul style="list-style-type: none"> ➤ Comparison between radio, TV, film and theatre. ➤ Performing in front of a camera. ➤ Compare setting. ➤ Record a one-minute retelling of a fairytale or tall tale. ➤ Compare and contrast technical elements. ➤ Tie in school production(s) if applicable. <p><i>Refer to Chapters 25, 26, 27, and 28 in Basic Drama Projects text.</i></p>
9-10	Course Review Presentation of scenes, monologues, portfolio or critique Final Exam for Course	<ul style="list-style-type: none"> ➤ Level 1, 7 PR Integrate other art forms into a dramatic presentation. ➤ Level 1, 6 RE Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields. ➤ Level 1, 5 CE Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works. ➤ Level 1, 5 RE Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal and peer performances. 	<p><i>Refer to Chapter 29 in Basic Drama Projects text.</i></p>