

Mifflin County School District Planned Instruction

Title of Planned Instruction: Dramatic Arts

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 11-12

Prerequisites: English 10

Course Description: Dramatic Arts is an English elective whose major emphasis is placed upon improvisation, role playing, acting, writing and enacting scenes and skits, and method of delivery to an audience. Students learn how to use their acting ability and/or talent in practical situations. Interpretation of and involvement with various types of drama develops within students an appreciation of the theater. The emphasis on the need for creative thinking and the requirements of dramatic presentation develop self-confidence and poise within the student. The need for group work fosters an acceptance and understanding of others who have very different backgrounds and interests. Since the elements of the course are extremely diversified, Dramatic Arts provides the availability of success to all students yet challenges each student at his/her own level. If time allows, the course will include the history of the theater as well as the study of certain plays and playwrights.

Required Time: One Year

Course Credit: 1

Major Text(s) and Resources:

Basic Drama Projects, Clark Publishing, Inc., 1999

Names of District Subject Area Curriculum Writing Committee:

Ingrid S. Holder
Mary M. Seay

Date of Board Approval: April 25, 2002

Subject Area: Reading, Writing, Speaking, and Listening
Strand: 1.6 Speaking and Listening
Grade/Course: Dramatic Arts

Grade Level Objectives	Performance Indicators	Assessment
A. Listen to others.	<ul style="list-style-type: none"> • Ask clarifying questions. • Evaluate the relevancy of information, ideas, and opinions. • Take notes. 	Teacher observation Class discussion Journal response Formal/informal critique
B. Listen to selections of literature (fiction and/or non-fiction).	<ul style="list-style-type: none"> • Relate to previous knowledge. • Make predictions. • Summarize and reflect on content. • Identify and define new words and concepts. • Analyze and synthesize the selections, relating them to other selections heard or read. 	Quizzes Discussion Presentation Performance Research rubric Self-reporting
C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> • Adjust presentation according to audience and purpose. • Use effective verbal communication skills to create the desired impression or effect on the audience. • Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience. 	Performance rubric Peer evaluation
D. Contribute to discussions.	<ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Enhance the discussion by introducing and responding with relevant information, ideas, and opinions. • Listen to and acknowledge the 	Teacher observation Peer evaluation Journal response Class discussion Self-reporting

	contributions of others. <ul style="list-style-type: none"> • Paraphrase and summarize as needed. 	
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E. Participate in cooperative activities and collaborative presentations.	<ul style="list-style-type: none"> • Initiate conversation. • Present oral readings for a specific purpose. • Critically evaluate group discussion. 	Journal response Performance rubric Self-reporting
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F. Use media for learning purposes.	<ul style="list-style-type: none"> • Use various forms of media to obtain information for a particular intent. • Recognize the impact of media on public opinion. • Utilize a variety of media to design and develop effective presentations for a specific purpose. 	Performance rubric Self-reporting Class discussion Formal/informal critique
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District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities
<ul style="list-style-type: none"> • Whole group instruction • Small group instruction • Cooperative groups • Peer evaluation • Teacher and peer conferencing • Projects • Games • Creative activities • Class discussion • Modeling process • Direction instruction • Self-reflection • Oral presentations • Individual instruction • Dramatizations • Independent study • Research • Independent reading • Guest speakers • Role playing

