



VALWOOD

GO BEYOND

Eighth Grade Drama Curriculum

7th/8th Grade Drama Overview

Course Description	Topics at a Glance
<p>The 7th/8th Grade Drama Program will give students practical hands on leadership in the preparation and construction of the different aspects of the elements needed to produce and perform productions. This class is designed as a laboratory for students to put into practical use the theories and principles of theatre production in the areas of memorization of lines, improvisation skills, blocking, costume design, set design, musical theatre, and choreography.</p>	<ul style="list-style-type: none"> • Safe/Appropriate Tool Use • Theatrical Construction • Audio Instrumentation • Scenic Design • Scenic Painting • Facility Management • Stage Management • Theatrical Critique
Assessments	Effective Components of Drama
<p>Screeners, diagnostics, interim and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples:</p> <ul style="list-style-type: none"> • Observations/Conversations/Work Samples • Student questions/comments/responses • Group/individual projects • Graded discussion/presentations • Critical Responses to performance tasks and audience performances • Peer reviews and self-assessments 	<ul style="list-style-type: none"> • Set clear and high expectations for all students • Actively engage and motivate students in the process of learning theatrical improvisation • Provide learning activities that are appropriate in complexity and pacing and Model and demonstrate successful and effective improvisational performance techniques • Select challenging yet realistic material for performances • Use multiple forms of representation (e.g. pictures, words, symbols, diagrams, tables, graphs, word walls, audio and video recordings, and movement) to develop conceptual understandings • Introduce and expect appropriate use of theatrical terminology • Provide opportunities for individual and multiple groupings • Differentiate instruction to meet wide range of student needs • Reinforce effort and provide recognition through frequent and descriptive feedback • Integrate Drama and Theatre Arts understandings with other content areas
Grade Level Expectations	
<p>Technical elements of theatre in improvised and scripted works.</p> <p>Expression, imagination, and appreciation in group dynamics.</p> <p>Interpretation of drama using scripted material.</p>	
<p>Communicate meaning to engage an audience.</p> <p>Technology reinforces, enhances, and/or alters a theatrical performance</p> <p>Directing as an art form</p>	
<p>Analysis and evaluation of theatrical works</p> <p>Evaluation of elements of drama, dramatic techniques, and theatrical conventions</p> <p>Respect for theatre, its practitioners, and conventions</p>	

Course Description		Topics at a Glance	
<p>Theatre Arts Focus 1 provides opportunities for students to learn about drama. Stage directions and theatrical vocabulary are introduced. This course provides situations for developing poise and confidence, interacting with others and appreciating the contribution of others. Reading, writing, speaking and listening skills are applied as students demonstrate and perform what they are learning.</p>		<ul style="list-style-type: none"> • Theatre History • Elements of Theatre • Storytelling • Monologues • Articulation • Scene Work • Body • Impediments • Improvisation • Voice 	
Assessments		Effective Components of Middle School Drama Courses	
<p>Screeners, diagnostics, interim and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples:</p> <ul style="list-style-type: none"> • Observations/Conversations/Work Samples • Student questions/comments/responses • Group/individual projects • Graded discussion/presentations • Critical Responses to performance tasks and audience performances • Peer reviews and self-assessments 		<p>Teachers in BVSD:</p> <ul style="list-style-type: none"> • Set clear and high expectations for all students • Actively engage and motivate students in the process of learning theatrical improvisation • Provide learning activities that are appropriate in complexity and pacing and Model and demonstrate successful and effective improvisational performance techniques • Select challenging yet realistic material for performances • Use multiple forms of representation (e.g. pictures, words, symbols, diagrams, tables, graphs, word walls, audio and video recordings, and movement) to develop conceptual understandings • Introduce and expect appropriate use of theatrical terminology • Provide opportunities for individual and multiple groupings • Differentiate instruction to meet wide range of student needs • Reinforce effort and provide recognition through frequent and descriptive feedback • Integrate Middle School Drama understandings with other content areas 	
Middle School Drama	Theatre Arts 1 Expectations		
<p>1. Create</p>	<ol style="list-style-type: none"> 1. Characterization in a scripted or improvised scene 2. Contributions in improvisation and play building 3. Technical and design elements in improvised and scripted works. 		
<p>2. Perform</p>	<ol style="list-style-type: none"> 1. Acting techniques in performance 2. Apply aspects of technology within a production 		
<p>3. Critically Respond</p>	<ol style="list-style-type: none"> 1. Influence of contemporary and historical elements in theatrical works 2. Critical evaluation in discussing theatrical works 3 Individual and collaborative contributions 		

