

# Drama and Advanced Drama Curriculum Semester Plan

Week 1: Introduction
Week 2: History
Week 3: Staging
Week 4: Facial Expressions
Week 5: Pantomime
Week 6: Voice & Diction
Week 7: Puppets and Accents
Week 8: Children's Stories/Radio Plays
Week 9: Special Effects & Sound Effects
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Week 13: Memorization and Script Work
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Week 15: Plan and Practice
Week 16: Props and Costumes
Week 17: Play Performances
Week 18: Lip Synch
Week 19: End-of-Course Assessment (EOC)

## Drama Curriculum – Week One

### Topic: Introduction

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Introduction to class (discussion of expectations and rules)</b></p> <p>- Class Rules:</p> <ol style="list-style-type: none"> <li>1. Follow Directions</li> <li>2. If it's not yours, don't touch it</li> </ol> <p>Game: "Instant Replay"</p> <p>- Students stand in a circle so they can see each other. One by one, each student steps forward, says his or her name, does some sort of action, and then steps back. The rest of the class steps forward and mimics the student's voice and action to the best of their ability. (Funny, and helps to learn names)</p>	---
Tuesday	<p><b>Students complete "Student Info Sheet"</b></p> <p>Introduce "The Martha Game"</p> <p>(Good way to get students on stage with little pressure)</p>	Student Info Sheet
Wednesday	<p><b>First Scenes</b></p> <p>- In groups of 3-4, students draw a situation from the "Scenes" jar and then, after a minute to prepare, do a one minute impromptu skit for the rest of the class. Videotape the skits.</p>	Video camera "Scenes" jar
Thursday	<p><b>Drama Vocabulary Pre-test</b></p> <p>- Correct as a class after students are finished</p>	Drama Vocabulary Pre-test
Friday	(The first week of both semesters is typically a four day week.)	---

#### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Introduction to class (discussion of expectations and rules)</b></p> <p>- Class Rules:</p> <ol style="list-style-type: none"> <li>1. Follow Directions</li> <li>2. If it's not yours, don't touch it</li> </ol> <p>Game: "Instant Replay"</p> <p>- Students stand in a circle so they can see each other. One by one, each student steps forward, says his or her name, does some sort of action, and then steps back. The rest of the class steps forward and mimics the student's voice and action to the best of their ability. (Funny, and helps to learn names)</p>	---
Tuesday	<p><b>Students complete "Student Info Sheet"</b></p> <p>Play "The Martha Game"</p>	Student Info Sheet
Wednesday	<p><b>First Scenes</b></p> <p>- In groups of 3-4, students draw a situation from the "Scenes" jar and then, after a minute to prepare, do a one minute impromptu skit for the rest of the class. Videotape the skits.</p>	Video camera "Scenes" jar
Thursday	<p><b>Drama Vocabulary Pre-test</b></p> <p>- Correct as a class after students are finished</p>	Drama Vocabulary Pre-test
Friday	(The first week of both semesters is typically a four day week.)	---

## Drama Curriculum – Week Two

### Topic: History

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Introduction to Greek Theater History</b> - Show "Theater History" PowerPoint. Students take notes on "Theater History - PowerPoint Notes" page.	- PowerPoint - Laptop, Projector - Copies of "Theater History – Ppt Notes"
Tuesday	<b>Early Theater History</b> - Hand out copies of "Early Theater History" paper - Students work alone or with a partner. Students should read the assigned pages in the Exploring Theatre textbook and answer the questions on the handout. - Assigned reading: pages 13, 35, and 44	- "Early Theater History" handouts - Text books: <u>Exploring Theatre</u>
Wednesday	<b>Early Theater History</b> - Grade yesterday's assignment as a class - With extra time, introduce new game: "Role Call – Wise Sayings." Tell the students they should try to sound wise and historical.	
Thursday	<b>Theater History – Far East and Renaissance</b> - Working alone or with a partner, students should read the following pages in the <u>Exploring Theatre</u> textbook: pg. 72-73, 88-89, 126-127, and 156-157. - Have students complete the crossword puzzle based on the reading	- textbooks - Copies of crossword puzzle
Friday	<b>Theater History – Modern Theater</b> - As a class, read pages 295 and 322 in the <u>Exploring Theatre</u> textbook. - Discussion questions: - Until this century, live theater was the primary source of entertainment. How has that changed now that we have movies and television? - What similarities does modern theater have with the ancient Greek? Renaissance? What are the biggest differences? - With extra time, introduce a new game: "What Are You Doing?"	- textbooks

#### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Shakespeare Theater History</b> - Show "William Shakespeare" PowerPoint, slides 1-14.	- PowerPoint - Laptop - Projector
Tuesday	<b>Shakespeare Language</b> - Show rest of "William Shakespeare" PowerPoint. Review slides 9-14, then continue through the end, a comic strip version of Hamlet. Have students volunteer to read the characters' words (in the speech bubbles). - If time allows, play the game "Roll Call – Wise Sayings" and have the students try to sound "Shakespearean" in whatever they say.	- PowerPoint - Laptop - Projector

Wednesday	<b>Shakespeare Language and History Review</b> - Assign reading from textbook, <u>Exploring Theatre</u> , pages 126-127 and 142. - Students complete crossword puzzle based on textbook and discussion from earlier in the week	- <u>Exploring Theatre</u> textbooks - Shakespeare crossword puzzle
Thursday	<b>Shakespeare Readers' Theater: "King Lear"</b> - Summarize plot overview for the class to give them context - Put list of parts on the overhead and let students choose - Begin reading Readers' Theater script as a class	Copies of "King Lear" reader's theater script
Friday	<b>Shakespeare Readers' Theater: "King Lear"</b> - Finish "King Lear" Readers' Theater  - With extra time, play game: "What Are You Doing?"	Copies of "King Lear" reader's theater script

## Drama Curriculum – Week Three

### Topic: Staging, Blocking and Body Position

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Stage Fright</b></p> <ul style="list-style-type: none"> <li>- Discuss: What are you afraid of? How do you respond when you are afraid?</li> </ul> <p>Being on-stage, in front of people is a huge fear for many people. It's also very normal. People who get nervous in front of a crowd often react in one of two ways: they close up (looking down, mumbling or not saying anything) or they act up (laughing or giggling, goofing off, trying to be funny). Ask if students have any examples to share.</p> <ul style="list-style-type: none"> <li>- Read article "How to Overcome Stage Fright" as a class. Discuss.</li> <li>- Game: Killer Bunny (Tell students to practice showing fear during the game.)</li> </ul>	<p>Copies of article "How to Overcome Stage Fright"</p>
Tuesday	<p><b>Body Position</b></p> <ul style="list-style-type: none"> <li>- Introduce the main stage body positions (see diagram)</li> <li>- Have students stand up and practice each one at their seats.</li> <li>- Tell students that "right" and "left" in stage and body positions always refers to the actors perspective on-stage (appears backwards to those sitting in the audience.)</li> <li>- Discuss: Which positions make the most sense for actors to use on stage? Is there ever a time when it's good to have your back to the audience?</li> <li>- Watch students' videos from first week. Have students watch for good body position and for people who had their back to the audience. (Emphasize what each group did well.)</li> </ul>	<p>Diagram of body positions (for teacher reference)</p> <p>Laptop, projector, videos of students' skits from previous week</p>
Wednesday	<p><b>Stage Position</b></p> <ul style="list-style-type: none"> <li>- Discuss types of stages: thrust, arena and proscenium. On the blank piece of paper, have students draw a diagram of and label each type of stage to make it more memorable. Discuss in what situations each stage might be most appropriate.</li> <li>- Introduce the stage positions. Have students draw a diagram on the other side of their paper. Label the nine stage positions. Again, emphasize that "right" and "left" are from the actor's perspective.</li> </ul> <p>If time allows, introduce "Empty Box" game.</p> <p><b>Teacher Task:</b> Before class, put masking tape on the stage to mark off the nine stage positions. (Make it look like a big tic-tac-toe game.)</p>	<p>Blank paper for each student</p> <p>Empty cardboard box</p>
Thursday	<p><b>Body/Stage Position</b></p> <ul style="list-style-type: none"> <li>- Review stage and body positions learned earlier in the week.</li> <li>- Assign "Body and Stage Positions" worksheet.</li> <li>- Students should work in pairs to read pages 154-156, 160-164 in text (<a href="#">Exploring Theatre</a>).</li> <li>- If time allows, correct the worksheet as a class at the end of the period. (Use overhead of diagram page to help demonstrate the correct answers.)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Exploring Theatre</a> textbooks</li> <li>- Copies of "Body and Stage Positions" worksheet</li> </ul>

