

## UNIT OF STUDY - 1

<b>Title:</b> The Theatre and You		<b>Subject/Course:</b> Drama	<b>Length:</b> 3 weeks
<b>Topic:</b> Intro to Drama		<b>Grade:</b> 11	<b>Designer:</b> Mari Robertson
<b>UNIT GOALS AND EXPECTATIONS</b>			
<b>IMPORTANT CONCEPTS:</b>  ➤ 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.		<b>ESSENTIAL QUESTIONS:</b>  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?	
<b>STUDENT LEARNING EXPECTATIONS:</b>  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.	
<b>SPECIFIC DECLARATIVE KNOWLEDGE-What I know</b> 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.		<b>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do</b> 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	
<b>UNIT ASSESSMENTS</b> <b>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</b>			
Improvisation and pantomime presentations; pantomime descriptions; group performances.			
<b>Traditional Assessments:</b> Pre-test and Post-test.		<b>Other Evidence of Learning:</b> Daily bell ringer activities; oral performance in discussions;	

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Students will read Chapter 1 of the textbook and participate in a discussion about what they have read.</p> <p>Students will perform improvisation warm-ups, including "The Mirror," "The Machine," and "The Exchange."</p> <p>Students will participate in concentration activities.</p> <p>Students will perform improvisations.</p> <p>Students will write two character/situation scenarios for other members of the class to perform.</p> <p>Students will practice relaxation exercises.</p> <p>Students will practice pantomime exercises.</p> <p>Students will decide on a pantomime to perform and write a description of it.</p> <p>Students will perform a pantomime for the class.</p> <p>Students will write a description of each other's pantomimes.</p> <p>Students will perform a group pantomime.</p>	<p><i>The Stage and the School,</i> by Schanker &amp; Ommanney</p>
Career Connections	
<p>Actor, actress, director.</p>	