

# Drama 3 Curriculum Map

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

## Topic 1: Advanced Acting Methods & Techniques Suggested Time Frame: 4 Weeks, Quarter 1

### Essential Questions

- What are “acting schools”?
- How do actors use specific techniques to develop believable and authentic characters?
- How do actors and directors develop and use criteria to evaluate performances?
- How does an actor use rehearsal to revise artistic choices informed by a specific acting method or technique?
- How does an actor develop emotionally and physically believable characters?

### Target Standards

**TH:Cr1.1.III:** Generate and conceptualize artistic ideas and work. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

**TH:Cr3.1.HSIII:** Refine and complete artistic work. a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions. b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work. c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

**TH:Pr4.1.III:** Select, analyze, and interpret artistic work for presentation. b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

**TH:Pr5.1.III:** Develop and refine artistic techniques and work for presentation. a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance. b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

**TH:Pr6.1.III:** Convey meaning through the presentation of artistic work. a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

### Supporting Lessons

#### Acting Methods: Lee Strasberg & Method Acting

Students learn how Strasberg used Stanislavski’s System to create Method Acting, and use these techniques to create a monologue performance.

#### Acting Methods: Movement & Laban Technique

Students learn the origins of Rudolf Laban’s theories of movement and how actors incorporate body awareness into performance.

#### Acting Methods: Rasaboxes & Emotional Energy

Students learn the origins of Rasaboxes and how the technique develops actors’ emotional awareness in preparation for a performance.

#### Unit: IPA Acting with a British Accent

Students develop a standard British accent and apply it to a monologue performance.

### Supporting Texts

#### Learning Module: Performing Skills & Process

- British Accents

### Target Assessments

Select, rehearse, and perform a monologue for a specific purpose.  
Reflect on and evaluate performances.

- [Laban Technique](#)

## Topic 2: College Auditions & Preparation *Suggested Time Frame: 3 Weeks, Quarter 1*

### Essential Questions

- What are the possible careers in theatre? What are the necessary skills?
- What is included in a professional theatre resume?
- What are the criteria for college admissions in theatre?
- How is a college audition prepared? What criteria are used to evaluate the performance?
- What are the important considerations when choosing a college?

### Target Standards

**TH:Cr3.1.HSIII:** Refine and complete artistic work. b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

**TH:Pr4.1.III:** Select, analyze, and interpret artistic work for presentation. a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work. b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

**TH:Pr5.1.III:** Develop and refine artistic techniques and work for presentation. a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance. b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

**TH:Pr6.1.III:** Convey meaning through the presentation of artistic work. a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

**TH:Re8.1.III:** Interpret intent and meaning in artistic work. a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work. c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**TH:Re9.1.III:** Apply criteria to evaluate artistic work. b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

### Supporting Lessons

#### [Unit: College and Careers in Theatre](#)

Students research college and career choices within theatre, and prepare a professional resume.

#### **Unit: Preparing for College Auditions:** [Acting & Musical Theatre](#)

After investigating colleges and program requirements, students research and prepare selections for college auditions. One unit follows the college acting audition, and the other the college musical theatre audition.

### Supporting Texts

**Learning Module:** [Audition Prep](#)  
**Learning Module:** [Performing Skills](#)  
 • [Filming a Performance](#)  
**Learning Module:** [Theatre Careers](#)  
**College Theatre Directory:** [Companies](#)

### Target Assessments

Create an audition repertoire to perform in live or through video submission.

Develop a college profile for admissions applications.

## Topic 3: Classical Theatre *Suggested Time Frame: 3 Weeks, Quarter 2*

### Essential Questions

- What is “classical theatre”?
- How is classical theatre different from contemporary theatre?
- How do actors and other theatre artists make production and performance choices for classical theatre?
- What is IPA and the phonetic alphabet? How does it help actors develop believable and authentic characters?

### Target Standards

**TH:Cr1.1.III:** Generate and conceptualize artistic ideas and work. a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work. b. Create a complete design for a drama/theatre work that incorporates all elements of technology. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

**TH:Cr2.1.III:** Organize and develop artistic ideas and work. a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions. b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

**TH:Re7.1.III:** Perceive and analyze artistic work. a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

**TH:Re8.1.III:** Interpret intent and meaning in artistic work. b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

**TH:Re9.1.III:** Apply criteria to evaluate artistic work. a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices. b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

**TH:Cn11.2.III:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

### Supporting Lessons

#### [Unit: Classical Monologue](#)

Students select, analyze, and activate a classical monologue using literary techniques and physical acting methods.

