

High School Theater: Drama 2

11th-12th Grades (Advanced)

Benchmark Code – Subject: Theater = TH 2

ENG 888 Drama II

1 graduation credit
5 days a week, 1 year

Drama II is a continuation of the Drama I course in the Theatre Arts program. It will expound on acting techniques and the role of the actor in interpreting literature for performances, as well as explore theatrical conventions in theatre, film and television. It is a course which requires reading, researching, analyzing, and/or evaluating various types of literature.

Taught in English
Prerequisite: ENG 746 or audition/interview

- Strand 1 = Role of Drama in Personal and Social Development
- Strand 2 = Acting Skills
- Strand 3 = Development of Scenes or Scripts
- Strand 4 = Direction of Scenes and Productions
- Strand 5 = Role of Drama in Society

Code: Subject.Grade.Strand#.Standard#.Benchmark#.

Example: TH2.11th/12th.1.4.3 –Theater 2, 11th/12th Grade, Strand 1, Standard 4, Benchmark 3

Strand 1: Role of Drama in Personal and Social Development

Standard 1: The student understands how social concepts such as trust, cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in drama.

Benchmark Code	Benchmark
TH2.11/12.1.1.1	The student will trust own self and others in order to take risks such as expressing thoughts, feelings, and beliefs freely.
TH2.11/12.1.1.2	The student will demonstrate listening and concentration skills.

Standard 2: The student contributes to the overall effort of a group.

Benchmark Code	Benchmark
TH2.11/12.1.2.1	The student will participate cooperatively in a group in a variety of roles.
TH2.11/12.1.2.2	The student will build on the ideas of others, working in a positive and supportive manner and will offer own ideas.
TH2.11/12.1.2.3	The student will demonstrate a responsibility to group and self in rehearsal and performance through focus, commitment, and time on task in order to complete assignments on time.

TH2.11/12.1.2.4	The student will apply decision-making techniques to come to a consensus.
TH2.11/12.1.2.5	The student will offer constructive feedback when relevant and respectful.
TH2.11/12.1.2.6	The student will understand that effective responses to criticism are acknowledgement and probing clarifications.
Standard 3: The student understands ways in which working in role reflects life and how it can relate to own personal growth.	
Benchmark Code	Benchmark
TH2.11/12.1.3.1	The student will gain empathy for others from working in role.
TH2.11/12.1.3.2	The student will understand the diversity of relationships through exploration of character interactions.
TH2.11/12.1.3.3	The student will examine issues from different points of view by assuming a role in a problem solving context.
TH2.11/12.1.3.4	The student will gain communications skills through effective teamwork and group interaction.
TH2.11/12.1.3.5	The student will experience and analyze the duality of being the participant and observer within a dramatic context.
Strand 2: Acting Skills	
Standard 1: The student understands that movement is a way to create and communicate meaning.	
Benchmark Code	Benchmark
TH2.11/12.2.1.1	The student will demonstrate an uninhibited approach to movement.
TH2.11/12.2.1.2	The student will use nonverbal communication such as eye contact and body language effectively.
TH2.11/12.2.1.3	The student will understand the qualities of expressive movement to create transitions in a tableau sequence.
TH2.11/12.2.1.4	The student will understand silent communication like pantomiming to develop body awareness.
TH2.11/12.2.1.5	The student will explore and analyze social implications of body language to develop and improve individual and intergroup communication.
Standard 2: The student improvises different situations.	
Benchmark Code	Benchmark
TH2.11/12.2.2.1	The student will communicate specific meaning through body language such as facial expression and vocal tone and gestures.
TH2.11/12.2.2.2	The student will build a narrative in complexity through improvisation.

