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# Knob Noster R-VIII School District

We exist to empower learning through success for every student.

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## Drama Curriculum

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## Drama Curriculum

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<a href="#">Drama Priority Standard (Quick Look)</a>	K	1	2	3	4	5	6	7	8	9	10	11	12
<a href="#">Drama I</a>													
1. Know the vernacular and terminology necessary to discuss developments and aspects of the theatre arts.	O	O	O	O	O	O	O	O	O	I/M			
2. Apply knowledge of characters, their relationships, and their environments and implement variations of locomotor and non-locomotor movement and vocal pitch, tempo, and tone to differentiate them.	O	O	O	O	O	O	O	O	O	I/M			
3. Apply knowledge of dramatic text interpretation to create connections and organize and conduct rehearsals for informal or formal productions.	O	O	O	O	O	O	O	O	O	I/M			
4. Analyze and critique the whole and the parts of dramatic performances, taking into account the context and constructively suggest alternative artistic choices.	O	O	O	O	O	O	O	O	O	I/M			
5. Analyze how culture affects the content and production values of dramatic productions and describe and compare universal characters and situations in dramas from and about various cultures and historical periods.	O	O	O	O	O	O	O	O	O	I/M			

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## Drama Curriculum

Advanced Drama														
1. Apply learned acting skills (such as imagination, focus, listening, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices in oral interpretation.	O	O	O	O	O	O	O	O	O	O	O	I	R	M
2. Examine how theatre allows participants and audiences to investigate emotions and behaviors and know how to analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures.	O	O	O	O	O	O	O	O	O	O	O	I	R	M
3. Students will produce a drama event that will impact the community in a positive way.	O	O	O	O	O	O	O	O	O	O	O	I	R	M
4. Design and construct stage sets, lighting, costumes, and makeup.	O	O	O	O	O	O	O	O	O	O	O	I	R	M

*I – Introduce*

*R – Reinforce*

*M – Mastery*

*o – Optional for grade level*

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**Drama Curriculum**

**Drama I Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Basic Drama Terms</li> <li>• Areas of the Stage</li> <li>• Greek and Roman History</li> <li>• Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Blocking</li> <li>• Duet Acting</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Set Design</li> <li>• Props</li> <li>• Writing a play</li> <li>• Directing a Play</li> </ul>	<ul style="list-style-type: none"> <li>• Movie Adaptation Project</li> </ul>

<b>Drama I</b>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments

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## Drama Curriculum

<p>FA.9-12.A.3. Refine and complete artistic work. Rehearse.</p>	<p>Display logical choices within the boundaries of situation and character in dramatic circumstances</p>	<ul style="list-style-type: none"> <li>Practice and revise a devised or scripted drama/theatre work using theatrical staging Conventions.</li> <li>Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</li> <li>Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work</li> </ul>	<p>Script Project Movie Project</p>	<p>Improvisation</p>
<p>FA.9-12.B.4. Select, analyze and interpret artistic work for presentation.</p>	<p>Rehearse, polish and present a performance for a class or invited audience</p>	<ul style="list-style-type: none"> <li>Examine how character relationships assist in telling the story of a drama/theatre work</li> <li>Shape character choices using given circumstances in a drama/theatre work.</li> </ul>	<p>Duet Acting</p>	<p>Areas of the stage Blocking Set design</p>
<p>FA.9-12.C.7. Perceive and analyze artistic work.</p>	<p>Evaluate strengths and identify areas of improvement in peer performance</p>	<ul style="list-style-type: none"> <li>Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</li> </ul>		<p>Improvisation</p>
<p>FA.9-12.D.1. Synthesize and relate knowledge and personal experiences to make art. Empathize.</p>	<p>Choose calculated and reasonable risks physically, emotionally and artistically.</p>	<ul style="list-style-type: none"> <li>Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work. Interrelate- Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.</li> </ul>	<p>Script Project Movie Project</p>	<p>Writing a play Directing a play</p>

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## Drama Curriculum

<p>FA.9-12.D.2. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Interrelate- Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.</p>	<p>Examine and compare characteristics of theatrical works from various cultures throughout history.</p>	<ul style="list-style-type: none"><li>• Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research Methods.</li><li>• Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.</li></ul>	<p>Theatre History Presentation</p>	<p>Greek &amp; Roman History Improvisation</p>
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## Drama Curriculum

### Drama (ADV) Year At-A-Glance:

In order to maximize student engagement Advanced Drama will consist of multiple cycles. These cycles will ensure that students taking Advanced Drama more than once, learn new and exciting curriculum each time they take the course.

Cycle I (2018-2019)- Acting and Directing

Cycle II (2019-2020)- Technical Design, Writing, and Production

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Oscars- Evaluating Art</li> <li>• Creating a character</li> <li>• Acting Basics</li> </ul>	<ul style="list-style-type: none"> <li>• Styles of acting</li> <li>• Creating a monologue</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Play Script Analysis</li> <li>• Directing</li> </ul>	<ul style="list-style-type: none"> <li>• Directing Final Project- Documentary</li> </ul>

<b>Drama (ADV)</b>			Last Revised (Date & Name): Lexi Hunt 01/07/19	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments

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**Drama Curriculum**

<p>FA.9-12.A.3. Refine and complete artistic work. rehearse.</p>	<ul style="list-style-type: none"> <li>Practice and revise a devised or scripted drama/theatre work using theatrical staging Conventions.</li> <li>Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</li> <li>Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work</li> </ul>	<ul style="list-style-type: none"> <li>Refine, transform, and reimagine a devised or scripted drama/theatre work using the rehearsal process to invent or reimagine style, genre, form, and Conventions.</li> <li>Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.</li> <li>Apply a high level of technical proficiency to the rehearsal process to support the story and emotional impact of a devised or scripted drama/the work.</li> </ul>	<p>Creating a Monologue Creating a scene</p>	<p>Improvisation Creating a character Acting Basics Styles of acting</p>
<p>FA.9-12.B.4. Select, analyze and interpret artistic work for presentation.</p>	<ul style="list-style-type: none"> <li>Examine how character relationships assist in telling the story of a drama/theatre work</li> <li>Shape character choices using given circumstances in a drama/theatre work.</li> </ul>	<ul style="list-style-type: none"> <li>Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work</li> </ul>	<p>Oscars- Evaluating Art</p>	<p>Improvisation Play Script Analysis Directing</p>
<p>FA.9-12.C.7. Perceive and analyze artistic work.</p>	<ul style="list-style-type: none"> <li>Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</li> </ul>	<ul style="list-style-type: none"> <li>Use historical and cultural context to structure and justify personal responses to a drama/theatre work.</li> </ul>	<p>Oscars- Evaluating Art</p>	<p>Play Script Analysis Creating a character Acting Basics Styles of acting</p>
<p>FA.9-12.D.1. Synthesize and relate knowledge and personal experiences to make art. Empathize.</p>	<ul style="list-style-type: none"> <li>a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work. Interrelate- Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives. Interrelate- Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.</li> </ul>	<p>Creating a monologue</p>	<p>Play Script Analysis Creating a character Acting Basics Styles of acting</p>

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**Drama Curriculum**

<p>FA.9-12.D.2. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Interrelate- Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.</p>	<ul style="list-style-type: none"> <li>• Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research Methods.</li> <li>• Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.</li> </ul>	<ul style="list-style-type: none"> <li>• Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.</li> <li>• Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.</li> </ul>	<p>Play Script Analysis Directing Documentary</p>	<p>Play Script Analysis Oscars- Evaluating Art</p>
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