#### [Unit: Hamlet, the Prince of Denmark](#)

Throughout the five lessons of this unit, students learn the history and composition of Shakespeare’s famous revenge tragedy. They create a dramaturgical analysis that supports production design and performance.

#### [Unit: Shakespearean Tragedy & King Lear](#)

Students read, analyze, and conceptualize Shakespeare’s tragedy *King Lear*. Throughout the four lessons, they utilize close textual analysis, thematic investigation, and personal interpretations to create a dramatic action statement and rehearsed presentation of a scene.

### Supporting Texts

#### Learning Modules:

- [Theatre History & World Theatre](#)
- [Shakespeare in Context](#)
- [Performing Skills](#)

### Target Assessments

Perform a classical monologue that identifies literary elements and uses physicality to create a believable and authentic character.  
Write a dramatic action statement supported by dramatic and textual analysis and interpretation.

## Topic 4: Dramaturgy & Adaptation

*Suggested Time Frame: 4 Weeks, Quarter 2*

### Essential Questions

- What is “dramaturgy”?
- How is dramaturgy applied in the process of dramatic adaptations?
- How does autobiography influence a writer’s work?
- How does dramaturgical analysis impact the director’s vision as well as the actor’s process and performance?

### Target Standards

**TH:Cr1.1.III:** Generate and conceptualize artistic ideas and work. a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work. b. Create a complete design for a drama/theatre work that incorporates all elements of technology. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

**TH:Cr2.1.III:** Organize and develop artistic ideas and work. a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

**TH:Pr6.1.III:** Convey meaning through the presentation of artistic work. a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

**TH:Re7.1.III:** Perceive and analyze artistic work. a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

**TH:Re8.1.III:** Interpret intent and meaning in artistic work. b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work. c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**TH:Re9.1.III:** Apply criteria to evaluate artistic work. a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices. b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work. c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

**TH:Cn11.2.III:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

### Supporting Lessons

#### [Unit: Comparative Analysis: Peter Pan](#)

Students examine the retellings of the Peter Pan story and how it has been recreated through different perspectives. Through critical reading or watching J.M.Barrie’s *Peter Pan*, the Comden/Green *Peter Pan*, *Finding Neverland*, and *Peter and the Starcatcher*, students explore how dramatic choices are made to emphasize specific elements of the story.

#### [Unit: American Tragedy & Long Day’s Journey Into Night](#)

Students study the biography of playwright Eugene O’Neill and investigate how his own life impacted the composition of this autobiographical play. They use their dramaturgical skills to analyze tragedy as well as craft a performance.

### Supporting Texts

#### Learning Modules:

- [Diversity & Inclusion](#)
- [Theatre History and World Theatre](#)

### Target Assessments

Create a technical design portfolio based on dramaturgical analysis.

Rehearse and present a scene, monologue, or musical selection informed by dramaturgical analysis

## Topic 5: Playwriting for Production *Suggested Time Frame: 4 Weeks, Quarter 3*

### Essential Questions

- What is a “germinal idea”?
- How does a playwright research a potential play topic?
- What is the drafting process?
- How do writers use workshopping to revise original works?
- What makes a successful play?
- How is a new play marketed to an audience?

### Target Standards

**TH:Cr1.1.III:** Generate and conceptualize artistic ideas and work. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

**TH:Cr2.1.III:** Organize and develop artistic ideas and work. a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

**TH:Cr3.1.HSIII:** Refine and complete artistic work. a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions. b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

**TH:Re8.1.III:** Interpret intent and meaning in artistic work. a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work. c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**TH:Re9.1.III:** Apply criteria to evaluate artistic work. a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

**TH:Cn11.2.III:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

### Supporting Lessons

#### [Advanced Playwriting: Writing the One-Act](#)

Inspired by famous artworks, students create original one-act plays. They utilize drafting strategies, production and technical considerations, and the revision process.

#### [Unit: Playwriting With History](#)

Using history as a guide, students research an historical event or person to create an original short play.

### Supporting Texts

**Learning Module:** [Playwriting](#)

### Target Assessments

Write an original one-act play based on a famous artwork.

Write a short play inspired by an historical event or person.

