

Course Title: Drama 1		Red Bank Regional High School Curriculum Map			Grade Level (s) Elective	All times approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator (s)	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Drama Vocabulary	Each field has its own terminology	Students must be able to define each drama term		Terms given, students define and explain.	Mid-term exam	Ongoing
Pantomime	Non-verbal communication is beautiful and meaningful	Recognizable activity		Given free choice, the student will pantomime a variety of physical activities	Time assessment: How long did it take to “show us” the activity before we recognized it?	3 week
Developing emotional response	Become familiar with Stanislavsky system Know differences between Stanislavsky and James-Lange theory	Students will have a superficial understanding of the Stanislavsky system of emotional response		Students will choose an emotion and build a short scene around it	Student performer will relate the process of recalling, heightening, and transferring the emotion Assessment: successful/unsuccessful	2 weeks
Learning stage directions	The proper locations of stage areas	Must be able to locate on a chart and in person		Students will fill in a chart with stage locations. Students will walk to different stage locations as called out by teacher or other students.	Quiz using same blank outline Physical movement to stage area	3 days
Interpretation of character's lines	Actor communicates author's purpose to the audience	Correctly interpret actor's line consistent with author's purpose		Students will choose scene, condense plot; character's main purpose. Character's wants and desires.	Read scene with partner	Ongoing
Memorizing	Each student must discover his/her own successful technique for memorizing	Learn lines for scene using their own memorization technique		Completing various chosen monologues to be performed throughout the year.	Teacher evaluation of performance	Ongoing
Analyzing a character	Only be knowing a character can we successfully play him/her	Students must be able to fill out a character analysis sheet.		Given a particular character or situation the students will fill-out a sheet with character's internal and external qualities.	Teacher will compare written analysis with acted interpretation. Students will share their ideas.	Ongoing
Presenting a scene (humorous or serious)	Technique and preparation make for successful acting in a scene.			Students will choose partner and scene. Together they will work on it discussion on interpretation of each character.	Student/teacher evaluation on success/lack of success with scene	2 weeks

Red Bank Regional High School Curriculum Map

Course Title: Drama 1					Grade Level (s)	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator (s)	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
<u>Oedipus the King</u>	/students will learn about Greek tragedy and fate.	SWBAT read and understand the entire play.		Read and act <u>Oedipus the King</u> Modernize chosen scene and perform for class.	Unit test performance	3 weeks
<u>A Midsummer Night's Dream</u>	Students will learn about poetry, comedy			Read and act <u>Midsummer Night's Dream</u> . Develop a chosen scene to perform for class.	Unit test performance	5 weeks
Shakespeare		SWBAT recognize important facts about Shakespeare		Notes Web Quest	Unit test	1 week
Understanding the Actor	Students will learn about the dedication of successful actors.	SWBAT recognize celebrated actors		Research report on chosen actor Clip from movie to be viewed Presentation given	Research report	3 weeks
Early Theatre		SWBAT read and understand the characteristics of early theatre		Notes given	Unit test	1 week
Modern theatre		SWBAT distinguish characteristics of modern theatre		Notes given	Unit test	1 week