





Advanced Drama



Month Example Sept/Jan	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
2 Weeks - 1st Quarter September	Paper People		ART.IV.T.HS.5 Analyze the effect of personal cultural experiences on their dramatic work.	SWBAT: Students will create a paper image of themselves. Image will reflect their role in society and list all of their dramatic influences.	Presentation	Self-reflection
3 Weeks - 2nd Quarter October - November	Directing Scenes		ART.I.T.HS.2 Communicate directorial choices to a small ensemble for improvised or scripted scenes. ART.II.T.HS.3 Develop designs that use visual and aural elements to convey environments that support text. ART.II.T.HS.4 Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup.	SWBAT: Students will select, block, design and direct a contemporary scene.	Written Evaluation, Performance, Self- evaluation.	Context, Directing, Design, Motivation, Costume, Set, Mood, Empathy



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			<p>ART.III.T.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.</p> <p>ART.III.T.HS.3 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.</p> <p>ART.III.T.HS.4 Develop multiple interpretations and visual, aural, and multi-media production choices for scripts and production ideas and choose those that are most interesting.</p> <p>ART.III.T.HS.5 Justify selections of text, interpretation, and visual, aural, and electronic artistic.</p>			





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			<p>ART.III.T.HS.8 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology.</p> <p>ART.III.T.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.</p>			
3 Weeks - 1st/ 2nd Quarter September - October	Contemporary Monologues		ART.I.T.HS.2 Communicate directorial choices to a small ensemble for improvised or scripted scenes.	SWBAT: Students will select, direct, analyze a contemporary monologue. They will create a character and perform it.	Written essay, performance.	Character, Motivation, Back story, Rate, Connection, Relationship, Projection, Enunciation. Physicality



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			<p>ART.II.T.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</p> <p>ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences.</p> <p>ART.III.T.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.</p> <p>ART.III.T.HS.8 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology.</p>			





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			<p>ART.III.T.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.</p> <p>ART.IV.T.HS.5 Analyze the effect of personal cultural experiences on their dramatic work.</p>			
3 Weeks - 2nd Quarter November - December	Contemporary Scenes		<p>ART.I.T.HS.2 Communicate directorial choices to a small ensemble for improvised or scripted scenes.</p> <p>ART.II.T.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</p> <p>ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences.</p>	SWBAT: Students will select, direct, design and perform a contemporary scene.	Essay, Performance	Context, Directing, Design, Motivation, Costume, Set, Mood, Empathy



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			<p>ART.II.T.HS.3 Develop designs that use visual and aural elements to convey environments that support text.</p> <p>ART.III.T.HS.3 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.</p> <p>ART.III.T.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.</p>			
10 Weeks - 3rd/ 4th Quarter January - March	Shakespeare Unit		ART.I.T.HS.2 Communicate directorial choices to a small ensemble for improvised or scripted scenes.	SWBAT: Students will read, analyze and perform a Shakespeare text. They will create characters for performance. All students will perform a monologue and a scene.	Essay, Performance	Iambic Pentameter, Character Development, Scansion, Motivation, Blocking, Translation, Lexicon



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			ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences ART.II.T.HS.3 Develop designs that use visual and aural elements to convey environments that support text. ART.III.T.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media. ART.III.T.HS.6 Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.			





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			<p>ART.III.T.HS.7 Identify and research cultural, historical, and symbolic clues in dramatic texts and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.</p> <p>ART.III.T.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions</p> <p>ART.IV.T.HS.5 Analyze the effect of personal cultural experiences on their dramatic work.</p>			
10 Weeks - 4th Quarter March - May	Final Production		ART.I.T.HS.2 Communicate directorial choices to a small ensemble for improvised or scripted scenes	SWBAT: Students will produce, direct, cast, costume, set, sound and make up design a full length production.	Production	Produce, direct, cast, costume, set, sound, make up



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			<p>ART.II.T.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</p> <p>ART.II.T.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences.</p> <p>ART.II.T.HS.3 Develop designs that use visual and aural elements to convey environments that support text.</p> <p>ART.II.T.HS.4 Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup.</p> <p>ART.III.T.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.</p>			



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			<p>ART.III.T.HS.8 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology.</p> <p>ART.IV.T.HS.5 Analyze the effect of personal cultural experiences on their dramatic work.</p>			
2 Weeks - 2nd Quarter	Acting Techniques	ART.III.T.HS.2 Compare and demonstrate various classical and contemporary acting techniques and methods.		SWBAT: Identify Acting teachers and their methods. They will utilize them in their in-class performances.	In class exercises, test	<u>Stanislavski,</u> <u>Spolin, Meisner</u>