## CURRICULUM MAP

**Course/ Subject:** .5 Drama  
**Grade:** 9, 10, 11, 12  
**Teacher:** Marozsan  
**Month:** September

<table>
<thead>
<tr>
<th>Standard</th>
<th>Content</th>
<th>Skills</th>
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</tr>
</thead>
</table>
- Parts of a Stage  
  - Upstage  
  - Center Stage  
  - Downstage  
  - Stage Right  
  - Up Right  
  - Down Right  
  - Stage Left  
  - Up Left  
  - Down Right  
  - Proscenium  
- Parts of a House  
  - House Right  
  - House Left  
- Focus  
- Concentration  
- Elements of Pantomime | - Execute Stage Movement  
- Maintain focus and concentration while in character on stage with other actors.  
- Convey ideas through movement and without words. | - **Five Minute Focus**  
Individual silent performance on stage along with four other performers.  
- **Five Characters – One Set**  
Five character movement performance set to music. Dialogue is not utilized in this piece.  
- **Chairs**  
Three rounds of tableaus with each round having an increased amount of frames. |

**A. Elements and Principles in each Art Form**

**B. Demonstration of Dance, Music, Theatre and Visual Arts**

**C. Vocabulary Within each Art Form**

**D. Styles in Production, Performance and Exhibition**

**E. Themes in Art Forms**

**1.6.11**

**A. Listen to others.**

**C. Speak using skills appropriate to formal speech situations.**

**D. Contribute to discussions.**

**E. Participate in small and large group discussions and presentations.**
## CURRICULUM MAP

**Course/ Subject:** .5 Drama  
**Grade:** 9, 10, 11, 12  
**Teacher:** Marozsan  
**Month:** October/November

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</td>
<td>9.1.12 A, B, D, E</td>
<td>Project voice for stage as opposed to conversational.</td>
<td></td>
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</tbody>
</table>
B. Demonstration of Dance, Music, Theatre and Visual Arts | 9.1.12 A, B, D, E | Utilize voice flexibility and inflection in order to convey intended meaning. |  
C. Vocabulary Within each Art Form | 1.6.11 A, C, E | Utilize proper diction to maintain clarity. | One Line Delivery  
D. Styles in Production, Performance and Exhibition | 1.6.11 A, C, E | Execute stage movement in order to convey meaning and invoke emotion. |  
E. Themes in Art Forms | 1.6.11 A, C, E | Read and deliver sides in character. | Class Participation  
1.6.11 Speaking and Listening | 1.6.11 A, C, E | Delivery and blocking choices will be assessed. |  
A. Listen to others. | Voice Projection Flexibility Inflection Clarity |  
C. Speak using skills appropriate to formal speech situations. | Dialogue Delivery |  
D. Contribute to discussions. | Blocking Movement Hitting a Mark Cheating Out |  
E. Participate in small and large group discussions and presentations. |  |  |  
| | | | |
# CURRICULUM MAP

**Course/Subject:** Drama .5 credit  
**Grade:** 9, 10, 11, 12  
**Teacher:** Marozsan

**Month:** November/December

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| 9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts | 1.6.11 A, C, E  
9.1.12 A, B, D, E  
Two to three person scripted scenes  
• Rehearsal Process  
• Properties Selection  
• Costume Selection | • Memorize lines  
• Develop character choice  
• Collaborate with other performers  
• Execute blocking  
• Listen to other performers and director  
• Utilize props  
• Demonstrate voice projection  
• Choose colors and textures that are appropriate for set in order to convey intended time period and mood.  
• Select properties that are not only necessary, but time period appropriate.  
• Select costumes that are not only necessary, but time period appropriate  
• Select music that is not only necessary but time and theme appropriate. | • Daily Rehearsal Assessment  
Preparation of lines and characterization in advance  
• Properties  
Selected by student, approved by teacher.  
• Costumes  
Selected by student, approved by teacher.  
• Performance in front of a live audience (Drama Days) |
| A. Elements and Principles in each Art Form | | | |
| B. Demonstration of Dance, Music, Theatre and Visual Arts | | | |
| C. Vocabulary Within each Art Form | | | |
| D. Styles in Production, Performance and Exhibition | | | |
| E. Themes in Art Forms | | | |
| F. Historical and Cultural Production, Performance and Exhibition | | | |
| G. Function and Analysis of Rehearsals and Practice Sessions | | | |
| H. Safety Issues in the Arts | | | |
| I. Community Performances and Exhibitions | | | |
| 1.6.11 Speaking and Listening | | | |
| A. Listen to others. | | | |
| C. Speak using skills appropriate to formal speech situations. | | | |
| D. Contribute to discussions. | | | |
| E. Participate in small and large group | | | |
### CURRICULUM MAP

