# CURRICULUM MAP

**Course/ Subject:** Drama Full Year  
**Grade:** 10, 11, 12  
**Teacher:** Chiolan

**Month:** September (Eligible Content Not Available Yet at State Level)

<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 |  
- 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.  
- *Objective Test (Parts of a Stage and House)*  
  (Rubric will vary based on student level and experience) |
| 1.6.11 A, C, D, E | 1.6.11 A, C, D, E  
- Focus  
- Concentration  
- Elements of Pantomime |  |  |

(The above will be a review for 2nd, 3rd and 4th year students)
**CURRICULUM MAP**

Course/ Subject: Drama Full Year  
Grade: 10, 11, 12  
Teacher: Chiolan

Month: October (Eligible Content Not Available Yet at State Level)

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| 9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts | A. Elements and Principles in each Art Form | • Project voice for stage as opposed to conversational. | • One Line Delivery  
Two different deliveries of three different lines. |
| B. Demonstration of Dance, Music, Theatre and Visual Arts | | • Utilize voice flexibility and inflection in order to convey intended meaning. | | |
| C. Vocabulary Within each Art Form | | • Utilize proper diction to maintain clarity | • Class Production Auditions  
Prepared presentation of various sides from selected script. Delivery and blocking choices will be assessed. |
| D. Styles in Production, Performance and Exhibition | | • Execute stage movement in order to convey meaning and invoke emotion. | (Assessment will be based on student’s skill level with larger roles being awarded to more advanced students.) |
| E. Themes in Art Forms | | • Read and deliver sides in character. | |
| 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. | | |
## CURRICULUM MAP

**Course/ Subject:** Drama Full Year  
**Grade:** 10, 11, 12  
**Teacher:** Chiolan

**Month:** November/December (Eligible Content Not Available Yet at State Level)

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1.6.11 A., C., D., E.  
- Rehearsal Process  
- Set Building  
- Set Painting  
- Properties Selection  
- Costume Selection  
(Experienced/extroverted students can work with more inexperience/introverted students when participating in above activities) | • Memorize lines  
• Develop character choice  
• Collaborate with other performers  
• Execute blocking  
• Listen to other performers and director  
• Utilize props  
• Demonstrate voice projection  
• Construct flats and doors  
• Apply use of tools  
• Recognize and apply safe practices for builders and performers  
• 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 |  
- **Daily Rehearsal Assessment**  
- **Set Construction**  
- **Set Painting**  
- **Properties**  
- **Costumes**  
(Rubric will vary based on student level and experience) |
### 1.6.11 Speaking and Listening

<table>
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<th>A. Listen to others.</th>
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<td>C. Speak using skills appropriate to formal speech situations.</td>
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<td>D. Contribute to discussions.</td>
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<tr>
<td>E. Participate in small and large group gatherings only necessary, but time period appropriate</td>
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<td>Standard</td>
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</tbody>
</table>
• Focus lighting instruments  
• Program selected lighting cues | • Final Formal Performances  
Call Time |
|          | 1.6.11 A., C., D., E. | • Record necessary sound effects and music cues  
• Select and hang appropriate set dressings.  
• Imply program formatting  
• Assemble program | • Official Programs  
Follows agreed upon format |
|          | • Final Performance Process | • Create production poster  
• Create production press release | • Production Posters |
|          | • Lighting Design | • Organize Ticket Distribution  
• Execute Concession set up and sales.  
• Maintain House Control | • Production Press Releases |
|          | • Sound Design | | (Rubric will vary based on student level and experience) |
|          | • Set Dressing | | |
|          | • Program Development | | |
|          | • Advertising | | |
|          | • House Management  
Ticket Sales  
Concessions | | |
|          | | | |
| 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

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<td></td>
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<tr>
<td>E.</td>
<td>Participate in small and large group discussions and presentations.</td>
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# CURRICULUM MAP

