



Fine & Performing Arts Department Curriculum Guide

Partnership in Drama – CP

Course Description
<p>Partnership in Drama is a class designed to give students of all abilities and backgrounds a chance to experience and learn skills of performing on the stage. Students will play improvisation games, move and dance, select and recite monologues and scenes from a variety of genres and watch examples of dramatic performances. This class is designed to give students the ability to learn how to create characters, collaborate with others in a scene or ensemble, as well as allowing students to grow in their ability to express themselves while gaining confidence in a safe space.</p>
Content Standards
<p>Cluster 1: Creating art with artistic intent. Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p>Practice 1. Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p>Practice 2. Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p>Practice 3. Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate. Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p>Practice 4. Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.</p> <p>Practice 5. Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p>Practice 6. Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p>Cluster 3: Responding to arts through intellect and emotion. Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</p> <p>Practice 7. Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p>Practice 8. Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p>Practice 9. Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge. Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p>Practice 10. Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>



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Units	Content Topics
Warm Ups Getting to Know Each Other	<ul style="list-style-type: none"> ▪ Name games, Ice breakers ▪ Basics of improv, warm ups/group activities ▪ Basics of emotional connection & expression ▪ Sample pieces, stage directions ▪ Group movement (dance/gesture - year long/recurring) ▪ Term Project - Lead A Warm Up: A warm up from class (or created by the student), the student will lead the class in a warm up (vocal, movement, game, etc.).
Monologues Character Creation	<ul style="list-style-type: none"> ▪ Sample monologues (plays, disney, etc.), solo improv activities ▪ Movement based characters (shape, gesture, walk, etc.) ▪ Memorization techniques, rehearsal techniques ▪ Term Project - Monologue Presentation - choose a monologue, create a character, rehearse & present.
Scenes Performing with a Partner Continued Character Creation	<ul style="list-style-type: none"> ▪ Mask/Clown work, sample scenes (comedic & dramatic), ▪ Paired improv activities ▪ Active listening & reacting ▪ Basics of comedy & drama ▪ Movement based characters - continued ▪ Memorization techniques, rehearsal techniques - continued ▪ Term Project - Scene Presentation - select a scene, create a character, rehearse & present w/ a partner
My Story Creation My Story Performance Devised Work (TBD)	<ul style="list-style-type: none"> ▪ Devised Work - full class creates a play together (characters, story, themes, blocking/movement) ▪ Light tech - costumes/props/lights/sound) ▪ My Story project: 1-3 minute solo "story" about you/the year/the class, created & performed by the student (TBD)
Variety	<ul style="list-style-type: none"> ▪ Audition techniques, monologue/scene cold reads, varying improv/group games, movement/vocal warm ups, stage combat, playwriting & scene creation, film acting & analysis, minimal dance, theater history - ALL TBD