

Drama 1 Curriculum Map

This map is a suggested framework for a first-year drama curriculum. The included lessons, learning module guides, assessments, and readings are flexible based on the needs of your students.

Topic 1: Foundations of Theatre *Suggested Time Frame: 2 Weeks, Quarter 1*

Essential Questions

- What is theatre?
- What is the language and terminology of theatre?
- Who works in theatre?
- What are the origins of Western theatre?

Target Standards

TH:Cr2.1.1: Organize and develop artistic ideas and work. a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work. b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

TH:Re9.1.1: Apply criteria to evaluate artistic work. a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

Supporting Lessons

[Theatre Jobs Family Tree](#)

Students investigate the collaborative nature of various theatre professions.

[Types of Stages & Theatre Spaces](#)

Students learn about the different types of stages and the terminology associated with them.

Supporting Texts

Learning Module: [Theatre Basics](#)

- [Acting](#)
- [Audience Etiquette & Participation](#)
- [Jobs in the Theatre](#)
- [Backstage & House](#)
- [Types of Stages](#)

Learning Module: [Theatre Career Guides](#)

Learning Module: [Performance Skills & Process](#)

- [Stage Etiquette](#)

Learning Module: [Theatre History and World Theatre](#)

- [Ancient Greek Theatre](#)

Target Assessments

Create a chart that identifies the important jobs within a theatre, and how they relate and support each other.

Identify the types of stages and evaluate how they can impact the audience experience.

Topic 2: Introduction to Acting *Suggested Time Frame: 3-4 Weeks, Quarter 1*

Essential Questions

- What is acting?
- How do actors use their voice and body to communicate a character and tell a story?
- What is blocking? How is it used in performance?
- How do actors use collaboration in scene work?
- What are successful techniques of rehearsal?

Target Standards

TH:Cr1.1.I: Generate and conceptualize artistic ideas and work. c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

TH:Cr3.1.I: Refine and complete artistic work. a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

TH:Pr4.1.I: Select, analyze, and interpret artistic work for presentation. a. Examine how character relationships assist in telling the story of a drama/theatre work. b. Shape character choices using given circumstances in a drama/theatre work.

TH:Pr5.1.I: Develop and refine artistic techniques and work for presentation. a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. b. Use researched technical elements to increase the impact of design for a drama/theatre production.

TH:Pr6.1.I: Convey meaning through the presentation of artistic work. a. Perform a scripted drama/theatre work for a specific audience.

Supporting Lessons

[Unit: Beginning Acting](#)

Students learn the basic principles of acting and how to use them in a monologue performance.

[Unit: Acting: Beginning Scene Work & Shakespeare](#)

Students learn how to analyze, rehearse, and present a scene using Shakespeare's plays.

[Introduction to Pantomime](#)

Students define pantomime and learn how actors use pantomime within performance.

Supporting Texts

Learning Module: [Theatre Basics](#)

- [Acting](#)

Learning Module: [Performance Skills & Process](#)

- [Monologue](#)
- [Scene](#)
- [Researching the Role](#)

Learning Module: [Theatre Basics](#)

- [Stage Directions](#)
- [Parts of a Script](#)

Target Assessments

Select, rehearse, and perform a monologue.

Select, rehearse, and perform a Shakespearean scene

Topic 3: Technical Theatre & Stagecraft *Suggested Time Frame: 3 Weeks, Quarter 1*

Essential Questions

- What is technical theatre?
- What are the skills and education needed in technical theatre?
- What are the rules for safety in the theatre?
- How do technical theatre disciplines create the world of a show?

Target Standards

TH:Cr1.1.I: Generate and conceptualize artistic ideas and work. a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. b. Explore the impact of technology on design choices in a drama/theatre work.

TH:Cr3.1.I: Refine and complete artistic work. c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

TH:Re9.1.I: Apply criteria to evaluate artistic work. b. Consider the aesthetics of the production elements in a drama/theatre work.

Supporting Lessons

Create a Morgue Board

Students use technology and research to create a visual morgue board for a specific production, with specific explanation and justification for conceptual choices.

Introduction to Set Design: *Trifles* and Dramatic Realism

Students analyze a short play to determine the requirements for set design.