1. Create

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, developing characters, and analyzing roles.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Create Standard:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

Content Area: Middle School Drama	
Standard: 1. Create	
Valwood Graduates:	
➤ Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles	
GRADE LEVEL EXPECTATION:	
Concepts and skills students master:	
1. Characterization in a scripted or improvised scene	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Develop and use language appropriate to a role or character (DOK 1-2) b. Develop and use fundamental vocal and physical techniques appropriate to conveying a role or character (DOK 1-2) c. Play with a variety of roles, characters and relationships through improvised techniques in fictional situations and scripted text (DOK 1-3) 	Inquiry Questions: <ol style="list-style-type: none"> 1. What makes an actor's performance of a character intriguing? 2. Do inanimate objects have "character?" 3. What are the differences or similarities in a role versus a character? Or are they one in the same?
	Relevance and Application: <ol style="list-style-type: none"> 1. Performing in rehearsal situations as a productive and responsible member of an acting ensemble demonstrates personal responsibility and commitment to a collaborative process. 2. Performing, observing, and listening in the rehearsal process increases one's awareness of personalities in the community and confidence in social situations. 3. Performing a character and observing the characterization process increases language skills in all other disciplines such as politics, social sciences, and retail and service industries. 4. Using the performance space to express one's social imagination creates confidence in the technical aspects of performance.
	Nature of the Discipline: <ol style="list-style-type: none"> 1. Developing a character requires critical thinking, creativity, and problem-solving skills.

Content Area: Middle School Drama	
Standard: 1. Create	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy ➤ Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research 	
GRADE LEVEL EXPECTATION:	
Concepts and skills students master:	
2. Contributions in improvisation and play building	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Develop linear scene and plot structures to communicate dramatic ideas (DOK 1-2) b. Devise, explore, and enact a variety of texts (DOK 1-2) c. Analyze, interpret, and explore simple or multi-layer scripts or scenes (DOK 1-3) d. Select and use appropriate information and communication technologies to devise collaborative dramatic works (DOK 1-3) e. Construct and analyze a situation to be improvised (DOK 1-3) f. Collaborate as part of an ensemble to problem-solve improvised scene work (DOK 2-3) g. Make, accept, and extend offers in improvisation, and contribute ideas in improvised scenes (DOK 2-3) h. Link play building scenes in different ways to create cohesive material/work (DOK 2-4) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do ensembles accomplish their goal? 2. How can a story move from place to place and scene to scene through time?
	Relevance and Application: <ol style="list-style-type: none"> 1. Utilizing movement, storytelling, literature, images, personal stories and experiences, music, creative writing, local community, media, government bodies and institutions, libraries, or the Internet as sources is key to obtaining the material used for play building. 2. Using improvisation as a form and key technique to devise play building improves spontaneity and builds group participation. 3. Participating in building a play enhances logical sequencing and problem-solving skills involved in other disciplines such as medical professions, aerospace, corporate administration, industrial films, computer programming, and gaming. 4. Understanding the complexity of devising a play aids in the appreciation of dramatic literature and playwrights. 5. Participating in and observing the construction of the scene helps to create flexibility and tolerance toward others with all types of skills including

	performance, management, writing, and technical skills.
	Nature of the Discipline: <ol style="list-style-type: none"><li data-bbox="1150 293 1877 391">1. Developing ideas for theatrical situations requires higher level thinking skills, self-reflection and flexibility.

