

# Dramatic Arts

## 2023-24 90 Day Pacing Guide

<b>Unit 1</b> <b>Interpreting the Drama</b>	<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Comments</b>
<p><b>Conceptual Focus:</b> Improvisation - 5 days (Chapter 1)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>• What is improvisation?</li> <li>• What makes improvisation a foundation for interpretation?</li> <li>• How do character-centered and situation-centered storytelling differ?</li> <li>• What are the important factors in creating a successful improvisation?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• improvisation</li> <li>• spontaneity</li> <li>• illusion of the first time</li> <li>• scene-stealing</li> <li>• character-centered approach</li> <li>• situation-centered approach</li> <li>• motivated sequence</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Vocabulary</li> <li>• Exercises</li> </ul>
<p><b>Conceptual Focus:</b> Pantomime and Mime - 5 days (Chapter 2)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>• What are the basic principles of pantomime?</li> <li>• What can you do to relax?</li> <li>• How do you walk onstage?</li> <li>• How do you take a stage fall?</li> <li>• How do you gesture effectively onstage?</li> </ul> <p>What are the differences between pantomime and mime?</p>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• pantomime</li> <li>• nonverbal communication</li> <li>• cross</li> <li>• gesture</li> <li>• kinesthesia</li> <li>• mime</li> <li>• inclination</li> <li>• rotation</li> <li>• isolation</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Vocabulary</li> <li>• Exercises</li> </ul>
<p><b>Conceptual Focus:</b> Voice and Diction - 5 days (Chapter 3)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>• What are the keys to a good speaking voice?</li> <li>• Why is breath control so important?</li> </ul> <p>How can you develop a rich, strong, and interesting stage voice?</p>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• quality</li> <li>• resonance</li> <li>• nasality</li> <li>• pitch</li> <li>• inflection</li> <li>• monotone</li> <li>• volume</li> <li>• rate</li> <li>• diction</li> <li>• schwa</li> <li>• voiceless</li> <li>• voiced</li> <li>• plosive consonants</li> </ul>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Vocabulary Exercises</li> </ul>

		<ul style="list-style-type: none"> <li>● fricative consonants</li> <li>● nasal consonants</li> <li>● pronunciation</li> </ul> <p><b>I Can...</b></p>	
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<p><b>Conceptual Focus:</b> Acting - 10 days (Chapter 4)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● What special terminology is used in acting?</li> <li>● What are the different types of roles?</li> <li>● How do you create a character?</li> </ul> <p>What does it mean to act?</p>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● emotional or subjective acting</li> <li>● technical or objective acting</li> <li>● leading roles</li> <li>● protagonist</li> <li>● antagonist</li> <li>● juvenile</li> <li>● ingenue</li> <li>● principals</li> <li>● supporting roles</li> <li>● foil</li> <li>● straight parts</li> <li>● character parts</li> <li>● master gesture</li> <li>● typecasting</li> <li>● characterization</li> <li>● pause</li> <li>● versatility</li> <li>● primary source</li> <li>● secondary sources</li> <li>● 16 Keys to Characterization</li> <li>● body language</li> <li>● master gesture</li> <li>● leading center</li> <li>● cross</li> <li>● counter cross</li> <li>● rules of stage movement</li> <li>● cheat out</li> <li>● share a scene</li> <li>● upstaging</li> <li>● knap</li> <li>● inflection</li> <li>● subtext</li> <li>● substitution</li> <li>● improvisation</li> <li>● pointing lines</li> <li>● paraphrasing</li> <li>● laugh curve</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>

