



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Dramatic Theater (semester 1 only)
Course Description for Program of Studies	Students will study contemporary and classic plays, while learning performance skills and basic theater elements. Class will culminate in a performance of either a play, or scenes from various plays.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Building Individual Creativity	Ensemble Activities	Technical skills	Audition Skills	Script Analysis	Respond & Reflect	Rehearsal/ Performance
Creating							
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S						
TH:Cr2.1 Organize and develop artistic ideas and work.		S					P
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	P					P
Performing							
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.			P	P			P
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P	P	P			P
TH:Pr6.1 Convey meaning through the presentation of artistic work.				P			P
Respond							

TH:Re7.1 Perceive and analyze artistic work.					P	P	
TH:Re8.1 Interpret intent and meaning in artistic work.					P		
TH:Re9.1 Apply criteria to evaluate artistic work.					P	P	
Connecting							
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.						S	
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.						S	
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					P		

UNIT ESSENTIAL QUESTIONS

- How do theater artists transform and edit their initial ideas?
- Why are strong choices essential to interpreting a drama or theater piece?
- What can I do to fully prepare a performance or technical design?
- What happens when theater artists and audiences share a creative experience?
- How do theater artists comprehend the essence of drama processes and theater experiences?
- How can the same work of art communicate different messages to different people?
- How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?
- How, when, and why do theater artists' choices change?

UNIT ENDURING UNDERSTANDING

- theater artists refine their work and practice their craft through rehearsal.
- theater artists develop personal processes and skills for a performance or design.
- theater artists make strong choices to effectively convey meaning.
- theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- theater artists reflect to understand the impact of drama processes and theater experiences.
- theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.
- theater artists apply criteria to investigate, explore, and assess drama and theater work.
- theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
- theater artists work to discover different ways of communicating meaning.

UNIT 1: BUILDING INDIVIDUAL CREATIVITY

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	Common Misconceptions
		x	Product Development	Improvisation is easy. Playing a game is not an academic activity.
			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia (improvenycyclopedia.org), UCB Improv Manual
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

Learning Targets: I CAN

- Demonstrate appropriate physical and vocal warmups
- Express individual thoughts, feelings, and actions
- Utilize basic theater terminology

UNIT 2: ENSEMBLE ACTIVITIES

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	Common Misconceptions
			Learning Behavior	Improvisation is easy. It doesn't help to have a relationship with your scene partner.
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	Improv Encyclopedia (improvenycyclopedia.org), UCB Improv Manual
		x	Product Development	
			Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Express thoughts and feelings with my words and actions with a partner or group.
- Improvise in a structured setting as a group.

UNIT 3: TECHNICAL SKILLS

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Pr5.1.H SI a. Practice various acting techniques to expand skills in a rehearsal or drama/theater performance.		Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	x	Physical Skill	Common Misconceptions
	x	Product Development	I don't have to project to be heard. Projecting my voice for the stage is the same as my regular speaking voice. Stage directions are the same as house directions.
		Learning Behavior	
			Improv Encyclopedia (improvcyclopedia.org)

Learning Targets

Lesson Targets: I CAN

- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
- Project my voice so I can be heard on stage and off.
- Discern appropriate speaking volume.

UNIT 4: SCRIPT ANALYSIS

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re8.1. HSI b.	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theater work	x	Content Knowledge	Script, Act, Scene, Line, Character, Antagonist, Protagonist, Tertiary characters, Theme, dynamic, static, stock, chorus, plot, exposition, tragedy, comedy, epic, foreshadowing, climax, obstacle, action, objective, given circumstances.
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1. HSI a. c.	Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. Formulate a deeper understanding and appreciation of a drama/ theater work by considering its specific purpose or intended audience.	x	Content Knowledge	Prior Knowledge Needed
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Reading Comprehension, stage directions, vocal projection
			Physical Skill	
			Product Development	Common Misconceptions
		x	Learning Behavior	Characters can be easily understood. Analyzing a script has to be done alone. Analyzing a script is like a book report. Script analysis is boring.
TH:Cn11.2 .HSI b.	Use basic theater research methods to better understand the social and cultural background of a drama/theater work.		Content Knowledge	Resources
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Assorted Scripts
			Physical Skill	
			Product Development	

		x	Learning Behavior	
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Learning Targets

Lesson Targets: I CAN

- Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines against a rubric
- Connect a playwrights cultural and historical context to the themes of the play
- "Investigate plot, character, theme, exposition, imagery, motivation/obstacle/conflict, theatricality, and the other crucial parts of the superstructure of the play" (David Ball, Backwards and Forwards 1983)

UNIT 5: AUDITION SKILLS

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Pr4.1. HSI a. b.	Examine how character relationships assist in telling the story of a drama/theater work. Shape character choices using given circumstances in a drama/theater work	x	Content Knowledge	Objective, Tactic, Action, Choices, character attributes, lines, memorize.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance		Content Knowledge	Prior Knowledge Needed
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Stage Directions, Voice Projection.
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr6.1. HSI a.	Perform a scripted drama/theater work for a specific audience.		Content Knowledge	Common Misconceptions
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	I don't have to memorize the material. It's easy to memorize the material. I can add acting choices without memorizing the material. Acting is second nature and doesn't need to be practiced.
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Analyze myself including my physical, emotional, and special talents/skills
- Connect my self reflection to a character in a play and how it shapes the character
- Select a monologue that relates to me
- Create a clean copy of my selected monologue
- Understand and identify objectives and actions/tactics within my chosen monologue and apply it to my performance
- Refine and perform my monologue for an audience

UNIT 6: REHEARSAL/PERFORMANCE

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr2.1. HSI b.	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theater work.		Content Knowledge	Script, act, scene, line, character, given circumstances, objective, tactic, action, choices, character relationships, lines, memorize, cheat out, upstage, downstage, stage right, stage left, voice,
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Cr3.1. HSI a. b.	Practice and revise a devised or scripted drama/theater work using theatrical staging conventions. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.		Content Knowledge	Prior Knowledge Needed
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Stage Directions, Voice Projection
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr4.1. HSI a. b.	Examine how character relationships assist in telling the story of a drama/theater work. Shape character choices using given circumstances in a drama/theater work.	x	Content Knowledge	Common Misconceptions
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Memorizing lines is easy. Conveying meaning is easy. Developing character choices is a simple task. I don't have to practice.
			Physical Skill	
		x	Product Development	

			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance.		Content Knowledge	Resources Assorted Scripts
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr6.1. HSI a.	Perform a scripted drama/theater work for a specific audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Analyze my given character and their relationship to others and the story.
- Collaborate with the director, actors, and the playwright to implement stage blocking
- Use memorization techniques to memorize my lines for the performance
- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
- Practice and refine my performance
- Finalize and perform the play for an audience.

UNIT 7: RESPOND AND REFLECT

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1. HSI a.	Respond to what is seen, felt, and heard in a drama/theater work to develop criteria for artistic choices.	x	Content Knowledge	Choices, focus, ensemble, performance, memorization, blocking, physicality, confidence, volume, heard, understood, inflection.
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1. HSI a.b.c.	Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. Consider the aesthetics of the production elements in a drama/theater work. Formulate a deeper understanding and appreciation of a drama/ theater work by considering its specific purpose or intended audience.	x	Content Knowledge	Prior Knowledge Needed
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Script awareness, acting choices, expectations.
			Physical Skill	
			Product Development	Common Misconceptions
		x	Learning Behavior	Self reflection is not productive. It's easy to give thoughtful and constructive feedback.

Learning Targets

Lesson Targets: I CAN

- Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines against a rubric
- Respond to our performance using our success criteria