**Curriculum**

**7th Grade Drama**

**Course Overview**

1st Q - Character study. Beginning to dissect character and introduce idea of motivation and objectives as well as to explore characters earlier lives and experiences and be able to begin to tie them to the present. 2nd Q - Developing character. Looking at characters in play extracts and using group reading and performance responses to begin to explore character more deeply. Studying familiar 2 dimensional flawed characters from a well known movie and asking students to use various techniques (already introduced) to explore them further. Students will be working in small groups and will be given a specific character to develop and explore. Presentation of a 3-5 minute performance will be the culmination of this unit. 4th Q - Furthering their English work on Detective Novels to explore how to create suspense on stage - what does it look and feel like and experimenting with effects and techniques. Role of a narrator and the HOW of narration in terms of performance.

**Department Standards**

Creating, performing, and participating in the Theater Arts.

Knowing and using Theatrical materials and resources.

Responding to and analyzing works within the Theater Arts.

Understanding the cultural contributions of the Theater Arts to the local and wider community.

**Benchmarks**:

**1.Knowledge and Understanding of topics under consideration**

**Benchmarks**

Students will be able to apply and respond to basic theatrical language in the classroom setting. Examples: stage, stage directions, character, audience, cues, rehearsal, backstage, tableaux, still picture, storyboard, synopsis, placard, camera angles, status, power, improvisation, blocking, accepting, thought tracking, hot seating

Students will be aware of the relationship between the audience and the performer and will explore both in a multi media context

Students will understand how a character is constructed and be able to articulate elements needed to create a three dimensional character

Students will comprehend the rehearsal process and their part in it as actors and directors

**2.Application of Concepts, skills and techniques**

**Benchmarks**

Students will develop and elaborate ideas to a point where a clear performance piece has been created

Students can identify how drama is used to present stories

Students will be able to demonstrate and apply improvisational techniques consistently in class

Students will problem solve various staging, costuming and logistical issues associated with performance work

Students will present work through formal and informal performances at least twice during the school year to an audience of their peers

**3.Reflection and evaluation of student’s own work and the work of others**

**Benchmarks**

Students will evaluate their own and others work through guided discussion and also via clear examples from the teacher and other students. Students will reflect both vocally and in writing upon their own work and that of others

Students will be able to effectively discuss process and progress of work as it is formed and after completion through discussion, brainstorming and reflective writing

**4.Demonstrates artistic awareness, personal engagement and commitment**

**Benchmarks**

Supporting and encouraging peers towards a positive working environment students will begin to demonstrate the ability to incorporate and transfer ideas discussed to their own work.

Students will demonstrate through practical application an awareness of the importance of sensitivity in the performance process

Students will demonstrate willingness to participate within a supportive environment through their support and encouragement of other students both in performance and the group process

**Performance Indicators**

Students will create performance pieces within a given time limit (2)

Students will work independently of the teacher for large segments of time and in small groups (1,2,4)

Students will develop teamwork skills (listening, cooperation, negotiation) (2,4)

Students will rehearse and each take on the role of director for at least one scene (1,2,3,4)

Students will understand the elements needed to create a clear story (1)

Students will develop their communication skills (1,4)

Students will be able to reflect and comment on other students work objectively and constructively (3,4)
Students will understand the need for a problem or conflict to exist (1)

Students will understand the elements needed to create a clear performance 1,2,4)

Students will develop solutions to text or character issues as they arise (1,2,3,4)

Working in a group environment (2,4)

Participation in class discussions (3)

Participation in performance work (1,2,4)

Responses to side coaching (2,4)

Formal performance (1,2,4)

**Assessments**

Weekly assessments (Grading on this will be specific to the skill or focus of that particular class but is likely to involve aspects of communication, creativity, willingness to step beyond own comfort level)

Performance work in class

Formal performance to peers

**Core Topics**

Character study.

Developing character

Improvisation

Objectives and motivation

Hot seating

Thought tracking

**Specific Content**

Q1

Teambuilding exercises and games

Introduction of character

Dissection of character and introduction of idea of motivation and objectives as well as to explore characters earlier lives and experiences and be able to begin to tie them to the present.

Improvisation – blocking, accepting
Q2

Developing character. Looking at characters in play extracts and using group reading and performance responses to begin to explore character more deeply. Studying familiar flawed characters and asking students to use various techniques (already introduced) to explore them further. Students will be working in small groups and will be given a specific character to develop and explore. Presentation of a 3-5 minute performance will be the culmination of this unit.

**Resources**

Theatre game books

Various play excerpts