Unit 2 Appreciating the Drama	Standards	Knowledge/Skills	Comments
<p><b>Conceptual Focus:</b> The Structure of Drama - 5 days (Chapter 5)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● What are the narrative essentials of a written play?</li> <li>● What influence has Aristotle had on drama?</li> <li>● How does modern drama differ from traditional drama?</li> <li>● What does the exposition of a play reveal?</li> <li>● How is a plot divided into parts?</li> <li>● How do playwrights create characters?</li> <li>● What is the theme of a play?</li> <li>● How do playwrights use dialogue, action, and situation?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Aristotle's Key Elements of a Play</li> <li>● protagonist</li> <li>● proscenium arch</li> <li>● exposition</li> <li>● atmosphere</li> <li>● mood</li> <li>● preliminary situation</li> <li>● antecedent action</li> <li>● antagonist</li> <li>● denouement</li> <li>● dialogue</li> <li>● soliloquies</li> <li>● theme</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>
<p><b>Conceptual Focus:</b> Varieties of Drama - 5 days (Chapter 6)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● What are the differences between tragedy and comedy?</li> <li>● What are some of the devices playwrights use to make people laugh?</li> <li>● What are the types of comedy?</li> </ul> <p>What dramatic styles have influenced the theater in the twentieth century?</p>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● tragedy</li> <li>● protagonist</li> <li>● pathos</li> <li>● catharsis</li> <li>● hamartia</li> <li>● hubris</li> <li>● comedy</li> <li>● characteristics of comedy: <ul style="list-style-type: none"> <li>○ exaggeration</li> <li>○ incongruity</li> <li>○ anticipation <ul style="list-style-type: none"> <li>■ plant</li> <li>■ foreshadowing</li> <li>■ running gag</li> </ul> </li> <li>○ incompleteness <ul style="list-style-type: none"> <li>■ anticlimax</li> </ul> </li> <li>○ ambiguity</li> <li>○ recognition</li> <li>○ protection factor</li> <li>○ relief</li> </ul> </li> <li>● low comedy</li> <li>● farce</li> <li>● screen scene</li> <li>● asides</li> <li>● burlesque</li> <li>● parody</li> <li>● caricature</li> </ul>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>

		<ul style="list-style-type: none"> <li>● high comedy</li> <li>● comedy of manners</li> <li>● satire</li> <li>● fantasy</li> <li>● romantic comedy</li> <li>● sentimental comedy</li> <li>● melodrama</li> <li>● play of ideas</li> <li>● psychological dramas</li> <li>● the “whodunit”</li> <li>● allegory</li> <li>● monodrama</li> <li>● performance drama</li> <li>● theatrical conventions</li> <li>● representational vs. presentational</li> <li>● avant-garde</li> <li>● Theatre Styles <ul style="list-style-type: none"> <li>○ romanticism</li> <li>○ realism</li> <li>○ naturalism</li> <li>○ symbolism</li> <li>○ expressionism</li> <li>○ epic theatre</li> <li>○ constructivism</li> <li>○ theatre of the absurd</li> <li>○ theatre of involvement</li> <li>○ theatricalism</li> <li>○ total theatre</li> </ul> </li> </ul> <p><b>I Can...</b></p>	
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<p><b>Conceptual Focus:</b> History of Drama - 10 days (Chapter 7)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● How did the drama begin?</li> <li>● What characterized the drama of ancient Greece?</li> <li>● How did drama change during the Middle Ages and the Renaissance?</li> <li>● Who were the great Elizabethan playwrights?</li> <li>● How has American drama developed?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Greek Drama: <ul style="list-style-type: none"> <li>○ trilogy</li> <li>○ pathos</li> </ul> </li> <li>● Roman Drama: <ul style="list-style-type: none"> <li>○ amphitheaters</li> <li>○ closet dramas</li> </ul> </li> <li>● Medieval Drama: <ul style="list-style-type: none"> <li>○ saint plays</li> <li>○ mystery plays</li> <li>○ passion plays</li> <li>○ mansions</li> <li>○ pageant wagons</li> <li>○ cycle</li> <li>○ folk dramas</li> <li>○ morality plays</li> <li>○ moral interludes</li> </ul> </li> </ul>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>
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		<ul style="list-style-type: none"> <li>● commedia dell'arte</li> <li>● scenarios</li> <li>● innamorati</li> <li>● innamoratae</li> <li>● Christopher Marlowe</li> <li>● Ben Johnson</li> <li>● Shakespeare</li> <li>● Elizabethan playhouse</li> <li>● raked stage</li> <li>● Japanese theatre <ul style="list-style-type: none"> <li>○ No</li> <li>○ Bunraku</li> <li>○ Kabuki</li> </ul> </li> </ul> <p><b>I Can...</b></p>	
Unit 3 Producing the Drama	Standards	Knowledge/Skills	Comments
<p><b>Conceptual Focus:</b> Producing the Play - 5 days (Chapter 8)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● Who are the key members of a production staff, and what are their responsibilities?</li> <li>● What items are included in a master production schedule checklist?</li> <li>● How do you prepare a budget?</li> <li>● How do you make a promptbook?</li> <li>● How do you conduct and/or participate in an audition?</li> <li>● How do you prepare a résumé?</li> <li>● What are the different types of rehearsals?</li> <li>● What are dress rehearsals?</li> <li>● How do you create a rehearsal schedule?</li> </ul> <p>What are curtain calls?</p>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● producer</li> <li>● director</li> <li>● critiques</li> <li>● assistant director</li> <li>● prompter</li> <li>● scenic designer</li> <li>● technical director</li> <li>● stage manager</li> <li>● grip</li> <li>● properties chief</li> <li>● properties assistant</li> <li>● business manager</li> <li>● publicity manager</li> <li>● house manager</li> <li>● promptbook</li> <li>● warn cue</li> <li>● audition</li> <li>● callbacks</li> <li>● resume</li> <li>● reading rehearsal</li> <li>● blocking rehearsal</li> <li>● working rehearsal</li> <li>● bridging</li> <li>● polishing rehearsal</li> <li>● assistant director</li> <li>● rhythm</li> <li>● technical rehearsal</li> <li>● dress rehearsal</li> <li>● curtain call</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>