Introduction to Lighting Design

Students identify the principles of color, quality, and function in lighting design while analyzing the use of stage lighting in professional productions.

Introduction to Stage Makeup & Stage Makeup: Application

Students learn about makeup design and how artists create character looks. They learn application techniques, appropriate skin care, and how to create their own designs.

Introduction to Costume Design & Introduction to Costume Construction

Students learn the process, skills, and requirements of designing costumes for theatrical productions. They identify the responsibilities and skills of the costume shop, as well as how to make choices to construct a costume.

Supporting Texts

Learning Module: [Tech Theatre Guides](#)

Target Assessments

Craft a morgue board that explains design choices for a specific production.

Create a face chart for a specific character, using show research.

Create technical renderings, use details based on script analysis.

Topic 4: Play Study *Suggested Time Frame: 3 Weeks, Quarter 2*

Essential Questions

- What are the parts of a script?
- How do theatre artists read a play? What are the details to understand?
- How do history, culture, and biography impact the crafting of a play or musical?

Target Standards

TH:Cr2.1.I: Organize and develop artistic ideas and work. a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

TH:Re8.1.I: Interpret intent and meaning in artistic work. a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

TH:Re9.1.I: Apply criteria to evaluate artistic work. a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. b. Consider the aesthetics of the production elements in a drama/theatre work. c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

Supporting Lessons

[Unit: An Introduction to Shakespeare's Plays & Texts](#)

Students will dig into Shakespeare's language and plays to understand how these Renaissance texts remain relevant through the five lessons of this unit.

[Comedy of Manners & The Importance of Being Earnest](#)

Students define "comedy of manners" as a genre, and apply its concepts and principles to Oscar Wilde's satiric play *The Importance of Being Earnest*.

[Unit: Our Town & American Theatre](#)

Students read and analyze Thornton Wilder's depiction of small-town Americana and how he created innovative dramatic techniques in his famous play. They will create their own designs for *Our Town* that will present their vision of Wilder's play.

Supporting Texts

Learning Module: [Shakespeare in Context](#)

Play Texts & Study Guides:

- [A Midsummer Night's Dream](#)
- [The Importance of Being Earnest](#)
- [Our Town](#)

Target Assessments

Compose and perform spoken word pieces inspired by Shakespeare's texts and language.

Identify, analyze, and evaluate literary and dramatic elements within a selected play.

Create and justify technical designs based on script analysis

Topic 5: Musical Theatre *Suggested Time Frame: 4 Weeks, Quarter 2*

Essential Questions

- What is musical theatre?
- What are the parts of a musical? How is a musical written?
- How is a musical performed?
- What are careers and tasks in musical theatre?
- How are musicals significant in the practice and production of theatre?

Target Standards

TH:Re8.1.I: Interpret intent and meaning in artistic work. a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

TH:Re9.1.I: Apply criteria to evaluate artistic work. a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. b. Consider the aesthetics of the production elements in a drama/theatre work. c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

Supporting Lessons

Unit: Musical Theatre Melodies

Throughout this unit of ten lessons, students learn about the history of musical theatre, what makes a successful musical, and incorporate research to extend understanding.

Build Your Own Jukebox Musical

Students define and analyze jukebox musicals before creating their own original version.

Unit: Cultural Contexts: *Hamilton's Cultural Impact*

Through research, performance, and observation, students answer the question *What made Hamilton such a cultural phenomenon?* They collaborate to make decisions about how to answer the question, as well as their methodology of presentation.

Supporting Texts

Learning Module: Theatre Basics

- Musical Theatre
- Parts of a Musical

Learning Module: Performance Skills & Process

- Musical Solo
- Musical Ensemble
- Types and Styles of Singing

Learning Module: Theatre Career Guides

- Composer
- Librettist
- Musical Director
- Choreographer

Target Assessments

Write the outline of an original jukebox musical.

Create a display through project-based learning techniques that explains the significance of theatrical and musical productions.

Topic 6: Playwriting & Scriptwork *Suggested Time Frame: 3 Weeks, Quarter 3*

Essential Questions

- What are the components of a script?
- How do the parts of a script work together to create a story?
- How does a writer craft a script?
- What is improvisation? How does it contribute to scriptwriting?