**Course/ Subject:** Drama Full Year  
**Grade:** 10, 11, 12  
**Teacher:** Chiolan

**Month:** February  *(Eligible Content Not Available Yet at State Level)*

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1.6.11 A., C., D., E.  
- Set Deconstruction  
- Writing and Performance Product Commercial PSA  
- Improvisation Freeze Emotion/Option Genres Foreign Film Superheroes Party Quirks Dating Game Two Lines Song Game |  
- Take down a set using safe stage deconstruction procedures.  
- 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 based on knowledge from other written plays.  
- 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 |  
- Commercial Presentation  
- PSA Presentation  
- Improvisational Exercises (Rubric will vary based on student level and experience) |

|  |  
| (Experienced/extroverted students can work with more inexperience/introverted students when participating in above activities) |  |  |
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.

in order to improve stage presence, voice projection and flexibility and character development.
## CURRICULUM MAP

**Course/ Subject:** Honors English  
**Grade:** 11  
**Teacher:** Chiolan  
**Month:** March

<table>
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</table>
| *Brighton Beach Memoirs* – Neil Simon | Support theme with examples from the text.  
  Author Biography  
  Theme  
    Family Relationships  
  Memoirs  
*Models for Writers*  
Three short memoirs | Describe the connection between the author’s life and the text.  
Analyze the short memoirs and compare them to the play. | BBM Test  
In Class Reading and Discussion  
Write a two-three page memoir  
Journal Responses |
### CURRICULUM MAP

**Course/Subject:** Drama Full Year  
**Grade:** 10, 11, 12  
**Teacher:** Chiolan

**Month:** April (Eligible Content Not Available Yet at State Level)

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- Memorize lines  
- Develop character choice  
- Collaborate with other performers  
- Execute blocking  
- Listen to other performers and director  
- Utilize props  
- Demonstrate voice projection  
- Choose and rehearse monologue.  
- Memorize lines  
- Develop character choice  
- Collaborate with other performers  
- Execute blocking  
- Listen to other performers and director  
- Utilize props  
- Demonstrate voice projection  
- Choose appropriate costuming.  
- Monologue Rehearsal Rubric  
- Comedic Skit Rehearsal Rubric  
- Dramatic Skit Rehearsal Rubric |  |

(Experienced/extroverted students can work with more inexperience/introverted students when participating in above activities)
| 1.6.11 Speaking and Listening |  |  |
|-------------------------------|-----------------------------|
| A. Listen to others.          | • Rehearse the scenes as a  |
|                               | major evaluation of what has|
|                               | been learned over the course|
|                               | of the year.                |
| C. Speak using skills         |                             |
| appropriate to formal speech  |                             |
| situations.                   |                             |
| D. Contribute to discussions. |                             |
| E. Participate in small and   |                             |
| large group discussions and   |                             |
| presentations.                |                             |
| • Rehearse the scenes as a    |                             |
| major evaluation of what has  |                             |
| been learned over the course  |                             |
| of the year.                  |                             |
### CURRICULUM MAP

**Course/ Subject:** Drama Full Year  
**Grade:** 10, 11, 12  
**Teacher:** Chiolan  

**Month:** May  
(Eligible Content Not Available Yet at State Level)

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1.6.11 A., C., D., E.  
Performance Preparation |  
- Finalize blocking and sets.  
- Design lighting plot for scenes and monologues.  
- Choose, obtain and rehearse with finalized props and costumes.  
- Produce and perform scenes in front of a live audience utilizing all skills that have been taught throughout the year.  
  - Voice  
  - Characterization  
  - Blocking |  
|  | (Experienced/extroverted students can work with more inexperienced/introverted students when participating in above activities) |  | Drama Nights  
  - Monologues  
  - Comedic Skits  
  - Dramatic Skits  
  All skits must be consistent with what was rehearsed in class.  
  Proper costumes, props, sets and music must be incorporated.  
  Blocking, characterization, voice flexibility and projection must be executed properly.  
  (Rubric will vary based on student level and experience) |
### 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.