Content Area: Middle School Drama	
Standard: 1. Create	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy ➤ Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research 	
GRADE LEVEL EXPECTATION:	
Concepts and skills students master:	
3. Technical and design elements in improvised and scripted works.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Make and justify choices on the selection and use of design elements to support scripted and unscripted material (DOK 2-3) b. Identify and analyze the application of design elements of scripted and unscripted material (DOK 1-3) c. Implement the use of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques (DOK 1-2) 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why does the location of the audience matter when telling a story in theatre? 2. Why does employing dramatic and theatrical vocabulary become essential when producing dramatic and theatrical works? 3. What careers are dependent on theatrical production? 4. How does knowing proper vocabulary enhance the process of creating a theatrical work?
	Relevance and Application: <ol style="list-style-type: none"> 1. Designing and building for the stage aids in environmental awareness. 2. Using the imagination to interpret the written word in terms of physical surroundings enhances learning in sciences and mathematics. 3. Building confidence in hands-on expression and skill builds respect for the personal space and expression of other people.
	Nature of the Discipline: <ol style="list-style-type: none"> 1. Great art requires skills and discipline to turn notions into a quality product.

2. Perform

The theatrical process is a product of the knowledge and essential skills gained in the study of Middle School Drama toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Perform Standard:

- Express Middle School Drama skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Content Area: Middle School Drama	
Standard: 2. Perform	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Express Middle School Drama skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking 	
GRADE LEVEL EXPECTATION:	
Concepts and skills students master:	
1. Acting techniques in performance	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Integrate vocal and movement skills to communicate dramatic meaning and to enhance performance (DOK 2-3) b. Use body language, physical and vocal skills to create and perform a believable character (DOK 2-3) c. Contribute to the creation of a scene as a productive member of an ensemble (DOK 1-3) d. Perform clarity of a character's motivation and personality (DOK 1-2) 	Inquiry Questions: <ul style="list-style-type: none"> 1. Why do different texts require different acting styles? 2. How does the ability to portray the same character from many perspectives enhance an actor's skill?
	Relevance and Application: <ul style="list-style-type: none"> 1. Collaborating on a project and contributing to its outcome develops pride and a sense of belonging. 2. Exploring scripted material by interpreting it in spoken scenes validates academic studies in literature. 3. Using a performance space and scenic elements enhances the importance of a project. 4. Problem-solving within a collaborative group provides a more cohesive ensemble 5. Using video playbacks can determine the dynamics of an ensemble within a performance or scene.
	Nature of the Discipline: <ul style="list-style-type: none"> 1. Contributing to the realization of a theatrical work is an exercise in collaboration and critical thinking.

Content Area: Middle School Drama	
Standard: 2. Perform	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process 	
GRADE LEVEL EXPECTATION:	
Concepts and skills students master:	
2. Apply aspects of technology within a production	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Read and analyze a play for its technical requirements, identifying points in the script that require or enhance the addition of a technical element (DOK 1-3) b. Describe characteristics of theatre technology and equipment based on a tour of a high school or professional theatre (DOK 1) 	Inquiry Questions: <ul style="list-style-type: none"> 1. How do designers adapt the technical requirements called for in scripts and plays? 2. How does style come into play with technical elements? 3. How much of a live performance should rely on new technology?
	Relevance and Application: <ul style="list-style-type: none"> 1. Analyzing the scripted material or the improvised story for physical necessities helps to make a reality of time and space. 2. Exploring other performance spaces and comparing them to what is available allows one to feel respect for the art and those who practice it. 3. Investigating the possibilities of a technical performance broadens the imagination beyond emotion and intellect.
	Nature of the Discipline: <ul style="list-style-type: none"> 1. Providing services for the good of the whole project embellishes the project and earns respect.

