

Advanced Drama

Grades: 10,11, 12

Length: Full Year

Environment: Classroom-based

Subject: VAPA

Discipline: Theater

Institution: Alhambra High School

Course Overview

Advanced Drama is a rigorous, academically and artistically challenging course. Students will refine techniques and explore advanced theatre possibilities. This course includes in-depth scene and play study, research on a particular playwright, as well as preparation for and performance of scenes and monologues representative of this artist's work. It may include original scene or monologue work and director training.

Unit 1: Getting To Know You (August)

This unit re-introduces the philosophy of Drama Class to the students: Say Yes! Students will get to know each other through a series of drama games and exercises which will build confidence and trust among the student actors, creating an atmosphere of positive and supportive energy in class. Advanced actors continue to practice the class philosophy of "Say Yes!"

Learning Intentions: Self-Awareness- Recognizing Strengths; Self-Management- Goal Setting; Social Awareness- Respect for Others; Relationship Skills-Communication, Relationship Building; Responsible Decision-making- Identifying and Solving Problems Vocabulary & Concepts:

- Classroom Management, Getting to Know Your Students, Developing Procedural Processes for Daily Routines
- Rules, Expectations, and Procedures
- Get to know you: Theatre Introduction
- Develop Social Contract
- Identify and use appropriate Audience Etiquette
- Understand and execute theatre safety protocols
- Develop and practice theatre preparation and warm-up techniques
- Develop self-awareness, self-image; self-esteem, and self-confidence

Successive Units: different and unique each year.

Some students in Advanced drama are taking the class for the first year, others for a second year and still others for a third year. For this reason, the curriculum must be different each year. The students and instructor often create and plan dramatic projects together in which students work in pairs or small groups to explore dramatic concepts and to share their work with their peers. These units can include:

6-8 weeks somewhere in the school year: Read a Shakespeare script (or one by other important playwright) in preparation for a live or video viewing. Students read parts aloud, and the class discovers meaning and analyzes the script as we read. At the conclusion, students select scenes or monologues to stage and perform for their classmates. This includes simple set design, costume design, and character development. Learning Intentions: In this unit, students will increase their proficiency in acting by: ● Understanding the narrative essentials of a play and developing expressions that are authentic and consistent with the original intent of the playwright. ● Identifying the varieties of drama in evaluating and studying plays ● Critically evaluating plays based on a standard set of theatrical criteria ● Preparing various forms of literature for oral interpretation: Poetry, Prose, Dramatic, Humorous, Reader's Theater, Storytelling, Duets, Group Scenes, One Act Plays Vocabulary & Concepts: Academic and Concept Vocabulary; Dramatic Structure; Play and Character Analysis and Evaluation; Theme; Mood; Atmosphere; Tone; Author's Purpose and Intent; ; Oral Interpretation; Selecting and Preparing Performance Material; Creating an Introduction; Rehearsal, Development, and Presentation; Critical Evaluation

3-4 weeks throughout the school year: Students expand their improvisational skills, and often lead games and classes in improv.

November and December (6 weeks): Groups of actors select a Broadway Musical to study, from which they create a performance piece which culminates in the first semester performance final. This project takes several weeks to complete. Students must watch the musical, discuss how to capture the essence of the musical for a 10-15 minute performance piece which communicates the mood and important ideas of the musical, including the performance of several small and large group songs. They collaboratively write a script which connects and introduces the songs set in a dramatic piece. Students costume their characters and create simple sets to tell their story.

Vocabulary & Concepts: Role of the Director; Play/Musical Selection Process; Concept Development; Rehearsal Plan Development; Auditions; Casting; Rehearsal Process; Technical Theatre; Production Process; Production Run Process; Origins of Musical Plays; Special Staging and Techniques Used for Musicals; Choreography; Ensemble; Libretto; Score

4 weeks, usually in January-February: Students learn a Duo-Interp performance style and create a performance to be shared with the class.

6 weeks, somewhere in the school year: Students research and select a play for the whole class to stage and perform, with student directors. Students rehearse the play and perform for guests from another class.

Many other ideas in class are generated by the drama class itself, and are different each year. It is a workshop setting for students to grow as actors in various ways.