**Unit 7: Directing**

3 Weeks

*Description*

Students will learn the basics of directing. They will learn director script analysis, the roles a director takes on when directing a scene, play or production, and how to direct other students in scenes. Students will rotate scripts and direct each other in one minute scenes. Students will learn how to direct and critique scenes as a director. Students will then analyze a play using the perspective of a director. This will teach students not only how to analyze scripts, plays and movies in the future but also how to direct students thoughtfully.

*Activity:*

Students will be given a play to read and analyze as a director. Students will create a presentation about their play, its background and their vision as directors. They will include information on the setting of the script, the play’s time and place, the cultural, social, and political aspects of the play that might affect directing. Students will present on the protagonist, antagonist, the major plot line, the conflict, any themes that are throughout the play, symbols that they find in the play and any technical or technological items to consider when directing the play. Students will also have to create blocking for one scene of the play and write in blocking using theatre short-hand. Oral Presentations will be include a multi-media presentation

*Sample Journaling Activity*

Students will draw a diagram of the setting.

**Unit 8: Dramatic Acting**

3 Weeks

*Description:*

Students will learn different techniques when acting in the drama genre versus the comedic genre (Unit 5).  They will learn different character building techniques, character background summarizations, and how to show emotion on stage. Students will expand their knowledge of the dramatic genre and themes such as social drama, tragedy, regional drama and melodrama. Students will acquire the tools to take on dramatic roles and analyze dramatic roles for the stage.

*Activity:*

Students will learn how to use emotional recall to create a character not related to them. Students will be given a poem or monologue to look at and asked what emotions this poem/monologue portrays. They will conduct an emotional analysis of the piece to see if there is a shift of emotion or thought. They will label the emotions and write in emotional depth or what might have created the emotion. They will then practice the monologue or poem using emotion and perform for class.

*Sample Journaling Activity*

Students will identify times in their life where they felt those emotions and categorize what traits showing that emotion has (vocal, facial, body language, walk, etc.).

**Unit 9: Monologues / end of third quarter**

3 Weeks

*Description:*

Students will study monologues, their importance, where they originate, and their place in theatrical productions. Students will look at sonnets, poems and modern monologues and study the themes, symbolism and change of character found throughout the monologue. Students will understand the plot point of monologues and how they can be acted out on stage. Students will also look at film monologues and how monologue can be presented and written in different ways in film than it is on stage. Students will analyse and perform famous monologues at the high school open house.

*Activity:*

Students will write their own monologue based on current events in their own life. They will brainstorm what is going on in their life – home, school, friends, activities and extracurricular activities and write a monologue about their thoughts, feelings or events within those topics. They will use the knowledge they have gained in this unit to write a one minute monologue. They will peer edit and then perform their monologues memorized for the class.

*Sample Journaling Activity*

Students will describe their experience practicing for the open house.

**Unit 10 : Auditions**

2 Weeks

*Description*:

Students will learn about the audition process for different facets of the theatre . They will understand how auditons work for theatre and what the process is like for auditioning.They will learn about creating portfolios, resumes, and preparing audition pieces. Students will understand how to properly do a given versus a cold read script or monologue at an audition and successfully show their talent to audition judges.  Students will create an audition portfolio to use at future theatre auditions and complete a mock audition with a panel of judges in class.

*Activity*:

Students will write a theatre resume using not only what theatre experience they might have but also incorporating their theatre education, skills and talents they have and using their creative thinking skills to advocate for themselves on paper. Resumes will be typed in proper professional format and can be used in future auditions or job interviews.

*Sample Journaling Activity*

Using real world sources students will actively 'scrapbook' types of auditions including time, place, and character.

**Conclusion Unit 11- Bringing it all together**

 6 Weeks

*Description:*

Students will plan, create and perform in the Annual Drama Theatrical Production.  They will be able to use quality work from the semester to perform on stage as well as create new scenes, monologues and musical theatre numbers to perform. They will publicize the event and perform for an outside audience. All students must be involved in the festival. They can be involved in acting, participating in tech, planning and publicizing the event or directing portions of the event. Students will write a reflective essay where they will express what they learned by creating the event as well as what they would do differently next time. This will serve as their semester final.

*Activity:*

Students will compile a list of all the acts that will be part of the production and be asked to brainstorm the best ways to publicize the event to people in the school as well as the community. They will create teams. One team will focus on student body, one will focus on  Westwood School District Staff, one will focus on the entire community, one will be a newspaper group who creates press releases and the final group will use graphic design and art to create publicity posters to be printed and put around the school and community.

*Summary Writing Assignment*

 Students will keep a diary the entire production in their character's voice

# group work

The Machine

Start with one student making a noise and a simple repeatable gesture. When the student has a rhythm and another student has an idea for a movement which connects to the first gesture that student joins the first student by making a new noise and movement which connects to the original gesture. Each student joins in with a new noise and gesture and connects to the others in some way until all students are involved in creating the machine.

Sculpture and Molding

In pairs, one person (A) is the sculptor and the other (B) is the block of clay. ‘B’ begins by standing in a neutral position; the sculptor slowly moves ‘B’s body into a new position according to the theme that is being explored. Ideally this is done without talking so that all communication is through body-language. Facial expressions can be shown by the sculptor for the statue to copy.

Many themes can be explored using this popular technique and some examples are listed below. Once the statues are made, an ‘exhibition’ can be held so that the sculptors walk around and look at each other’s creations. After this they can swop over. Sculpting can also be done by small groups, with one person being molded by the others until they reach consensus.

**The modification involves one sculptor and three to four blocks on clay.** The sculptor is handed a scene or famous landmark and he or she will recreate the image using teammate bodies.

The Mirror Game

Students are grouped in pairs and face each other. One acts as the leader, moving their arms, legs, head, face, in a slow steady pattern so that they can be ‘mirrored’ by their partner. The follower strives to copy the leader exactly. It’s an excellent focus exercise.

**The modification involves groups of four in a diamond shape.** Everyone faces the same way (instead of facing each other) and the person at the head of the diamond is the leader. As with the traditional game, the leader moves their arms, legs, head and the other three try to follow exactly.

# individual work

Observation: Sit outside for 30 minutes to people watch silently. Prepare a 2-3 page paper detailing your observations, paying special attention to the physicality dynamics discussed in class.

Act Out Pictures

Students will take on a character in a picture and use it to design an interpretive dance to music of choice.

# extensions

# readings

# links

# assessment

# extensions