

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
ENGLISH DEPARTMENT**

DRAMA WORKSHOP
#0063

Curriculum Guide

September 2003

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on _____.

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*Note: New Jersey Core Curriculum Content Standards can also be viewed at www.state.nj.us	

PHILOSOPHY/RATIONALE

The Drama Workshop course is a one semester 2.5 credit course offered as an English elective. Students may repeat the course as often as they wish. A prerequisite for the course is the Introduction to Theatre Arts course or instructor approval. The course is designed for grades 9-12.

The course is organized into five units: Inner Resources, Movement, Voice, Characterization, (each developing a different area of acting skill) and Theatre Appreciation. It has been designed to build upon acting skills introduced in the Introduction to Theatre Arts course, or through experience in theatrical productions, and to enlighten the students on the historical and continued role of theatre in society.

The skills developed through the study of theatre are ones that students will carry with them far into the future: voice projection, intonation and inflection, posture, poise, oral presentation, working in cooperation with others, creating, targeting an audience, and performance space etiquette. Most importantly, through the study of theatre, students gain knowledge on how their individual performance positively or negatively impacts the success of a group effort. Theatre utilizes all aspects of the brain. It requires both sequential and creative thinking. Its study requires analysis, synthesis, and memory. Lastly, the theatre incorporates all other subjects and all of the arts.

COURSE PROFICIENCIES

COURSE OBJECTIVES

Unit 1: Inner Resources

1. Develop the powers of observation and concentration as a means to creating believable action.
2. Strengthen sense recall and imagination as acting tools. (1.4/A3)
3. Develop the acting techniques of emotional response and recall. (1.4/A3)
4. Apply all inner resource skills to performance activities. (1.2/C1,4; 1.3/C1; 3.3/D1)

Unit 2: Movement

1. Follow stage directions and practice the basic principles of stage movement.
2. Utilize the techniques of motivation and justification. (1.3/C1)
3. Handle special movement problems often required in performance. (1.3/C1)
4. Apply all movement skills to performance activities. (1.2/C1,4; 1.3/C1; 3.3/D1)

Unit 3: Voice

1. Improve vocal quality.
2. Practice vocal variety and voice control through both oral interpretation of literature and storytelling. (3.1/D2)
3. Understand the process of interpreting lines.
4. Scan iambic pentameter for performance. (1.3/C2; 3.1/D2)
5. Apply vocal and interpretation skills to performance activities. (1.2/C1,4; 1.3/C1; 3.3/D1)

Unit 4: Characterization

1. Thoroughly analyze a character. (1.3/C1)
2. Build on character analysis to create a character in performance. (1.2/C1; 1.3/C1; 3.3/D1)
3. Understand the techniques necessary for playing both humorous and serious scenes.
4. Apply these techniques to performance activities. (1.2/C1,2,4; 1.3/C1; 3.3/D1)

Unit 5: Theatre Appreciation

1. Evaluate performance based on specific criteria. (1.2/A1,2)
2. Appreciate and experience theatre history through analysis and performance of period pieces and investigation of the work of past artists. (1.1/A3; 1.4/B1)

STUDENT PROFICIENCIES

The student will be able to:

1. Understand the actor's purpose. (1.2/A2)
2. Appreciate the illusion of reality.
3. Recognize the relationship of life to theatre.
4. Recognize the importance of believability.
5. Master the steps in creating belief.
6. Practice pantomime techniques.
7. Understand the importance of observation to the actor.
8. Acquire skills to strengthen observation.
9. Recognize the use of vicarious experience and empathic response in observation.
10. Understand the importance of concentration.
11. Develop concentration skills.
12. Create the illusion of the first time.
13. Practice improvisation. (1.2/C3)
14. Recognize types and the importance of sense recall.
15. Strengthen sense recall skills.
16. Recognize the importance of imagination.
17. Recognize the role of emotions and behavior in acting.
18. Apply the steps of emotional recall.
19. Understand the theories of Stanislavski.
20. Apply the theories of Stanislavski to performance activities. (1.2/C1,4; 1.3/C1; 3.3/D1)
21. Review knowledge of stage areas, body positions, crosses, and follow stage directions.
22. Understand the basic principles of stage movement and stage business.
23. Recognize the importance of motivation and justification to performance. (1.3/C1)
24. Acquire skills to handle special movement problems on stage.
25. Understand the process of voice production.
26. Acquire skills to develop abdominal breathing, vocal variety, articulation, and pronunciation for performance.
27. Recognize the values of oral reading technique to an actor.
28. Develop the skills of suggestion and imaging.
29. Recognize the relationship of story telling to acting.
30. Develop the skills of language, tempo, and visualization. (3.1/D2)
31. Recognize the importance of correct line interpretation. (3.1/D2)
32. Learn to "scan" iambic pentameter for performance. (3.1/D2)
33. Perform a Shakespearean verse monologue. (1.2/C1,4; 1.3/C1; 3.3/D1,2)
34. Perform a dialogue analysis of surface and sub-text.
35. Understand and apply the skills of motivating desire, spontaneity, picking up cues, topping, whispering, laughing, and crying in performance.
36. Acquire memorization skills.
37. Read characterization clues. (1.3/C1)
38. Recognize the internal and external qualities of character. (1.3/C1)