TH2.11/12.2.2.3	The student will develop a long-form improvisation that develops a story with conflict and fully developed characters e.g. (character's objective, obstacle/conflict, tactics, and resolution).
TH2.11/12.4.2.4	The student will participate in an improvised "game" (activity or situation) that focuses on a specific concept for character or story development.
TH2.11/12.2.2.5	The student will create scenes in which they agree with the reality being established with their scene partner.
TH2.11/12.2.2.6	The student will accept suggestions or information offered by their scene partners.
TH2.11/12.4.2.7	The student will improvise movement to portray a character/tell a story.
TH2.11/12.4.2.8	The student will understand and identify movements and dialogue that convey specific characters, settings, emotions, events, and relationships.
Standard 3: The student uses a variety of vocal techniques to communicate a specific meaning and/or create a character.	
Benchmark Code	Benchmark
TH2.11/12.2.3.1	The student will demonstrate vocal quality in tone, inflection, loudness, and clarity.
TH2.11/12.2.3.2	The student will change voice for different characters.
Standard 4: The student understands physical theater/Lecoq's 7 Levels of Tension.	
Benchmark Code	Benchmark
TH2.11/12.2.4.1	The student will identify and provide examples of Lecoq's 7 Levels of Tension.
TH2.11/12.2.4.2	The student will utilize the different states of tension to create scenes and short plays.
Strand 3: Development of Scenes or Scripts	
Standard 1: The student selects interrelated characters, environments, and situations for dramatizations, and then plans and records the creative process.	
Benchmark Code	Benchmark
TH2.11/12.3.1.1	The student will create a unified drama with a distinct beginning, middle, and end.
TH2.11/12.3.1.2	The student will follow the guidelines for stage combat especially safety procedures.
TH2.11/12.3.1.3	The student will create conflict that justifies the use of theatrical combat.
TH2.11/12.3.1.4	The student will apply subtext through emotion, status, and body language to a scene in order to create an underlying meaning beneath the lines.
TH2.11/12.3.1.5	The student will analyze a scenery according to the definition of the time and setting of the play, the positions of set pieces, and the ability to create mood and atmosphere.
TH2.11/12.3.1.6	The student will write a scene using s basic story structure with correct terminology.

TH2.11/12.3.1.7	The student will create a unified narrative based on a given structure and characteristics.(e.g. a horror play)
TH2.11/12.3.1.8	The student will write properly formalized dialogue to fit the story structure in the script.
TH2.11/12.3.1.9	The student will discuss how dialogue advances the storyline.
TH2.11/12.3.1.10	The student will assume roles that exhibit concentration and contribute to the action of dramatizations based on personal experience.
TH2.11/12.3.1.11	The student will recognize the difference between working in role and working as self by being committed to the intent of the drama.
Standard 2: The student designs the aesthetic environment of a performance.	
Benchmark Code	Benchmark
TH2.11/12.4.2.1	The student will visualize and arrange environments for classroom dramatizations.
Standard 3: The student understands the relationship between the rehearsal process and growth.	
Benchmark Code	Benchmark
TH2.11/12.4.3.1	The student will demonstrate an awareness of the need for rehearsal to create a polished presentation.
Strand 4: Direction of Scenes and Productions	
Standard 1: The student respect the rules of audience etiquette and rehearsal procedures.	
Benchmark Code	Benchmark
TH2.11/12.4.1.1	The student will apply skills to an actual role and production.
TH2.11/12.4.1.2	The student will demonstrate rehearsal etiquette such as coming prepared, respecting others, following instructions, and avoiding disruptions.
Standard 2: The student explores various ways of staging classroom dramatizations.	
Benchmark Code	Benchmark
TH2.11/12.4.2.1	The student will stand outside /watch recordings of the drama to identify changes that can be made.
TH2.11/12.4.2.2	The student will articulate suggestions for improvement to group members.
TH2.11/12.4.2.3	The student will evaluate if the drama’s specific meaning is conveyed.
TH2.11/12.4.2.4	The student will ensure that the setting is established and the space is well used.
Standard 3: The student compares perceived artistic intent with the final aesthetic achievement.	
Benchmark Code	Benchmark
TH2.11/12.4.3.1	The student will communicate directorial choices for improvised or scripted scenes.

TH2.11/12.4.3.2	The student will reflect upon his/her own performance and assess his/her efficacy and needs for improvement.
Standard 4: The student scores a script.	
Benchmark Code	Benchmark
TH2.11/12.4.1.1	The student will apply the terminology and techniques of scoring a script to a scene from a published play to be performed as a class production.
Strand 5: Role of Drama in Society	
Standard 1: The student interprets and explores how drama celebrates, comments on, and questions the values, issues, and events of cultures past and present.	
Benchmark Code	Benchmark
TH2.11/12.5.1.1	The student will explore the origin of theater in Ancient Greece and the masks of comedy and tragedy.