<p><b>Conceptual Focus:</b> Producing the Musical Play - 5 days (Chapter 9)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>• What are the types of musical theater?</li> <li>• What are the special concerns in planning and directing a musical play?</li> <li>• What techniques work well for performers in a musical play?</li> <li>• What are the special staging requirements of a musical play?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• opera</li> <li>• operetta</li> <li>• comic opera</li> <li>• musical revue</li> <li>• musical comedy</li> <li>• musical play</li> <li>• drop</li> <li>• crossover</li> <li>• change music</li> <li>• spoof</li> <li>• satire</li> <li>• concept musical</li> <li>• hanging plot</li> <li>• storage plot</li> <li>• backlighting</li> <li>• follow spot</li> <li>• reversibles</li> <li>• coordinates</li> <li>• combo</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Vocabulary</li> <li>• Exercises</li> </ul>
<p><b>Conceptual Focus:</b> Stage Settings - 5 days (Chapter 10)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>• What are the purposes of scenery in a play?</li> <li>• What are the effects of scenery in a play?</li> <li>• How has scenic design developed from the Renaissance through modern times?</li> <li>• What are some types of sets?</li> <li>• What are some of the basic principles and considerations of set design?</li> <li>• How do you construct and erect a set?</li> <li>• How do you paint and build scenery?</li> <li>• How do you shift and set scenery?</li> <li>• What are some tips for backstage safety?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• conventions</li> <li>• shutters</li> <li>• box set</li> <li>• unit set</li> <li>• permanent set</li> <li>• screens</li> <li>• profile sets</li> <li>• prisms or periaktoi</li> <li>• curtain set</li> <li>• floating screen</li> <li>• multiple-plane set</li> <li>• arena stage</li> <li>• rendering</li> <li>• unity</li> <li>• emphasis</li> <li>• proportion</li> <li>• balance</li> <li>• central axis</li> <li>• the importance of line</li> <li>• intensity</li> <li>• saturation</li> <li>• but joints</li> <li>• miter joints</li> <li>• toggle rails</li> <li>• sixing</li> </ul>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Vocabulary</li> <li>• Exercises</li> </ul>

