



STAFFORD COUNTY PUBLIC SCHOOLS

Curriculum Overview Seventh & Eighth Grade Drama

Course Description:

In seventh and eighth grade drama, students use voice, language, movement, imagination, and emotional perception to develop characters for the theater and also their own self-discipline and self-concept. Students learn drama through artistic collaboration in such activities as improvisation, playwriting, directing, technical production, and theater management. In addition, students learn about theater in the past and theater today with emphasis on the roles and careers available.

Essential Skills/Processes:

Goal 1: Develop internal and external personal resources.

Sensory and Emotional Perception

Interpret subtleties of sensory perception and emotional states.

Develop and use a range of emotional expression to portray complex characters.

Incorporate sensory and emotional experiences into theatrical design.

Produce theatre with attention to sensory and emotional detail in content and form.

Imagination

Express images through dramatic play and storytelling and react to imaginary objects, environments, and perceptions.

Use imagination in playmaking and use dramatic action to communicate and transform mental images.

Movement

Use movement for creative expression and to explore thought, feeling, roles, and character.

Identify and use movement techniques to express character.

Language

Use language for personal exploration and social interaction and to enact and comment on personal experience.

Use language to discover relationships with others through social interaction and present/represent the self in relation to others.

Voice

Use voice as a means of self-expression and to explore thought, feeling, and role in dramatic activities.

Use voice for conscious communication of thought, feeling, and character.

Identify and use vocal techniques to express a variety of characterizations.

Discipline

Demonstrate responsible behavior and social discipline in dramatic play and dramatic activities.

Self-Concept

Develop self-awareness and confidence in dramatic play.

Act and interact in dramatic activities with full involvement.

Discover self as effective in imagining, interacting, and reflecting in dramatic activities.

*Acknowledge similarities with and differences from others in dramatic activities.

Goal 2: Creating drama/theatre through artistic collaboration.

Interpersonal Skills/Ensemble

Develop ability to join with and respond to others in dramatic activities.

Balance personal needs with social responsibilities and requirements of the dramatic situation.

Problem-Solving

*Recognize that people in stories and life have problems and explore the concept of problem and resolution in a dramatic context.

*Devise alternative resolutions to problems in a dramatic context.

*Explore consequences and implications of alternative resolutions to problems through enactment.

Improvisation

Participate in dramatic play and improvised dramatic activities.

Develop skill in improvising action and dialogue.

Characterization

*Assume roles through imitation and explore a variety of roles and characters in life and fantasy situations.

*Incorporate physical, emotional, and social dimensions of characters in scenes.

Playmaking/Playwriting

Imitate life experiences and imaginary scenes in dramatic play.

Apply observations of life and story elements in dramatic activities.

Participate in playmaking focusing on the development and resolution of dramatic problems.

Write scenes in play script format based upon problem-solving improvisations.

Directing

Recognize and understand the role and responsibilities of the director.

Comprehend and respond to and/or use the directing process.

Technical Elements

Recognize selected aspects of the environment during dramatic play.

Recognize technical theatre elements used in dramatic activities.

Explore the effect of selected elements of technical theatre in dramatic activities.

Select elements of technical theatre to enhance dramatic situations.

Theatre Management

Recognize the functions of management in theatre production and perform management functions for theatre production.

Understand the relationship of management to design and technical functions.

Goal 3: Relating drama/theatre to its social context.

Drama/Theatre and Life

*Reflect upon personal and universal meaning in dramatic/theatre.

*Use life to understand theatre and theatre to understand life.

Roles and Careers

Use role-playing to develop awareness of a variety of social roles and occupations.

Explore a variety of social roles and occupations including theatre and other arts.

Explore selected occupations in theatre and gain insight concerning discipline, knowledge, and skills requisite for career preparation in theatre.

Theatre Heritage

*Explore historical and multicultural concepts through dramatic activities.

*Discover and explore motifs and themes in drama/theatre.

*Explore theatre history through dramatic literature.

*Use cultural, social, and political aspects of theatre heritage to solve theatrical problems.

Goal 4: Forming aesthetic judgments.

Dramatic Elements

Explore roles and environments in dramatic activities.

Use selected dramatic elements in dramatic activities.

Recognize, respond to, analyze and evaluate elements in dramatic literature.

Analyze and evaluate dramatic text as a basis for performance and technical theatre decisions.

Analyze and achieve consensus of interpretation concerning the dramatic elements for a text as a basis for production.

Theatre Attendance

Respond to, analyze, and evaluate live theatre using selected criteria.

*Expand depth and scope of aesthetic judgment by experiencing theatre of diverse styles, modes, and genres.

Theatre and Other Arts

+Experience various arts and relate them to drama/theatre.

+Explore and examine relationships between theatre and other arts.

Synthesize knowledge of other arts into the creation of a role and a theatre production.

Aesthetic Response

Respond effectively to dramatic activities and recognize and respond to unique qualities of drama/theatre.

Explore drama/theatre in order to understand and appreciate the creative process and reflect on and form opinions of drama/theatre experiences.

Respond to theatre art as an effort to interpret, intensify, and ennoble human experience.

Essential Knowledge:

Goal 1: Develop internal and external personal resources.

Goal 2: Create drama/theatre through artistic collaboration.

Goal 3: Relate drama/theatre to its social context.

Goal 4: Form aesthetic judgments.

Resources:

Curriculum Connections:

Stafford County Public Schools:

<https://www.staffordschools.net/>

VA Standards of Learning:

http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml

School Report Card (VA Department of Education):

<http://schoolquality.virginia.gov/>

*Multicultural connection

+Interdisciplinary connection