Target Standards

TH:Re7.1.I: Perceive and analyze artistic work. a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

TH:Re9.1.I: Apply criteria to evaluate artistic work. c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

TH:Cn11.2.I: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Supporting Lessons

Did You See That? & Devised Scenes

Students use a single prompting line to develop devised and improvised scenes that establish a character, conflict, and resolution.

Writing a Shakespearean Monologue

Students use Jacques' "All the world's a stage" monologue as inspiration to write their own piece.

Research Skills: Investigate a Writer

Students use research to learn about a specific playwright, librettist, or composer.

Introduction to Improvisation

Students learn the basic principles of improvisation and how actors use them in performance, while implementing their own improv games.

Introduction to Playwriting: Scenes

Students learn the components of a successful play and compose their own short work.

Supporting Texts

Learning Module: [Performance Skills & Process](#)

- [Improvisation Performing Guide](#)

Learning Module: [Playwriting](#)

Learning Module: [Theatre Career Guides](#)

- [Playwright](#)

Learning Module: [Theatre Basics](#)

- [Parts of a Script](#)

Writer Study Guides: [Writers](#)

Target Assessments

Write a research report on a specific writer (playwright, librettist, or composer) that identifies their significant works, training, and influence.

Draft, write, and revise a short scene.

Topic 7: Theatre Business *Suggested Time Frame: 4 Weeks, Quarter 3*

Essential Questions

- How is theatre a business?
- What is a theatre budget, and how is it determined?
- What are the different types of theatre structures, and how are they determined?
- What is copyright? How does copyright impact theatre production?
- How does a director plan a theatrical production?

Target Standards

TH:Cn10.1.I: Synthesize and relate knowledge and personal experiences to make art.
a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

TH:Cn11.1.I: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

Supporting Lessons

[Unit: Planning a Theatrical Season](#)

In this unit of three lessons, students develop criteria and utilize research to choose a theatrical season that is applicable to their community.

[Unit: The Director's Promptbook](#)

Students take on the role of director and create a detailed promptbook: script, blocking, renderings and technical notes, budget, marketing, and more.

Supporting Texts

Learning Module: [Theatre Basics](#)

- [Theatre Business](#)
- [Types of Theatre](#)
- [Copyright, Royalties, and Licensing](#)

Learning Module: [Theatre Career Guides](#)

- [Director](#)

Learning Module: [Tech Theatre Guides](#)

Target Assessments

Plan a theatrical season based on established and required criteria.

Create a promptbook for a specific show.

Topic 8: Theatre Around the World

Suggested Time Frame: 3 Weeks, Quarter 4

Essential Questions

- How has theatre developed around the world?
- How does culture, history, religion, and values impact the creation of theatre?
- What are the different types of theatre found around the world, such as spoken word, oral traditions, and dance dramas?
- How is research used to understand, analyze, and evaluate dramatic traditions?
- Who are the important practitioners of global theatre?

Target Standards

TH:Cr2.1.1: Organize and develop artistic ideas and work. a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

TH:Re8.1.1: Interpret intent and meaning in artistic work. b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

TH:Re9.1.1: Apply criteria to evaluate artistic work. a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

TH:Cn10.1.1: Synthesize and relate knowledge and personal experiences to make art. a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.

TH:Cn11.1.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

TH:Cn11.2.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Supporting Lessons

World Drama: The Theatre of Japan

Students learn about the staging, costumes, techniques, and philosophies of classical Japanese theatre, including Noh, Kabuki, and Bunraku.

World Drama: The Theatre of India

Students explore classical Indian theatre (Sanskrit and Kathakali), including origins and impact.

World Drama: Peking Opera

Students learn about the traditional performance art of Peking Opera and how it is culturally and traditionally significant.

World Theatre Research Project

Students investigate world theatre to have a greater understanding of non-Western arts and culture.

Supporting Texts

Learning Module: [Theatre History and World Theatre](#)
Learning Module: [Theatre Practitioners](#)

Target Assessments

Investigate and report on theatrical practices around the world.