## Topic 6: Technical Theatre *Suggested Time Frame: 4 Weeks, Quarter 3*

### Essential Questions

- What is a design portfolio?
- What are the principles of visual design used in theatre?
- What are the skills requirements for technical designers?

### Target Standards

**TH:Cr1.1.III:** Generate and conceptualize artistic ideas and work. a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work. b. Create a complete design for a drama/theatre work that incorporates all elements of technology.

**TH:Cr2.1.III:** Organize and develop artistic ideas and work. a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions. b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

**TH:Pr5.1.III:** Develop and refine artistic techniques and work for presentation. b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

**TH:Re7.1.III:** Perceive and analyze artistic work. a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

**TH:Re8.1.III:** Interpret intent and meaning in artistic work. c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**TH:Re9.1.III:** Apply criteria to evaluate artistic work. a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices. b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

**TH:Cn11.2.III:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

### Supporting Lessons

#### [Unit: Costume Design: Historical Periods and Costume Portfolio](#)

In this technical theatre unit of four lessons, students learn the skills and processes of historical research to create a portfolio of historically accurate costumes for a specific show.

#### [Unit: Set Construction: Tools, Safety, Flats, Platforms and Stairs](#)

This technical theatre unit guides students in the process and safety of building common set constructions.

### Supporting Texts

Learning Module: [Tech Theatre](#)

### Target Assessments

Create a costume design portfolio.

Build model set constructions: flats, platforms, and stairs.

Identify the tools of the scene shop and explain shop safety.

## Topic 7: Theatre & Social Dynamics *Suggested Time Frame: 3 Weeks, Quarter 4*

### Essential Questions

- How does social and cultural context inform the composition and production of dramatic works?
- What is Theatre of the Oppressed?
- How do actors use tableaux to communicate a story?
- What is dramaturgy and dramatic research?
- How do devised works explore social issues?

### Target Standards

**TH:Cr1.1.III:** Generate and conceptualize artistic ideas and work. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

**TH:Cr2.1.III:** Organize and develop artistic ideas and work. b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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**TH:Pr5.1.III:** Develop and refine artistic techniques and work for presentation. a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

**TH:Pr6.1.III:** Convey meaning through the presentation of artistic work. a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

**TH:Re8.1.III:** Interpret intent and meaning in artistic work. a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work. b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work. c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**TH:Cn10.1.III:** Synthesize and relate knowledge and personal experiences to make art. a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

**TH:Cn11.1.III:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

**TH:Cn11.2.III:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

### Supporting Lessons

#### Unit: A Doll's House & Modern Drama

Students read one of the foundational plays of modern drama, *A Doll's House*, and examine the context and impact of the play on its audiences.

#### Unit: Augusto Boal & Forum Theatre

Through a series of seven lessons, students explore the techniques of Theatre of the Oppressed and Forum Theatre, utilizing games, rehearsal, and tableaux.

### Supporting Texts

**Learning Modules:** [Theatre History & World Theatre](#), [Diversity & Inclusion](#)

### Target Assessments

Perform a scene using realistic theatre and acting techniques.  
Design a set for *A Doll's House* using realistic scenic design techniques.  
Use tableau and devised theatre to communicate social arguments.



## Topic 8: Capstone *Suggested Time Frame: 3 Weeks, Quarter 4*

### Essential Questions

- What is a director's notebook?
- How does a director use research to understand the historical and cultural context of a script?
- How does a director create an interpretation for performance and production?
- How do theatre experiences impact a director's vision for theatre and a script?
- How can a director communicate their vision of a production?

### Target Standards

**TH:Cr1.1.III:** Generate and conceptualize artistic ideas and work. a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work. b. Create a complete design for a drama/theatre work that incorporates all elements of technology. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

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**TH:Re8.1.III:** Interpret intent and meaning in artistic work. a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work. b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work. c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**TH:Re9.1.III:** Apply criteria to evaluate artistic work. a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices. c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

**TH:Cn11.2.III:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

### Supporting Lessons

#### [Unit: Director's Notebook Capstone](#)

Modeled after the IB Theatre Capstone project, the Director's Notebook challenges advanced students to conceptualize and create a vision for a specific production that encapsulates their knowledge and experience.

### Supporting Texts

#### Learning Modules:

- [Theatre Careers](#)
- [Performance Skills & Process](#)
- [Diversity & Inclusion](#)
- [Tech Theatre](#)
- [Theatre History and World Theatre](#)

### Target Assessments

Students submit a complete director's notebook.



