

The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of education. Students gain knowledge of events and historical movements that shaped society. The arts help to develop critical and creative thinking skills. The arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

For those students interested in developing skills in voice, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to: meet the varied needs and skill levels of the students, provide cultural enrichment for the students, help students develop aesthetic, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

EIGHTH-GRADE DRAMA

Course Frequency: Class meets every other day, averaging two and a half times per week

Credits Offered: Pass/Fail

Prerequisites: None

Background to the Curriculum

Drama is essential to the performing arts curriculum. Grade 8 Drama will introduce the basic skills for dramatic performance. This class will be a fast paced workshop, designed to strengthen the voice, acting, observation, movement and listening skills through exercises in improvisation, theater games, scene study and theater exercises. The main focus of the class is to build ensemble and begin to strengthen resources as an actor. Students will rehearse and perform selected scenes and monologues for peers. Acting styles will periodically be studied through the use of video and live performance. Vocabulary of the theater and performance and rehearsal expectations and etiquette will be stressed.

Core Topics / Questions / Concepts/ Skills

By the completion of this course of study, the student should be able to:

- Begin development of acting skills
 - ~ Create and sustain believable character throughout a scripted or improvised scene.
 - ~ Use vocal acting skills such as diction, projection, inflection and pace.
 - ~ Use physical acting skills, such as relaxation, concentration, and spatial awareness.
 - ~ Learn the appropriate theatre terminology.
 - ~ Use appropriate rehearsal techniques to refine and revise work leading to performance.
- Critical Response
 - ~ Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Learning Objectives

1] Begin development of acting skills

- Create and sustain believable character throughout a scripted or improvised scene.
- Use vocal acting skills such as diction, projection, inflection and pace.
- Use physical acting skills, such as relaxation, concentration and spatial awareness.
- Learn the appropriate theatre terminology.
- Use appropriate rehearsal techniques to refine and revise work leading to performance.

2] Critical Response

- Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Assessment

Students will be assessed on the following:

- Growth over the length of the course
- Attainment of pre-stated goals
- Journals
- Ensemble scene work
- Performance – all aspects including voice, body, memorization and characterization

Materials and Resources

Materials will be used from varying eras of theater literature, ranging from Greek to present day contemporary. Dramatic literature for scene selections will be substantial in its educational value.