



## *Introduction to Theater*

*Grades 9-12*

### **Curriculum Committee Members**

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## Curriculum Overview

Drama supports young people by stimulating creativity, enhancing problem solving capacity, challenging student perceptions, increasing empathy, developing student self-esteem and teaching collaborative commitment. Research demonstrates that soft skills such as persistence, dependability and collaboration are sought by modern employers. Introduction to Theater provides students opportunities to develop those and other 21<sup>st</sup> Century skills. Further, research shows a correlation between participation in the Arts and increased academic achievement on standardized test measures. The Hazelwood School District will continue to offer and expand on Theater arts classes including acting and stage design.

As the Hazelwood School district focuses on Redefining Ready to provide a wide array of 21<sup>st</sup> Century opportunities, updated curriculum is needed to ensure Hazelwood students experience Introduction to Theater in the context of seeking and/or building a meaningful career pathway.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports an approach that values all aspects of creating and appreciating live theater. The activities, materials and scoring guides for each unit are designed to support student development as citizens in a complex world. Introduction to Theater is an introductory level course designed to expose students to a variety of aspects of theater performances and appreciation.

The committee members aligned the curriculum with the Theater Arts Course Level Expectations established in February, 2006 by the Missouri Department of Elementary and Secondary Education (DESE). The curriculum meets all of the state and district requirements for 21<sup>st</sup> century skills, cultural relevance, skill-building and student-centeredness. In addition, the committee members aligned the curriculum to The National Standards for Theater Education created by a consortium of theater education organizations and published by the American Alliance for Theater and Education.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments.

COURSE TITLE: Introduction to Theater

GRADE LEVEL: 9-12

**Course Description:**

This course is for students interested in a broad overview of theater. This course introduces students to a variety of elements and principles used in the process of theater production and appreciation of theater arts. The class experiences will also provide a technical overview of producing a play, including business management. This course will help students interested in pursuing theater after high school by allowing students to learn about all sides of theater. This course provides a foundation for the other drama classes and it is strongly recommended that students take this class as a prerequisite for all other drama courses.

**Course Rationale:**

Theater provides students with a myriad of experiences and skills that support individual development into productive, positive and successful 21<sup>st</sup> century citizens. Students who engage with drama build empathy, critical thinking skills, self-confidence, collaborative team work, time management and cultural competence.

**Course Scope and Sequence**

| <u>Unit 1</u>                           | <u>Unit 2</u>                              | <u>Unit 3</u>  | <u>Unit 4</u>                                |
|---|--|--|--|
| <b>Welcome to Theater</b>               | <b>Character and Movement</b>              | <b>Historical &amp; Cultural Significance of Theater</b> | <b>Scripting and Acting</b>                  |
| <i>6-8 sessions<br/>90 minutes each</i> | <i>6-8 of sessions<br/>90 minutes each</i> | <i>11-13 of sessions<br/>90 minutes each</i>             | <i>11-13 of sessions<br/>90 minutes each</i> |

**Unit Objectives**

Unit 1

1. Students will model appropriate audience behavior at various performances.
2. Students can use basic terms of theater to analyze theater experiences.
3. Students will be able to articulate, justify and apply criteria for critiquing dramatic texts and performances.

Unit 2

1. Students will be able to utilize warm-up techniques for preparation of body, voice and mind.
2. Students will be able to improvise using emotional and sensory recall through stage movement and pantomime techniques.

3. Students will be able to analyze how characters express thoughts, feelings and actions.

#### Unit 3

1. Students will be able to define the terminology and process of evaluation and analyze performances using appropriate theater vocabulary.
2. Students will be able to describe the roles of theater, film, television and electronic media in American society.
3. Students will be able to research and analyze the cultural and historical background of a specific play.

#### Unit 4

1. Students will be able to write an original scene utilizing character development and plot elements.
2. Students will be able to evaluate the director role in creating a production.
3. Students will be able to rehearse, polish and present a performance for a class or invited audience.
4. Students will be able to define the director's responsibility to the author's intent, script, actors, designers, technicians and the audience; identify the director's role in creating a production and identify skills necessary to block a scripted scene.

### **Essential Terminology/Vocabulary**

#### Unit 1

Drama, performance, critique, elements of plot (character, setting, exposition, rising action, climax, falling action), scene, role, protagonist, antagonist, criteria, audience, role, scene, comedy, tragedy, drama, act, actor, action, chorus, cold reading, comedy, cue, dialogue, director, downstage, upstage, entrance, exit, freeze, prop, monologue, script, set, tragedy, and theater etiquette.

#### Unit 2

Warm-up, stretch, pantomime, sensory recall, emotional recall, character, character motivation, stage movement and related terms, technique, cue, dialogue, actor, blocking, freeze, role, scene, script, parts of a stage, entrance, exit, pantomime and cheat out.

#### Unit 3

Evaluation, history, culture, analysis, criteria Evaluation, history, culture, analysis and criteria.

#### Unit 4

Performance, director, audience response, upstage, downstage, stage left, stage right, blocking, cue, prompt, prop, scene, action, apron, cheat, chorus, cut, entrance, exit, freeze, hand prop, libretto lines, monologue, set prop, set, sight cue, up stage and author's intent.

## Course Materials and Resources:

### Instructional Resources:

- <https://www.digitaltheaterplus.com/education>
- Theater Terms ppt: <https://tinyurl.com/ycne3mdg>
- Etiquette handout: <https://tinyurl.com/y6vo8jp6>
- Play Critique Form: <https://tinyurl.com/yaatb58u>
- How to Write a Critique handout: <https://tinyurl.com/y7hxok6t>
- Performance Critique Rubric: <https://tinyurl.com/yd5fqh2p>
- Warm-Ups Overview: <https://tinyurl.com/ya73zyks>
- Whose Line is it Anyway clip: <https://tinyurl.com/y9etfzld>
- Charlie Chaplin films: <http://www.charliechaplin.com/en/films>
- Pantomime Project Worksheet <https://tinyurl.com/y7b6pdpX>
- Pantomime Self/Peer Assessment sheet <https://tinyurl.com/y9tgotcw>
- Character Analysis graphic organizer <https://tinyurl.com/yctbt8ak>.
- "The Borrower and The Boy" <https://tinyurl.com/ycnn7xbb>
- Character Analysis Assessment: <https://tinyurl.com/y88duzcu>
- Research Presentation Rubric <https://tinyurl.com/y9zunx9u>
- History of Theater Project <https://tinyurl.com/ya3afryl>
- Playwriting article and questions: <https://tinyurl.com/yaxujj45>
- Elements of Plot/Character Analysis Project (<https://tinyurl.com/ybta5qoe>)
- Play skit template: <https://tinyurl.com/yamssxon>
- Performance Preparation self-assessment: <https://tinyurl.com/yc2luh5g>
- Performance rubric: (<https://tinyurl.com/ycmxoswy>)
- Final Project: Putting It All Together with rubrics: <https://tinyurl.com/y8lyawrk>

### Additional Resources:

- Theaterfolk.com
- Musical-theater-kids.com
- Dramateachersnetwork.wordpress.com
- Bbbpress.com/dramagames/
- Stagemilk.com
- Dramatoolkit.co.uk
- Chlldrama.com
- Youthplays.com
- Improvencyclopedia.org
- Theatercrafts.com
- Theaterhistory.com
- Theaterseatstore.com/cultural-evolution-theater
- Readwritethink.org/files/resources/interactions/dramamap