

Theatre Survey: History and Performance

Scope and Sequence Timeline

First Grading Period

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| **Week** | **Theme** | **Standards** | **What Works Best** |
| 1-3 | **Exploring Theatre History**   * **Origin of Drama** * **Ancient Greece** * **Greek Playwrights** * **Classics of Western Drama Literature** * **Dramatic structure** * **Modern and traditional Drama** * **Theme, Moral, Mood** * **Atmosphere** | * 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. | * 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 * Tie in school production(s) if applicable.   *Refer to Unit Seven, Part One in Basic Drama Projects text* |
| 4 | **Varieties of Drama**   * **Genres** * **Playwright devices** * **Dramatic styles** | * Level 1, 3 RE   Distinguish and describe various genres such as comedy, tragedy, and fantasy when engaging in dramatic work and performance. | * 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**   * **Commedia D’ell Arte** * **Elizabethan Theatre** | * 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. | * 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.   *Refer to Unit Seven, Part Two in Basic Drama Projects text* |
| 8 | **Introduction to improvisation**   * **Rules of improvisation** * **Character or Situational centered approaches** * **Motivated sequence** * **Solos, duos and groups** | * Level 1, 1 PR   Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.   * Level 1, 5 PR   Demonstrate improvisation and explain how it benefits character, scene and script development. | * Games (Many supplemental texts are available) * Think critically without preparation * Problem solving * Theatre sports * Scenes without content * “Whose Line is it Anyway?” * Observation * Flash mobs * Improv Anywhere (Acting Troupe) * Tie in school production(s) if applicable.   *Refer to Unit One, Chapter 4 in Basic Drama Projects text* |
| 9 | **Presentation of scenes, monologues, portfolio or critique** | * Level 1, 1 PR   Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.   * Level 1, 5 CE   Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works. | * Quarter project or test * Portfolio showcasing work—can include previous projects, resume, etc. * Tie in school production(s) if applicable. |

Second Grading Period

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| **Week** | **Theme** | **Standards** | **What Works Best** |
| 1-3 | **Modern Drama**   * **Drama 1770 to present.** | * 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.   * 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. | * 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.   *Refer to Unit Seven, Part Three in Basic Drama Projects text.* |
| 4 | **Exploring Movement**   * **Principles of pantomime, movement** * **Weight, size, shape** * **Individual /group movement scenes** * **Stage movement** * **Gestures** * **Facial Expressions** | * Level 1, 1 PR   Manipulate vocal qualities, posture, movement and language to express variety in characters and situations. | * 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 * Tie in school production(s) if applicable.   *Refer to Chapters 4 and 5 in Basic Drama Projects text.* |
| 5-6 | **Multicultural Studies**  ***(Including but not limited to)***   * **African** * **African-American** * **Hispanic** * **Irish** * **Asian** | * 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.   * Level 1, 4 RE   Discuss the importance of drama and theatre in a community and provide examples. | * 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.   *Refer to Unit Seven, Part One in Basic Drama Projects text.* |
| 7 | **Vocal Performance**   * **Development and usage of voice** * **Using voice effectively** * **Diction, dialects, volume, rate, pitch** * **Characterizations** * **Character analysis** * **Objectives, obstacles and tactics** * **Accents** | * Level 1, 1 PR   Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.   * Level 1, 3 PR   Write and act out a dramatic or tragic scene. | * 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.   *Refer to Chapter 7in Basic Drama Projects text.* |
| 8 | **Theatre and other media**   * **Stage to film** * **Stage to TV** * **Film to TV** * **Dramatic Structure and Screen** * **Film Acting** | * 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. | * Comparison between radio, TV, film and theatre. * Performing in front of a camera. * Compare setting. * Record a one-minute retelling of a fairytale of tall tale. * Compare and contrast technical elements. * Tie in school production(s) if applicable.   *Refer to Chapters 25, 26, 27, and 28 in Basic Drama Projects text.* |
| 9-10 | **Course Review**  **Presentation of scenes, monologues, portfolio or critique**  **Final Exam for Course** | * 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. | *Refer to Chapter 29 in Basic Drama Projects text.* |