		<ul style="list-style-type: none"> <li>● floor block</li> <li>● jack</li> <li>● foot iron</li> <li>● types of scene painting/texturing</li> <li>● gridding</li> <li>● hue</li> <li>● value</li> <li>● tints</li> <li>● shades</li> </ul> <p><b>I Can...</b></p>	
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<p><b>Conceptual Focus:</b> Lighting and Sound - 5 days (Chapter 11)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● How does lighting affect a play?</li> <li>● What basic equipment should be available for a performance?</li> <li>● How are lighting plans and cue sheets prepared?</li> <li>● What is basic sound equipment for the theater?</li> <li>● How are sound effects made?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● spotlight</li> <li>● dimmers</li> <li>● light panel</li> <li>● cable</li> <li>● connector</li> <li>● ellipsoidal reflector</li> <li>● follow spot</li> <li>● floodlight</li> <li>● Fresnel</li> <li>● portable striplight</li> <li>● roundels</li> <li>● gelatin</li> <li>● dimmer</li> <li>● crossfsde</li> <li>● wash</li> <li>● key light</li> <li>● fill light</li> <li>● sidelighting</li> <li>● backlighting</li> <li>● scrim</li> <li>● light plot</li> <li>● lighting cue sheet</li> <li>● acoustics</li> <li>● microphone</li> <li>● amplifier</li> <li>● speakers</li> <li>● tweeters</li> <li>● midrange</li> <li>● woofers</li> <li>● ringing</li> <li>● feedback</li> <li>● intercom systems</li> <li>● sound-effects board</li> <li>● sound plot</li> <li>● sound cue sheet</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>
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<p><b>Conceptual Focus:</b> Costuming - 5 days (Chapter 12)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● Why is effective costuming important to a good production?</li> <li>● What is color coding?</li> <li>● What is a costume parade?</li> <li>● What is the most important consideration in a period costume?</li> <li>● What is the key to believable period costuming?</li> <li>● How do you determine whether to rent, borrow, or make costumes?</li> <li>● How do you measure for costumes?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● color coding</li> <li>● swatches</li> <li>● costume parade</li> <li>● costume silhouette</li> <li>● costume plot</li> <li>● building</li> <li>● wardrobe manager</li> <li>● dressers</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>
<p><b>Conceptual Focus:</b> Makeup - 5 days (Chapter 13)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● Why use stage makeup?</li> <li>● What belongs in a makeup kit?</li> <li>● How do you create highlights and shadows?</li> <li>● What wigs and beards work best?</li> <li>● What effect does stage lighting have on makeup?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● chiaroscuro</li> <li>● makeup kit essentials</li> <li>● foundation</li> <li>● matte</li> <li>● highlighting</li> <li>● shadowing</li> <li>● blocked out</li> <li>● facial mask</li> <li>● blender</li> <li>● prosthetics</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>
<p><b>Unit 4</b> <b>Adapting and Interpreting the Drama</b></p>	<p><b>Standards</b></p>	<p><b>Knowledge/Skills</b></p>	<p><b>Comments</b></p>
<p><b>Conceptual Focus:</b> Theatre and Other Media - 5 days (Chapter 14)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● How did moviemaking develop?</li> <li>● What is unique about movie production and acting?</li> <li>● How did television develop?</li> <li>● What is unique about television production and acting?</li> <li>● What roles do critics play in the success of productions?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● animation</li> <li>● live-action film</li> <li>● close-up</li> <li>● zoom</li> <li>● dissolve</li> <li>● crosscut shot</li> <li>● story idea</li> <li>● the treatment</li> <li>● storyboard</li> <li>● film editing</li> <li>● three-camera system</li> <li>● criticism</li> </ul>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>



<ul style="list-style-type: none"> <li>● How does the audience affect the success of productions?</li> </ul>		<ul style="list-style-type: none"> <li>● review</li> <li>● analysis</li> <li>● receipts</li> <li>● ratings</li> </ul> <p><b>I Can...</b></p>	
<p><b>Conceptual Focus:</b> Theatre and Other Art Forms - 5 days (Chapter 15)</p> <p><b>Thematic Focus:</b></p> <ul style="list-style-type: none"> <li>● How does each art form communicate theme, mood, action, character, and setting?</li> <li>● What elements and communication methods do different art forms share?</li> <li>● How are art forms affected by society and historical events?</li> <li>● What part do music, art, and dance play in drama?</li> </ul>	<p><b>Essential Standard:</b></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● composer</li> <li>● melody</li> <li>● lyrics</li> <li>● troubadours</li> <li>● choreographer</li> <li>● ballet</li> <li>● modern dance</li> <li>● tap dance</li> <li>● performance art</li> <li>● art director</li> <li>● synthesis</li> <li>● Broadway musical</li> <li>● opera-buffa</li> </ul> <p><b>I Can...</b></p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● The Stage and the School</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Vocabulary</li> <li>● Exercises</li> </ul>