UNIT OF STUDY - 1

Title: The Theatre and You  
Subject/Course: Drama  
Length: 3 weeks

Topic: Intro to Drama  
Grade: 11  
Designer: Mari Robertson

UNIT GOALS AND EXPECTATIONS

### IMPORTANT CONCEPTS:
- Drama is self-expression.
- Knowing oneself is vital to expression.
- Knowing dramatic conventions, including the specialized language of the theatre is vital to understanding, interpreting, and performing drama.

### ESSENTIAL QUESTIONS:
- What is a drama?
- What are the ingredients of theatre?
- Why are criticism and evaluation necessary for theatre?
- How do I interpret drama?
- What is improvisation?
- What is pantomime and mime?
- How do I overcome stage fright?
- How do I relax?
- Why is relaxation and self-confidence important to interpreting drama?

### STUDENT LEARNING EXPECTATIONS:

1.1.30 Expand appropriate terminology to develop theatre vocabulary.
1.1.33 Become aware of the senses through imaginary environments in dramatic activities.
2.1.42 Use role playing to develop awareness of a variety of social roles and in resolving dramatic problems.

2.1.45 Use a blend of vocal and physical expression to project character interpretation.
2.1.51 Respond appropriately as an audience member.

### SPECIFIC DECLARATIVE KNOWLEDGE-What I know
- Define drama
- Identify the ingredients of theatre
- Recognize dramatic conventions
- Recognize theatre’s specialized vocabulary
- Understand oneself and how to express oneself
- Define improvisation, pantomime and mime
- Understand the importance of interpretation.

### SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do
- Participate in a discussion about drama, its meaning and application.
- Perform various improvisations
- Perform relaxation techniques
- Write a description of a pantomime, including the objects used
- Perform various pantomimes
- Perform a group pantomime

### UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

Improvisation and pantomime presentations; pantomime descriptions; group performances.

Traditional Assessments: Pre-test and Post-test.

Other Evidence of Learning: Daily bell ringer activities; oral performance in discussions;
<table>
<thead>
<tr>
<th>ACTIVITIES AND LEARNING EXPERIENCES</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Students will read Chapter 1 of the textbook and participate in a discussion about what they have read.</td>
<td>The Stage and the School, by Schanker &amp; Ommanney</td>
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<td>Students will perform improvisation warm-ups, including “The Mirror,” “The Machine,” and “The Exchange.”</td>
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<td>Students will participate in concentration activities.</td>
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<td>Students will perform improvisations.</td>
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<td>Students will write two character/situation scenarios for other members of the class to perform.</td>
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<td>Students will practice relaxation exercises.</td>
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<td>Students will practice pantomime exercises.</td>
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<td>Students will decide on a pantomime to perform and write a description of it.</td>
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<tr>
<td>Students will perform a pantomime for the class.</td>
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<tr>
<td>Students will write a description of each other’s pantomimes.</td>
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<tr>
<td>Students will perform a group pantomime.</td>
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**Career Connections**

Actor, actress, director.