## Drama Curriculum – Week Three, cont.

Friday	<b>Body/Stage Position</b> - Game: Around the World (Body and Stage Positions)	Jar with "Stage Positions"
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### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Stage Fright</b></p> <ul style="list-style-type: none"> <li>- Discuss: Did being on stage in Drama last year make you nervous? How did you deal with stage fright?</li> <li>Remind students that being on-stage, in front of people is a huge fear for many people. It's also very normal. People who get nervous in front of a crowd often react in one of two ways: they close up (looking down, mumbling or not saying anything) or they act up (laughing or giggling, goofing off, trying to be funny). Ask if students have any examples to share.</li> <li>- Review article "How to Overcome Stage Fright" as a class. Discuss.</li> <li>- Game: Killer Bunny (Tell students to practice showing fear during the game.)</li> </ul>	Copies of article "How to Overcome Stage Fright"
Tuesday	<p><b>Body Position</b></p> <ul style="list-style-type: none"> <li>- Review the main stage body positions (see diagram)</li> <li>- Have students stand up and practice each one at their seats.</li> <li>- Remind students that "right" and "left" in stage and body positions always refers to the actors perspective on-stage (appears backwards to those sitting in the audience.)</li> <li>- Discuss: Which positions make the most sense for actors to use on stage? Is there ever a time when it's good to have your back to the audience?</li> <li>- Watch students' videos from first week. Have students watch for good body position and for people who had their back to the audience. (Emphasize what each group did well.)</li> </ul>	<p>Diagram of body positions (for teacher reference)</p> <p>Laptop, projector, videos of students' skits from previous week</p>
Wednesday	<p><b>Stage Position</b></p> <ul style="list-style-type: none"> <li>- Review stage positions.</li> <li>- Game: Around the World (Body and Stage Positions)</li> </ul>	Jar with "Stage Positions"
Thursday	<p><b>Body/Stage Position</b></p> <ul style="list-style-type: none"> <li>- Have students put practice short scenes during which they have to use selected body and stage positions. Draw four pieces of paper from the Stage Positions jar. Write the stage/body positions from the papers on the board.</li> <li>- Students work in groups of 3-4. Each group should draw a scene from the "Scenes" jar and then plan a skit based it during which at least one student stands in each of the selected body/stage positions. Give the students the rest of the period to plan and practice.</li> </ul>	<p>Jar with "Stage Positions"</p> <p>Jar with "Scenes"</p>
Friday	<p><b>Body/Stage Position</b></p> <ul style="list-style-type: none"> <li>- Student groups perform skits that they practiced on Thursday. Remind them of the stage and body positions they need to be in at some point during the skit. Have the rest of the class watch for these positions during the performances.</li> </ul>	

