

Grade 8 Drama Curriculum Maps

Unit of Study: Improvisation/Pantomime

Unit of Study: Characterization

Unit of Study: Duet Scenes

Unit of Study: Comedy Scenes

Unit of Study: Music Video

Grade: 8 Subject: Drama	Unit of Study: Improvisation/Pantomime
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will learn the development of characters within a piece. • Students will practice acting in a specific role within a piece. • Students will practice speaking and listening skills. • Students will think creatively. • Students will work cooperatively in small groups to perform.
Enduring Understandings	<ul style="list-style-type: none"> • Acting takes consistent practice. • Practicing improvisation and pantomime helps build essential acting skills. • Actors need focus and concentration. • Actors use their whole bodies while performing.
Essential Questions	<ul style="list-style-type: none"> • How do I conduct myself on stage? • How do work together in small groups to perform? • Why do actors need focus?
Content (Subject Matter)	<ul style="list-style-type: none"> • Improvisational skills • Pantomime techniques • Using imagination and creativity in theater • Mirroring actions and behavior
Standards	<ul style="list-style-type: none"> • 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. • 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. • 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. • 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. • 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
Materials/Resources	<ul style="list-style-type: none"> • <u>Theater Games for Young Performers</u> by Maria C. Novelly • <u>101 Improv Games for Children and Adults</u> by Bob Bedore • <u>101 Drama Games for Children</u> by Paul Rooyackers • <u>More Short & Sweet Skits for Student Actors</u> by Maggie Scriven

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| | <ul style="list-style-type: none">• <u>Short Scenes and Monologues for Middle School Students</u> by Mary Hall Surface• <u>Short Scenes and Monologues for Middle School Actors</u> by Mary Hall Surface |
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Grade: 8 Subject: Drama	Unit of Study: Characterization
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will learn the development of characters within a piece. • Students create and interpret traits of characters. • Students will practice acting in a specific role within a piece. • Students will practice speaking and listening skills. • Students will think creatively.
Enduring Understandings	<ul style="list-style-type: none"> • Acting takes consistent practice. • Practicing character development leads to greater development in acting overall.
Essential Questions	<ul style="list-style-type: none"> • How do I use a script to interpret character? • How do I portray a character with a personality, motive, and feelings? • How can I best portray and communicate character traits for an audience?
Content (Subject Matter)	<ul style="list-style-type: none"> • Character analysis • Principles of performance • Conveying emotion and personality • Character development
Standards	<ul style="list-style-type: none"> • 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. • 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. • 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. • 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. • 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. • 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
Materials/Resources	<ul style="list-style-type: none"> • <u>Theater Games for Young Performers</u> by Maria C. Novelly

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Grade: 8 Subject: Drama	Unit of Study: Duet Scenes
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will learn the development of characters within a piece • Students will learn to interpret character traits, motivations, actions. • Students will practice acting in a specific role within a piece. • Students will practice speaking and listening skills. • Students will think creatively.
Enduring Understandings	<ul style="list-style-type: none"> • Acting takes consistent practice and cooperation. • Practicing character development leads to greater development in acting overall.
Essential Questions	<ul style="list-style-type: none"> • How does blocking affect the overall performance? • Why must an actor cooperate with other actors on stage? • How do props enhance a performance?
Content (Subject Matter)	<ul style="list-style-type: none"> • Interpreting scripts and characters • Blocking • Scene progression and development • Prop usage • Intonation / Inflection of voice • Using critique to improve performance
Standards	<ul style="list-style-type: none"> • 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. • 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. • 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. • 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. • 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
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| | <ul style="list-style-type: none">• <u>More Short & Sweet Skits for Student Actors</u> by Maggie Scriven• <u>Short Scenes and Monologues for Middle School Students</u> by Mary Hall Surface• <u>Short Scenes and Monologues for Middle School Actors</u> by Mary Hall Surface• <u>Sixty Comedy Duet Scenes for Teens</u> by Laurie Allen• Props |
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Grade: 8 Subject: Drama	Unit of Study: Comedy Scenes
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will learn the development of characters within a piece. • Students will analyze and perform scenes of comedy. • Students will practice listening and speaking skills. • Students will think creatively and problem solve. • Students will practice acting in a specific role within a piece.
Enduring Understandings	<ul style="list-style-type: none"> • Acting takes consistent practice. • Comedy requires particular timing and dedication to character traits. • Practicing character development leads to greater development in acting overall.
Essential Questions	<ul style="list-style-type: none"> • How does characterization contribute to comedic scenes? • How does timing and blocking contribute to comedic scenes? • How can the script be best interpreted for optimal audience enjoyment? • How do props and blocking enhance a scene?
Content (Subject Matter)	<ul style="list-style-type: none"> • Comedic timing • Characterization with focus on exaggeration and unique personalities • Building relationships between characters • Maintaining focus and concentration during performance
Standards	<ul style="list-style-type: none"> • 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. • 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. • 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. • 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. • 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
Materials/Resources	<ul style="list-style-type: none"> • <u>Theater Games for Young Performers</u> by Maria C. Novelly

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Grade: 8 Subject: Drama	Unit of Study: Music Video
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will learn the development of a music video from pre-production to filming and editing. • Students will practice facial expressions in lip syncing situations • Students will experiment with video recording software to create an original music video • Students will create and perform choreography for the video
Enduring Understandings	<ul style="list-style-type: none"> • Technology in film enables us to enhance performances. • Multiple components go into the planning and performance of music videos. • Choreography and particular filming skills enhance the quality of a video.
Essential Questions	<ul style="list-style-type: none"> • What makes music videos interesting/appealing to audiences? • How do the lyrics of the song impact the recording and production of a music video? • How can technology and editing enhance the production of a music video?
Content (Subject Matter)	<ul style="list-style-type: none"> • Film production • Pantomime techniques • Lip syncing
Standards	<ul style="list-style-type: none"> • 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. • 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. • 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. • 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. • 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. • 1.3.8.A.1 Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy

	<ul style="list-style-type: none">• 1.3.8.A.4 Use media arts and technology in the creation and performance of short, original choreographic compositions.• 1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
Materials/Resources	<ul style="list-style-type: none">• Sample music videos• Video recording software• Video editing software• Props