

Drama I: Acting

Drama I is an entry-level semester course offered in conjunction with Drama II. Students earn 2.5 credits for this course.

Essential Skills/ Understandings

- Acting skills can be used in many aspects of interpersonal relationships.
- Employing effective eye contact can make one on one relating more pleasant.
- Using good diction, volume, and inflection can help anyone make a memorable impression during socialization.
- Poise is an essential element of good public speaking.
- Observing people comes in very handy for the actor, as it enables him/her to study and then perfect character creation.
- Making connections from a study of the history of performance to current practices in the theater leads to greater understanding of both theater and life!
- Effective acting skills lead to enhanced confidence in the individual.
- Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the genre.
- Writing in this discipline, from journal to notes, to character background and the classic play paper (analysis) is a process, not a result.

Mastery Objectives

- Students will have opportunities to learn the language of acting and apply this vocabulary to their own performances.
- Students will employ reading comprehension strategies to enhance understanding of the textbook chapters they will be reading for this course.
- Students will learn the intricacies of “risk taking” as it applies to creating a characterization for the stage.
- Students will learn the responsibility of the actor not only to the script, but also to one’s fellow actors.
- Students will learn that theater and acting involve a very specific discipline and focus.
- Students will have opportunities to grow personally from each and every experience in this class.

Essential Questions (Instructional Objectives)

- How can taking extensive notes from the textbook aid us in our understanding of the vocabulary/meaning of theater?
- How can performance connect us to others and our world?
- How does the discipline of acting shape who we are?
- In what ways can performance enhance our relationships with others?
- How can one successfully employ the voice quality characteristics (Volume, rate, inflection, diction) outside of the Drama classroom?
- What is Pantomime and how does it inform our acting?
- What is Improvisation and how does it inform our acting?
- What is a monologue and how best can one develop his/her character?

- What can be learned from acting in a scene with a partner about being a team player?
- What are the most effective strategies an actor can use to understand his/her character/role?
- How does blocking a performance piece enhance an actor's understanding of the role?
- What are the areas of the stage and how might an actor use them to his/her advantage?
- How can writing a paper on a classic play (from which one will perform) aid that actor in understanding his/her role and the play as a whole?
- What techniques are required to perform in a one act play, and are they different from a monologue or scene.
- What careers besides acting are available to one in the theater?

Standards

Drama I is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts. The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual arts) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows:

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual arts.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

More detail and specificity related to these standards can be found by visiting the Department of Education website at <http://www.state.nj.us/education/cccs/2014/arts/>

Materials and Resources

Text – The Stage and the School
 Assorted Monologue books (provided by teacher, nothing else allowed)
 Assorted Scene books (provided by teacher, nothing else allowed)
 Careers in the Theater (handout)
 Other additional handouts used at the teacher's discretion
 One Act plays (teacher discretion)

Performances

Fall Drama, Spring Musical, Individual and Group Class Performances

Drama II: Acting

Drama II is a semester course designed to follow Drama I and provide opportunities for students to master entry-level acting skills developed in Drama I. The course also provides opportunities for students to develop skills necessary to advance to Drama III: Play Production. Students earn 2.5 credits for this course.

NOTE: Drama I is a pre-requisite for this course.

Essential Skills/ Understandings

- Acting skills can be used in many aspects of interpersonal relationships.
- Employing effective eye contact can make one on one relating more pleasant.
- Using good diction, volume, and inflection can help anyone make a memorable impression during socialization.
- Poise is an essential element of good public speaking.
- Observing people comes in very handy for the actor, as it enables him/her to study and then perfect character creation.
- Making connections from a study of the history of performance to current practices in the theater leads to greater understanding of both theater and life!
- Effective acting skills lead to enhanced confidence in the individual.
- Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the genre.
- Writing in this discipline, from journal to notes, to character background and the classic play paper (analysis) is a process, not a result.

Mastery Objectives

- Students will have opportunities to master the language of acting and apply this vocabulary to their own performances.
- Students will learn techniques of self-examination of past life experiences as they relate to performance motivation/objectives.
- Students will employ reading comprehension strategies to master understanding of the textbook chapters they will be reading for this course.
- Students will master the intricacies of “risk taking” as it applies to creating a characterization for the stage.
- Students will have opportunities for creative writing of original short plays and subsequent performance of these plays.
- Students will master the responsibility of the actor not only to the script, but also to one’s fellow actors.
- Students will master that theater and acting involve a very specific discipline and focus.
- Students will have opportunities to grow personally from each and every experience in this class.

Essential Questions (Instructional Objectives)

- How can taking extensive notes from the textbook aid us in our understanding of the vocabulary/meaning of theater?
- How can performance connect us to others and our world?

- How does the discipline of acting shape who we are?
- In what ways can performance enhance our relationships with others?
- How can one successfully employ the voice quality characteristics (Volume, rate, inflection, diction) outside of the Drama classroom?
- What is Pantomime and how does it inform our acting?
- What is Improvisation and how does it inform our acting?
- What is a monologue and how best can one develop his/her character?
- What can be learned from acting in a scene with a partner about being a team player?
- What are the most effective strategies an actor can use to understand his/her character/role?
- How does blocking a performance piece enhance an actor's understanding of the role?
- What are the areas of the stage and how might an actor use them to his/her advantage?
- How can writing a paper on a classic play (from which one will perform) aid that actor in understanding his/her role and the play as a whole?
- What techniques are required to perform in a one act play, and are they different from a monologue or scene.
- What careers besides acting are available to one in the theater?

Standards

Drama II is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts. The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual arts) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows:

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual arts.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

More detail and specificity related to these standards can be found by visiting the Department of Education website at <http://www.state.nj.us/education/cccs/2014/arts/>

Materials and Resources

Text – The Stage and the School

Assorted Monologue books (provided by teacher, nothing else allowed)

Assorted Scene books (provided by teacher, nothing else allowed)

Careers in the Theater (handout)

Other additional handouts used at the teacher's discretion

One Act plays (teacher discretion)

Performances

Fall Drama, Spring Musical, Individual and Group Class Performances