**Course/Subject:** Drama .5  
**Grade:** 9, 10, 11, 12  
**Teacher:** Marozsan

#### Month: January/February

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| 9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts | 1.6.11 A, C, E  
9.1.12 A, B, D, E | • In groups of 3-4, create a commercial for a product and a public service announcement  
• Create two brief scenes, 1-3 minutes in length, in which their original characters will interact.  
• Sketch out the outline of the scene and the staging of the scene.  
• Make a properties list.  
• Perform the scenes as a major evaluation of what they have learned over the course of the semester.  
• Improvisation games, both group and individual, in order to improve stage presence, voice projection and flexibility and character development | • Compare and contrast of film vs. video  
• Commercial Presentation  
• PSA Presentation  
• Improvisational Exercises |
| A. Elements and Principles in each Art Form | • Compare and Contrast play vs. film  
• Writing and Performance  
  ○ Product Commercial  
  ○ PSA  
• Improvisation  
  ○ Freeze  
  ○ Emotion/Option  
  ○ Genres  
  ○ Foreign Film  
  ○ Superheroes  
  ○ Party Quirks  
  ○ Dating Game  
  ○ Two Lines  
  ○ Song Game | |
| B. Demonstration of Dance, Music, Theatre and Visual Arts | | |
| C. Vocabulary Within each Art Form | | |
| D. Styles in Production, Performance and Exhibition | | |
| E. Themes in Art Forms | | |
| F. Historical and Cultural Production, Performance and Exhibition | | |
| G. Function and Analysis of Rehearsals and Practice Sessions | | |
| H. Safety Issues in the Arts | | |
| I. Community Performances and Exhibitions | | |
## CURRICULUM MAP

**Course/Subject:** Drama .5  
**Grade:** 9, 10, 11, 12  
**Teacher:** Marozsan

**Month:** March/April

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| 9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts | 9.1.12 A, B, D, E  
9.1.12 A, C, E  
- Writing and Rehearsal Comedic and Dramatic Skits 2-5 Minutes in Length  
- Scripted Monologues |  
- In groups of 2-5, create and rehearse a two comedic skits and one dramatic skit.  
- Choose and rehearse monologue.  
- Sketch out the outlines for the scenes and the staging of the scenes.  
- Make a properties list based on knowledge from other written plays.  
- Rehearse the scenes as a major evaluation of what has been learned over the course of the year. |  
- Monologue Rubric  
- Comedic Scene Rubric  
- Dramatic Scene Rubric |
| 1.6.11 Speaking and Listening  
A. Listen to others.  
C. Speak using skills appropriate to formal speech situations.  
D. Contribute to discussions.  
E. Participate in small and large group discussions and presentations. | 1.6.11 A, C, E  
- In groups of 2-5, create and rehearse a two comedic skits and one dramatic skit.  
- Choose and rehearse monologue.  
- Sketch out the outlines for the scenes and the staging of the scenes.  
- Make a properties list based on knowledge from other written plays.  
- Rehearse the scenes as a major evaluation of what has been learned over the course of the year. |
## CURRICULUM MAP

**Course/ Subject:** Drama .5  
**Grade:** 9, 10, 11, 12  
**Teacher:** Marozsan

**Month:** May/June

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<td><strong>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</strong></td>
<td><strong>1.6.11 A, C, E</strong></td>
<td>• Finalize blocking and sets.</td>
<td><strong>Drama Days</strong></td>
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<td><strong>9.1.12 A, B, D, E</strong></td>
<td>• Design lighting plot for scenes and monologues.</td>
<td>• Monologues</td>
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<td><strong>In class performance preparation</strong></td>
<td>• Choose, obtain and rehearse with finalized props and costumes.</td>
<td>• Comedic Skits</td>
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<td>• Produce and perform scenes in front of a live audience utilizing all skills that have been taught throughout the year.</td>
<td>• Dramatic Skits</td>
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<tr>
<td></td>
<td></td>
<td>• Voice</td>
<td>All skits must be consistent with what was rehearsed in class.</td>
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<tr>
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<td>• Characterization</td>
<td>Proper costumes, props, sets and music must incorporated.</td>
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<tr>
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<td></td>
<td>• Blocking</td>
<td>Blocking, characterization, voice flexibility and projection must be executed properly.</td>
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<tr>
<td><strong>1.6.11 Speaking and Listening</strong></td>
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<td><strong>A.</strong> Listen to others.</td>
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<td><strong>C.</strong> Speak using skills appropriate to formal speech situations.</td>
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<td><strong>D.</strong> Contribute to discussions.</td>
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<td><strong>E.</strong> Participate in small and large group discussions and presentations.</td>
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