**Curriculum**

**8th Grade Drama**

**Course Overview**

Semester 1: to understand how to devise a piece of theatre through various small group performance tasks. A focus for a devised piece will be issued, research done and the unit will culminate in a performance to a designated audience.

Semester 2: developing improvisation and physical theatre techniques through a study of Commedia dell arte. Using

**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 demonstrate the ability to use subject specific terminology to show aesthetic and critical awareness when discussing their work or the work of others.

Students will be able to apply and respond to basic theatrical language in the classroom setting.

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

**Benchmarks**

Students will use planning and organizing effectively to define and set goals, negotiate and make decisions. Students will work individually or in groups to define the content and the use of drama structure in rehearsal and performance.

Experimenting through both spontaneous and structured activities. Students will demonstrate the ability use the improvisational process through free and structured improvisation to develop material.

Finding original and inventive solutions. Students will be able use the structures and forms studied to express their personal view of the world and their relationship to it.

Students will be able to use the drama process to explore themes and ideas and importantly present those ideas to the chosen audience.

Presenting work through formal or informal performances. Students will present/perform at least two performances to peers throughout the year.

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

**Benchmarks**

Using a developmental workbook throughout the creative cycle. Students will keep an effective working record of the work in progress and reflection on completed drama works.

Reflecting upon, evaluating, assessing and appraising work to support and promote creative development. Students will be able to, through discussion and/or journal reflect on the work either as a finished piece or as a work in progress.

Using feedback and discussion on work to support creative development. Students will be able to effectively discuss the process and progress work as it is being formed, and after completion through conference, class discussion, brain storming and/or journal entries.

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

**Benchmarks**

Showing sensitivity to one’s own and different cultures. Students will demonstrate through practical application an awareness of the importance of sensitivity in the performance process.

Inviting and accepting views from others. Students will demonstrate through the dramatic process an ability to incorporate ideas and suggestions from the whole group.

Showing self-motivation, initiative and a willingness to take artistic risks. Students will show evidence of being able to use the dramatic process to actively explore their own interests and personal needs.

Supporting and encouraging peers towards a positive working environment. Students will demonstrate through the dramatic process an ability to incorporate ideas and suggestions from the whole group.

**Performance Indicators**

Students will work independently of the teacher in small groups (1,2,4)

Students will brainstorm and interpret given stimuli (from photo’s to memories, paintings, sounds, commercials, newspaper articles) (2)

Students will communicate comprehension of what makes a character who they are and be able to demonstrate and discuss this knowledge (1,2,3,4)

Students will communicate comprehension of how to create a plotline and be able to demonstrate this knowledge (1,2)

Students will incorporate and run lighting and sound into their final project (1,2)

Students will demonstrate ability to create a piece of theatre from various stimuli (1,2,4)

Students will demonstrate understanding of plot and character (1,2)

Students will be able to take a piece from brainstorming to performance with little need for the teacher to assist (1,2,3,4)

Through class discussion students will communicate comprehension of what makes a character who they are and be able to demonstrate this knowledge in performance (3,4)

Students will communicate their understanding of how to create a plotline, and will be able to translate this knowledge to their performance project (1,2,3,4)

**Assessments**

Working effectively in a group environment

To apply techniques explained to own short performance pieces

Class discussions

Presentation of devised piece to formal audience

Reflective writing during and after performance

**Core Topics**

Introduction to devising theatre - process, stimuli, shape, pace, character

Formal Performance Exposure – lights, sound, stage management, rehearsal process

**Specific Content**

Work in small and large groups to understand how a piece of theatre can be created through the devising process

Focus in on character in second half of the semester and how to create three-dimensional characters and portray them as such on stage

**Resources**

The Drama Coursebook, Andy Kempe

Ideas that Work in Drama, Michael Theodorou

Stimuli: Sound effect cd’s, newspapers, paintings, props, music etc