

SRPSD DRAMA 10-30

April 2015

Creative/Productive	DCP		
Develop self-confidence self-discipline and self-motivation	DCP10.1	DCP20.1	DCP30.1
Acquire understandings and abilities in group processes	DCP10.2	DCP20.2	DCP30.2
Develop an understanding of the processes and elements involved in creating works of dramatic art	DCP10.3	DCP20.3	DCP30.3
Develop acting skills	DCP10.4	DCP20.4	DCP30.4
Critical/Responsive	DCR		
Exercise critical thought and support opinions when responding to dramatic presentations	DCR10.1	DCR20.1	DCR30.1
Understand the role of drama in various cultures, past and present	DCR10.2	DCR20.2	DCR30.2

For detailed information on foundational and learning objectives, organization and suggested instructional approaches refer to the [Drama 10-30 \(1993\) Curriculum Guide](#) .

SRPSD CORRELATION TO DRAMA 10-30 FOUNDATIONAL/LEARNING OBJECTIVES

April 2015

STUDENTS ACHIEVE	FOUNDATIONAL OBJECTIVE	10	20	30
Embedded in other outcomes	Acquire increased knowledge of others, themselves and the world around them	<ul style="list-style-type: none"> ○ recall and respond to drama experiences ○ share responses with other students 	<ul style="list-style-type: none"> ○ recall and respond to drama experiences ○ share responses with other students 	<ul style="list-style-type: none"> ○ recall and respond to drama experiences ○ share responses with other students
DCP1	Develop self-confidence self-discipline and self-motivation	<ul style="list-style-type: none"> ○ follow classroom routines and procedures ○ feel secure in the class ○ co-operate with others ○ develop a sense of responsibility to other members of the class ○ concentrate during drama experiences ○ contribute to group discussions ○ volunteer to start or join activities 	<ul style="list-style-type: none"> ○ follow classroom routines and procedures ○ follow classroom routines and procedures ○ feel secure in the class ○ co-operate with others ○ act responsibly toward other members of the class ○ concentrate during drama experiences ○ initiate ideas for drama experiences ○ begin to initiate out-of-class activities to support the in-class work 	<ul style="list-style-type: none"> ○ follow classroom routines and procedures ○ feel secure in the class ○ co-operate with others ○ act responsibly toward other members of the class ○ concentrate during drama experiences ○ initiate ideas for drama experiences ○ initiate out-of-class activities to support the in-class work
DCP2	Acquire understandings and abilities in group processes	<ul style="list-style-type: none"> ○ listen to the ideas of others ○ co-operate with others in groups of various sizes to plan and participate in drama experiences ○ begin to practice group decision making and problem-solving ○ reach consensus 	<ul style="list-style-type: none"> ○ listen to the ideas of others ○ work with increased competence in groups of all sizes to plan and participate in drama experiences ○ develop abilities in group decision making and problem-solving ○ reach consensus ○ assume leadership in small and large groups ○ accept the leadership of others in small and large groups ○ evaluate the contributions of themselves and others to projects undertaken in groups of all sizes 	<ul style="list-style-type: none"> ○ listen to the ideas of others ○ work co-operatively in groups of all sizes to plan and participate in drama experiences ○ become competent in group decision making and problem-solving ○ reach consensus ○ practice leadership of small and large groups ○ accept the leadership of others in small and large groups ○ evaluate the contributions of themselves and others to projects undertaken in groups of all sizes

<p>DCP3</p>	<p>Develop an understanding of the processes and elements involved in creating works of dramatic art</p>	<ul style="list-style-type: none"> ○ work with others to structure prepared improvisations ○ offer ideas in spontaneous improvisations ○ accept ideas in spontaneous Improvisations ○ learn to maintain the focus of an improvisation ○ understand the importance of tension in improvisation ○ understand the importance of contrast in improvisations ○ understand the use of symbol in improvisation ○ understand the importance of the elements of focus, tension, contrast and symbol to all works of dramatic art 	<ul style="list-style-type: none"> ○ evaluate the contributions of themselves and others to projects undertaken in groups of all sizes ○ understand how improvisation can be used to explore characters ○ create characters from various stimuli ○ create lives for characters that extend beyond the stimuli ○ understand what motivates the characters they portray ○ maintain focus in improvisations ○ introduce tension to improvisations ○ use contrast in improvisations ○ inject the use of symbol into improvisations ○ identify the use of the elements of focus, tension, contrast and symbol in works of dramatic art ○ identify the central ideas of a play ○ understand the basic motivation of characters in a play ○ understand the relationship of script to performance 	<ul style="list-style-type: none"> ○ evaluate the contributions of themselves and others to projects undertaken in groups of all sizes ○ use improvisation to explore characters and situations ○ use improvisation to contribute to the creations of works of dramatic art ○ purposefully use the elements of focus, tension, contrast and symbol in all of their drama work ○ reinforce previously developed dramatic abilities and understanding ○ understand the relationship of script to performance ○ demonstrate an ability to script a scene or short play (optional) ○ demonstrate an ability to direct a short episode or scene (optional) ○ demonstrate an ability to contribute to one area of technical theatre (optional)
<p>DCP4</p>	<p>Develop acting skills</p>	<ul style="list-style-type: none"> ○ assume and sustain roles ○ accept and respond to others in role ○ develop increasing commitment to their own roles and the roles of others ○ express themselves confidently through movement and gesture ○ display clarity of movement and gesture ○ keep movement open to the audience ○ use movement to communicate nonverbally 	<ul style="list-style-type: none"> ○ sustain roles for an extended period of time ○ accept and respond to others in role ○ continue to develop commitment to their own roles and the roles of others ○ portray characters in monologues, improvisations and scripted scenes ○ express themselves confidently through movement and gesture ○ communicate character through movement and gesture 	<ul style="list-style-type: none"> ○ demonstrate an ability to portray a character's motivation within a scene ○ express the ideas and emotions appropriate to particular characters ○ convey relationships with the other characters in a scene ○ understand and apply the concept of status ○ become confident in communicating character through movement and gesture