3. Critically Respond

An informed literacy, thoughtful critique, and cultural research are key aspects of Middle School Drama study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Critically Respond Standard:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Content Area: Middle School Drama	
Standard: 3. Critically Respond	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application 	
GRADE LEVEL EXPECTATION:	
Concepts and skills students master:	
1. Influence of contemporary and historical elements in theatrical works	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Reflect on elements of drama in a variety of dramatic forms and performance styles (DOK 1-2) b. Articulate and justify possible criteria for critiquing dramatizations and dramatic performances (DOK 1-3) c. Research architecture, clothing, customs, music, and artwork for a particular time period and culture, and respond to it in discussion, writing, computer-based formats and/or performance (DOK 2-3) d. Read and analyze a play for its technical requirements, and identify points in the script that require or might be enhanced by the addition of a technical element (DOK 2-3) 	Inquiry Questions: <ul style="list-style-type: none"> 1. How does studying theatre from a particular time period help us to better understand that time period and our current time period?
	Relevance and Application: <ul style="list-style-type: none"> 1. Organizing the methods of critique, and formulating a response to a performance or a story creates confidence in understanding and enjoying the art. 2. Comparing forms and styles helps to place history and culture in context. 3. Observing technological staging in all areas of design such as costumes, lighting, scenes, properties, makeup, and sound throughout history helps one to envision the scope of history.
	Nature of the Discipline: <ul style="list-style-type: none"> 1. By analyzing and interpreting dramatic characters, one discovers the necessary tools to communicate more effectively in his or her personal life.

Content Area: Middle School Drama	
Standard: 3. Critically Respond	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices 	
GRADE LEVEL EXPECTATION:	
Concepts and skills students master:	
2. Critical evaluation in discussing theatrical works	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Experience and appreciate a range of dramatic and theatrical performances (DOK 1-2) b. Use appropriate language individually and within a group when devising, enacting, discussing, debating, or writing about drama (DOK 1) c. Reflect on one's own work and the work of others (DOK 1-2) d. Use appropriate theatre terminology to describe and analyze the strengths and weaknesses of individual or group work (DOK 1-3) 	Inquiry Questions: <ul style="list-style-type: none"> 1. Why is exposure to a range of performances necessary to develop strong critical evaluation skills? 2. Why is criticism better than judgment? 3. What is meant by "we are our own worst critic?"
	Relevance and Application: <ul style="list-style-type: none"> 1. Learning to give constructive criticism and taking criticism facilitates flexibility and strengthens choices. 2. Using appropriate language and terminology in discussion and debate strengthens critical thought processes. 3. Understanding theatrical conventions increases awareness of audience participation and the importance of technical support. 4. Considering the validity of a theatre and film critic's work requires strong evaluation, technology, and literacy skills and allows one to make informed decisions on the quality of one's work.
	Nature of the Discipline: <ul style="list-style-type: none"> 1. Critiquing the performer and performance using the terminology of the theatre develops objectivity and appreciation.

Content Area: Middle School Drama	
Standard: 3. Critically Respond	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer 	
GRADE LEVEL EXPECTATION:	
Concepts and skills students master:	
3. Individual and collaborative contributions	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify the value of a varying range of dramatic and theatrical performances (DOK 1-2) b. Recognize the contribution and commitment of individuals and groups to drama, and acknowledge a diversity of views (DOK 1-2) c. Identify the qualities of a productive member of an acting ensemble (DOK 1-2) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does one show respect for a space and the people who have worked to put together a performance? 2. What is "polite" and "appropriate" behavior for the theatre, and how does it change depending on the show and venue?
	Relevance and Application: <ol style="list-style-type: none"> 1. Attending various performances is good practice for learning social etiquette, which translates to all areas of one's social and professional environment. 2. Acknowledging excellence in performers and performing groups enhances a vision of excellence for oneself. 3. Employing visual imagination and respect for the technically inclined personnel is strengthened through attention to technical requirements for a play such as staging, direction, and all areas of design.
	Nature of the Discipline: <ol style="list-style-type: none"> 1. When performers and technicians receive praise, they can learn to give it.