STUDENT PROFICIENCIES (continued)

39. Work to develop a comic sense.
40. Recognize types of comedy.
41. Play comedy essentials and use comic techniques.
42. Perform a comic monologue. (1.2/C1,4; 1.3/C1; 3.3/D1)
43. Differentiate between tragedy and serious drama.
44. Understand the requirements for playing serious scenes.
45. Perform a serious or tragic scene or monologue. (1.2/C1,4; 1.3/C1; 3.3/D1)
46. Understand the definition of dramatic criticism and the requirements of a critic. (1.4/B1)
47. Understand Goethe's general principles of criticism as well as 20th century theoreticians. (1.4/B1)
48. Develop a specific theatre criteria. (1.4/B1)
49. Critique a performance. (1.4/B1)
50. Explore theatre history and recognize today's theatre as a direct descendent of all that has come before. (1.5/A1,2)
51. Practice historical styles of acting.
52. Research an actor.
53. Present project to class. (3.3/D1)

METHODS OF EVALUATION

1. Homework and class work.
2. Class participation.
3. Tests and quizzes.
4. Monologue performances.
5. Scene performances.
6. Final research project/presentation.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

N. J. Core Curriculum Standards	Indicators	Course Outline/Student Objectives *(see note at end of outline)
1.2 1.3 1.4 3.3	C1,4 C1 A3 D1	I. Investigate the Actor's Use of Inner Resources for Performance A. Develop the Powers of Observation and Concentration as a Means to Creating Believable Action B. Strengthen Sense Recall and Imagination as Acting Tools C. Develop the Acting Techniques of Emotional Response and Recall D. Apply All Inner Resource Skills to Performance Activities
1.2 1.3 3.3	C1,4 C1 D1	II. Investigate the Actor's Use of Movement in Performance A. Follow Stage Directions and Practice the Basic Principles of Stage Movement B. Utilize the Techniques of Motivation and Justification in Performance Activities C. Handle Special Movement Problems and Stage Business D. Apply Movement Skills to Performance Activities
1.2 1.3 3.1 3.3	C1,4 C1 D2 D1	III. Investigate the Actor's Use of Voice in Performance A. Improve Vocal Quality B. Practice Vocal Variety and Voice Control Through Both Oral Interpretation of Literature and Storytelling C. Understand the Process of Interpreting Lines D. Scan Iambic Pentameter for Performance E. Apply Vocal and Interpretation Skills to Performance Activities
1.2 1.3 3.3	C1,2,4 C1 D1	IV. Characterization A. Thoroughly Analyze a Character B. Create a Character in Performance C. Develop Techniques Necessary for Playing Both Humorous and Serious Scenes D. Apply These Techniques to Performance Activities
1.1 1.2 1.4	A3 A1,2 B1	V. Develop Theatre Appreciation A. Evaluate Performance Based on Specific Criteria B. Appreciate and Experience Theatre History Through Analysis and Performance of Period Pieces and Investigation of the Work of Past Artists

* Note: The New Jersey Core Curriculum Standards can be accessed at www.state.nj.us

SUGGESTED MATERIALS

Resources for Students

Tanner, Fran Averett, Ph.D.. *Basic Drama Projects*. Topeka, Kansas: Clark Publishing, Inc., 1994.

Resources for Teacher

Tanner, Fran Averett, Ph.D. *Basic Drama Projects: Teacher's Manual*. Topeka, Kansas: Clark Publishing, Inc., 1994.

Mobley, Jonniepat. *Play Production Today: Teacher's Resource Book*. Chicago: NTC Publishing Group, 1996.

Pennell, Linda. *Getting Started in Theatre: Teacher's Manual*. Chicago: NTC Publishing Group, 1995.