

URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE

SUBJECT:	Language Arts	
COURSE TITLE:	Drama II	
GRADE LEVEL:	10, 11, 12	1 Elective/1 Semester
PREREQUISITES:	None	

COURSE DESCRIPTION:

The purpose of this semester long course is to extend student experience with theater allowing for deeper exploration into the art of production. The student will be asked to develop his or her ability to create theater through artistic collaboration with fellow students and the instructor. Theatre History, culture and technology will dictate the individualized goals of each student. Through creating productions for both presentation in class as well as live performance, the student will grow in his or her ability to recognize the value of performing arts and the process of working as a member of a production team.

CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Drama II Course should be able to . . .

Content Standard I. Read to comprehend a variety of literature.

Benchmarks: Read and analyze play scripts from selected major periods and cultures in Theatre History including Greek, Shakespearean, Restoration, Multicultural, and Absurdist.

Content Standard II. Use written and visual language to communicate.

Benchmarks: Analyze, critique, and construct meanings from informal and formal theater as well as electronic media productions.

Content Standard III. Apply knowledge of language structure, language conventions (e.g., spelling, punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Benchmarks: Write theatre scripts through reinterpretation of classic styles, writing and refining scripts based on personal experience, heritage, imagination, literature, and history.

Content Standard IV. Conduct research.

Benchmarks: Understand theatre through researching and evaluating cultural and historical information.

Content Standard V. Communicate using spoken and visual language.

Benchmarks: Act by developing, communicating, and sustaining characters in informal or formal monologues, scenes and one-act productions. Design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions.



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CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Language Arts
COURSE TITLE: Drama II
GRADE LEVEL: 10, 11, 12 **1 Elective/1**
Semester
PREREQUISITES: None

**CONTENT STANDARD AND COURSE BENCHMARKS WITH INDICATORS
FOR DRAMA II:**

Standard I. Read to comprehend a variety of literature. The students in Drama II should be able to...

Benchmark: Read and analyze play scripts from selected major periods and cultures in Theatre History including Greek, Shakespearean, Restoration, Multicultural, and Absurdist.

Indicators: Apply research and supplementary readings to the interpretation and analysis of the primary texts.
Analyze play scripts based on understanding of the culture in which the play was created and the corresponding movement in Theatre History.
Select cuttings or entire scripts for self and class that further understanding of a particular period or production issue yet are appropriate for purpose and such audiences as peers, teachers, and community.

Assessments: Quizzes
Tests
Oral responses
Class discussion
Group projects
Rubrics
Checklists
Evaluation sheets (peer, teacher, self)
Teacher observation

Standard II. Use written and visual language to communicate. The students in Drama II should be able to...

Benchmark: Analyze, critique, and construct meanings from informal and formal theater as well as electronic media productions.



Indicators: Utilize the vocabulary appropriate to playwriting in student's own original writing.
Constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.
In the role of a director, give direction to peers in selected class work; understand the role of the director as the unifying force in a theatre production; work collaboratively with other students during both the playwriting process and the production process.
As an actor, make acting choices based on script analysis; develop skill at ensemble playing; explore the role of actor as collaborative artist; explore roles like and unlike self; understand the casting process as it relates to the script; evaluate the accomplishments of self and others in a theatre production.
As a designer, collaborate with other student designers as well as recognize and evaluate design skills and utilize techniques for each of the following areas; costume design, scenic design, lighting design, sound design, property design, make-up design.

Assessments: Original script writing
Teacher observation
Checklists
Quizzes
Presentations
Construction/renderings
Production notebook/portfolio
Oral and written evaluations
Rubrics

Standard III. Apply knowledge of language structure, language conventions (e.g., spelling, punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts. The students in Drama II should be able to...

Benchmark: Write theatre scripts through reinterpretation of classic styles, writing and refining scripts based on personal experience, heritage, imagination, literature, and history.

Indicators: Write theatre scripts in a variety of traditional and new forms that include adaptations of classic characters or original characters with unique dialogue that motivates action.
Extensive application of language that brings the topic to life through originality, liveliness, humor, or suspense.



Utilize computer technology for playwriting, word processing and desktop publishing.

Assessments: Portfolio
Checklist
Rubric
Creative writing/free writing

Standard IV. Conduct research. The students in Drama II should be able to...

Benchmark: Understand theatre through researching and evaluating cultural and historical information.

Indicators: Research and use cultural, historical, and symbolic clues to develop scripted scene and justify choices.
Compare how similar themes are treated in drama of different genres and styles from various cultural and historical periods illustrate and justify choices with classroom performances and discuss how theater can reveal concepts.
Identify and compare the lives, works, and influences of representative theater artists in several cultures and historical periods.
Analyze the effects of their own cultural experiences on their dramatic work and explain how culture affects the content and production values of theater, television and films created by others and justify choices.
Utilize computer technology, including the Internet, for research.

Assessments: Compositions
Group projects/presentations
Rubrics
Tests
Quizzes
Evaluation sheets (peer, teacher, self)
Teacher observation
Oral responses

Standard V. Communicate using spoken and visual language. The students in Drama II should be able to...

Benchmark: Act by developing, communicating, and sustaining characters in informal or formal monologues, scenes and one-act productions.

Indicators: Compare and demonstrate various classical and contemporary acting techniques and methods.



Create consistent characters from classical, contemporary, realistic, and non-realistic dramatic texts in informal and formal theater.

Assessments: Participation checklist
Evaluation sheets (peer, teacher, self)
Teacher observation
Written and oral responses
Rubrics

Benchmark: Design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions.

Indicators: Demonstrate focused ideas for the environment using visual elements (line, texture, color, space), visual principals (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo expression) from traditional and nontraditional sources that clearly support the text.
Create renderings and models including but not limited to: drafted sets, painting elevations, costume renderings, swatches, makeup morgues, lighting plots, and property lists.
Safely construct and efficiently operate technical aspects of theater productions.

Assessments: Oral responses
Rubrics
Evaluation checklists (teacher, peer, self)
Portfolio
Quizzes

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.