

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.
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| 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.
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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.* |