		<ul style="list-style-type: none"> ○ understand that all movement must be motivated ○ begin to develop a poised, controlled posture ○ begin to develop breath control ○ begin to develop resonance in speaking ○ begin to articulate clearly ○ begin to develop voice projection ○ express themselves confidently through speech 	<ul style="list-style-type: none"> ○ become competent in blocking improvised or scripted scenes ○ understand and execute stage movement effectively ○ understand and execute stage business effectively ○ develop a poised, controlled posture ○ develop breath control ○ develop resonance in speaking ○ articulate clearly ○ develop voice projection ○ communicate character through speech 	<ul style="list-style-type: none"> ○ participate in blocking improvised or scripted scenes ○ demonstrate ○ poised, controlled posture ○ use breath control ○ use resonance in speaking ○ articulate clearly ○ use voice projection ○ become competent in communicating character through speech
DCR1	Exercise critical thought and support opinions when responding to dramatic presentations	<ul style="list-style-type: none"> ○ develop an understanding of how plays are made ○ develop an understanding of the contributions of various dramatic artists to a theatrical production ○ develop an understanding that theatre is a synthesis of the arts ○ develop an understanding of how the theatre elements of focus, tension, contrast and symbol contribute to a play ○ develop an understanding of how the artistic purpose of each of the artists is served by the use of theatre elements ○ understand the historical and cultural influences on a play ○ begin to use a process like "Looking at Plays" in oral and written response to dramatic presentations 	<ul style="list-style-type: none"> ○ continue to develop an understanding of how plays are made ○ continue to develop an understanding of the contributions of various dramatic artists to a theatrical production ○ continue to develop an understanding that theatre is a synthesis of the arts ○ continue to develop an understanding of how the theatre elements of focus, tension, contrast and symbol contribute to a play ○ continue to develop an understanding of how the artistic purpose of each of the artists is served by the use of theatre elements ○ understand the historical and cultural influences on a play ○ use a process like "Looking at Plays" in oral and written responses to dramatic presentations 	<ul style="list-style-type: none"> ○ understand how plays are made ○ understand the contributions of various dramatic artists to a theatrical production ○ understand that theatre is a synthesis of the arts ○ understand how the theatre elements of focus, tension, contrast and symbol contribute to a play ○ understand how the artistic purpose of each of artists is served by the use of theatre elements ○ understand the historical and cultural influences on a play ○ use a process like "Looking at Plays" in oral and written responses to dramatic presentations ○ understand that theatre, past and present, can teach us about ourselves ○ understand that today's dramatic artists are influenced by various theatre

			<ul style="list-style-type: none"> ○ understand that theatre, past and present, can teach us about ourselves ○ understand that today's dramatic artists are influenced by various theatre traditions ○ understand that theatre reflects the society that creates it 	<p>traditions</p> <ul style="list-style-type: none"> ○ understand that theatre reflects the society that creates it
DCR2	Understand the role of drama in various cultures, past and present	<ul style="list-style-type: none"> ○ understand that theatre, past and present, can teach us about ourselves ○ understand that today's dramatic artists are influenced by various theatre traditions ○ understand that theatre reflects the society that creates it ○ understand that theatre can influence the society in which it is created ○ understand the universality of certain themes, characters and situations in dramatic expression through the age ○ understand that through theatre history they can discover various presentational styles ○ understand that through theatre history they can discover various acting styles ○ understand that through theatre history they can discover various staging possibilities 	<ul style="list-style-type: none"> ○ understand that theatre can influence the society in which it is created ○ understand the universality of certain themes, characters and situations in dramatic expression through the ages ○ explore various presentational styles in their drama work ○ explore various acting styles in their drama work ○ explore various staging possibilities in their drama work 	<ul style="list-style-type: none"> ○ understand that theatre can influence the society in which it is created ○ understand the universality of certain themes, characters and situations in dramatic expression through the ages ○ continue to explore various presentational styles in their dramatic presentations ○ continue to explore various acting styles in their dramatic presentations ○ continue to explore various staging possibilities in their dramatic presentations