

<b>DEPARTMENT: PERFORMING ARTS</b>	<b>COURSE TITLE: GRADE 8 DRAMA</b>
<b>GRADE(S): 8</b>	<b>PRE-REQUISITES (IF ANY):</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Improvisation & Games	2 weeks	<ul style="list-style-type: none"> <li>Games designed to develop group cohesiveness (ensemble), mutual support, risk taking, sensory/physical awareness, observation, spontaneity</li> <li>Pantomime (solo exercise)—exploration of “W’s” (where, what, when)</li> <li>Floor plans and staging basics</li> <li>Beginning scene structure—the “Where Game” (establishing the where through action)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Act without words.</li> <li>Communicate through movement and gesture.</li> <li>Sustain focus/concentration.</li> <li>Understand action through observation (making inferences from observation of physical behavior).</li> <li>Understand spatial relationships.</li> <li>Participate in beginning 2-person scenes.</li> </ul>	<ul style="list-style-type: none"> <li>Level of engagement in improvisational games and group cooperation</li> <li>Ability to take/give focus</li> <li>Willingness to respond creatively to coaching</li> <li>Level of Preparation for solo scene</li> <li>Weekly written journal entry</li> </ul>	<p>Standard: Creating &amp; Performing</p> <p>Strand(s): 1,2</p>
Creating Character and Character Monologue	2 weeks	<p>Establishing Who through movement</p> <ul style="list-style-type: none"> <li>Center</li> <li>Walks—leading with various parts of the body</li> <li>Tempo, rhythm, gesture, pace</li> <li>Status games</li> </ul> <p>Establishing Who through costume and props.</p> <ul style="list-style-type: none"> <li>How old am I?</li> <li>What do I do for a living?</li> </ul> <p>Inner Monologue</p> <ul style="list-style-type: none"> <li>Observe a person outside of school and create a character through movement and inner monologue based on observations</li> <li>Present a short character monologue</li> <li>Intention</li> <li>Inner and outer action</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Act without words.</li> <li>Communicate through movement and gesture.</li> <li>Sustain focus/concentration.</li> <li>Understand character through observation (making inferences from observation of physical behavior).</li> <li>Act with words.</li> <li>Understand status, intention, inner and outer action.</li> <li>Evaluate performance orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Level of Preparation for work on character</li> <li>Evidence of engagement in performance from specificity of choices</li> <li>Demonstration of observation of peers’ work through written evaluations</li> </ul>	<p>Standard: Creating &amp; Performing Thinking &amp; Responding</p> <p>Strand(s): 1,2,3,4</p>
Scene Study	2 weeks	<ul style="list-style-type: none"> <li>“Neutral” scenes (no specific content) concepts (“Moment before, intention, obstacle, subtext, tactics)</li> <li>Rehearsal for and presentation of short</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Act with words.</li> <li>Understand scene structure,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to work with partner cooperatively in role, explore fully the demands of the scene,</li> </ul>	<p>Standard: Creating &amp; Performing Thinking &amp;</p>

		scenes in “Black Box” Theatre	<p>rising action, climactic moment, resolution, emotion, pace, intensity, rhythm.</p> <ul style="list-style-type: none"> <li>• Play objectives through the use of tactics.</li> </ul>	<p>sustain focus and grow through rehearsal and observation</p> <ul style="list-style-type: none"> <li>• Evidence of engagement in performance from specificity of choices</li> <li>• Demonstration of observation of peers’ work through written evaluations</li> </ul>	<p>Responding</p> <p>Strand(s): 1,2,3,4</p>
Final Project	4 weeks	<ul style="list-style-type: none"> <li>• “Living newspaper”</li> <li>• Playwriting</li> <li>• Thematic performance project based on work being done in other subject areas</li> <li>• Topic mutually agreed upon with instructor</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop characters from stories in the news.</li> <li>• Develop plot line and thematic focus.</li> <li>• Write and perform short, one act play.</li> <li>• Complete thematic performance project in any form, i.e., short play, process drama, character-based role play, etc.</li> <li>• Understand connections between various disciplines.</li> <li>• Research and present in creative format.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to work with partner cooperatively in role, sustain focus, develop a long-term, in-depth project in cooperation with classmates and perform with focus and confidence.</li> <li>• Demonstrate engagement in projects, both as performer and observer, from creative writing and performance evaluations</li> </ul>	<p>Standard: Creating &amp; Performing Thinking &amp; Responding Connecting and Contributing</p> <p>Strand(s): 1,2,3,4,5, 6,7,8</p>