

**Argenta-Oreana High School
Dramatic Performance**

Date Semester	IL Learning Standards	Unit and/or Essential Question Content and/or Skills	Assessments and/or Products
January-February	1B5b, 1B5c, 1C5b, 2A5a, 2A5b, 2B5a, 4B5a, 4B5c, 25A5	Oral Interpretation <ul style="list-style-type: none"> • Students will analyze works of literature for the purpose of presenting them orally. • They will have a poem or program of poems for which they will consider such literary qualities as rhyme scheme, alliteration, symbolism, theme, and others. They will then deliver a planned and practiced reading that will reflect their understanding of the above qualities. • Students will also choose either a short story or a cutting from a prose work to perform. Again, they will first need to analyze literary qualities. 	<ul style="list-style-type: none"> • Analysis worksheets for each assignment • Performance graded on a rubric
February	4A4a, 4A4b, 4A4c, 4A4d, 4B5a, 4B5c	Acting Basics <ul style="list-style-type: none"> • Students will learn basic principles of acting, including interpretations of text and character, proper stage presence, and vocal techniques including projection, breathing, warm-up exercises, and memorization techniques. 	<ul style="list-style-type: none"> • quiz
February-March	1B5b, 1B5c, 1C5b, 2A5b, 2B5a, 4A4a, 4A4b, 4A4c, 4A4d, 4B5a, 4B5c	Monologues and Duets <ul style="list-style-type: none"> • Students will prepare a monologue for delivery. They may choose from any play they want, provided the material is school-appropriate. They will need to analyze their character and deliver their performance in a way that reflects their interpretation and an awareness of acting basics • Students will deliver a second monologue, this time specifically from a Shakespeare play. The same requirements hold, with the addition of an 	<ul style="list-style-type: none"> • Analysis worksheets • Performance graded on a rubric

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		<p>interpretation/translation of the language of the piece.</p> <ul style="list-style-type: none"> • With a partner, students will analyze, prepare, and perform a duet scene. The requirements will be more or less the same as the monologue, with the addition of reaction and response being a factor in their performances. 	
February-March	3A5, 3B5, 3C5a, 4B5a, 4B5c, 5A4b, 5C5a	<p>Actor Analysis</p> <ul style="list-style-type: none"> • Students will choose an actor/actress (typically from a list of Academy Award nominees) and prepare a report on him/her. They will consider the history of their career, research critical appraisals of their performances, and intensely watch and critique one of their performances based on a number of given criteria. The students will present their reports to the class, accompanied with a clip from the movie they reviewed. 	<ul style="list-style-type: none"> • Report will be graded on fulfillment of requirements and writing mechanics.
April	25B5, 26A4b,	<p>Play Production</p> <ul style="list-style-type: none"> • Students will learn about how plays are mounted, including information on set construction and decoration, blocking, direction, rehearsals, lighting, make-up, and costuming. 	<ul style="list-style-type: none"> • quiz
April-May	1B5b, 1B5c, 1C5b, 2A5b, 2B5a, 4A4a, 4A4b, 4A4c, 4A4d, 4B5b, 4B5d, 4B5a, 4B5c, 26B4b	<p>One-Act Performance</p> <ul style="list-style-type: none"> • Students will be put into small groups and will prepare and perform a one-act play or an extended scene or act from a full-length play. Students will be required to block the scene, plan rehearsals, and prepare and provide costumes and set dressing. 	<ul style="list-style-type: none"> • Scheduling plan will be graded • Character analysis worksheets • Final performance will be graded based on memorization, evidence of acting

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			techniques previously studied and adherence to stated interpretations of the play and character.