## Drama Curriculum – Week Four

### Topic: Staging and Movement – Facial Expression and Lying

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Staging Vocabulary</b></p> <ul style="list-style-type: none"> <li>- PowerPoint with video clip examples</li> <li>- Students create a graphic organizer on blank paper. (First slide in PowerPoint shows them how to set up the paper.)</li> <li>- Go through PowerPoint as a class; have students take notes.</li> </ul>	<ul style="list-style-type: none"> <li>- Laptop, projector, PowerPoint, speakers</li> <li>- Blank paper for each student</li> </ul>
Tuesday	<p><b>Body Language and Facial Expression</b></p> <ul style="list-style-type: none"> <li>- Give copies of articles to students: "6 Reasons to Improve Your Body Language" and "18 Ways to Improve Your Body Language"</li> <li>- Have students read the article, looking specifically for two or three ideas that are new to them.</li> <li>- While students are reading, call one student at a time to your desk. Have each student draw a slip of paper out of the Emotions/Attitudes jar. The student should then make a facial expression based on the emotion/attitude on the slip of paper. Take a picture of the student making the face.</li> </ul> <p>If time allows, introduce game: "Role Call: That's Amazing." Tell students it's a great chance to practice facial expression and body language.</p> <p><b>Teacher Task:</b> Put the students' pictures into a PowerPoint presentation to show on Wednesday. The easiest way to do this is to use the "Photo Album" feature. (Insert, Picture, New Photo Album)</p> <ul style="list-style-type: none"> <li>- Make one PowerPoint for each class so that students don't have to be embarrassed about their photo being shown to other classes.</li> </ul>	<p>Copies of articles: "6 Ways to Improve Your Body Language" and "18 Ways to Improve Your Body Language"</p> <p>Digital camera</p>
Wednesday	<p><b>Body Language and Facial Expression</b></p> <ul style="list-style-type: none"> <li>- Watch the PowerPoint with the students' pictures of facial expression. Have the students guess what the expression is. Talk about what features make the expression believable (eyes, mouth, etc.).</li> <li>- How does someone facial expression change when they lie? Can you tell when someone is lying?</li> <li>- Show PowerPoint about Lying</li> <li>- Watch videos from Advanced Drama students. Can you tell which statement is a lie?</li> </ul>	<p>Laptop, projector, speakers, PowerPoint with student pictures, PowerPoint about Detecting Lies, videos from Advanced Drama students</p>
Thursday	<p><b>Scenes</b></p> <ul style="list-style-type: none"> <li>- Repeat the skit activity from first week, this time emphasizing stage position, body position and facial expression. Allow several minutes for the students to prepare so they can think through the things they've been working on.</li> <li>- In groups of 3-4, students draw a situation from the "Scenes" jar and then, do a one minute impromptu skit for the rest of the class. Videotape the skits.</li> </ul>	<p>Video camera</p>

## Drama Curriculum – Week Four, cont.

Friday	<p><b>Drama Quiz #1</b></p> <ul style="list-style-type: none"> <li>- Students complete individually.</li> <li>- If time allows, correct as a class.</li> </ul> <p>- Watch videos of scenes from Thursday. Look for good examples of body position and expression.</p>	<p>Copies of "Drama Quiz #1"</p> <p>Laptop, projector, speakers</p>
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### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Staging Vocabulary</b></p> <ul style="list-style-type: none"> <li>- PowerPoint with video clip examples</li> <li>- Students create a graphic organizer on blank paper. (First slide in PowerPoint shows them how to set up the paper.)</li> <li>- Go through PowerPoint as a class; have students take notes.</li> </ul> <p>Note: This should be review information for these students. You may choose not to have them take notes, but it would still benefit them to have the review of the vocabulary.</p>	<ul style="list-style-type: none"> <li>- Laptop, projector, PowerPoint, speakers</li> <li>- Blank paper for each student</li> </ul>
Tuesday	<p><b>Body Language and Facial Expression</b></p> <ul style="list-style-type: none"> <li>- Give copies of articles to students: "How to Detect Lies"</li> <li>- Have students read the article, looking specifically for two or three ideas that are new to them.</li> <li>- While students are reading, call one student at a time to your desk. Inform students that you will be asking them each three questions. They should answer two questions honestly and tell a lie on the other. The student should decide which question to lie about. Also, make sure students know that other classes will be watching the video of their answers. Video tape each student answering the questions.</li> </ul> <p>Question Ideas:</p> <ul style="list-style-type: none"> <li>- What is your name?</li> <li>- Where were you born?</li> <li>- What is your favorite sport? ...movie? ...book? ...class? ...food?</li> <li>- How old are you?</li> <li>- What do you want to be when you grow up?</li> </ul> <p>If time allows, play game: "Role Call: That's Amazing." Tell students it's a great chance to practice facial expression and body language.</p> <p><b>Teacher Task:</b> Upload the student videos to a laptop to show to all classes tomorrow.</p>	<p>Copies of article: "How to Detect Lies"</p> <p>Video camera</p>
Wednesday	<p><b>Body Language and Facial Expression</b></p> <ul style="list-style-type: none"> <li>- Show PowerPoint about Lying to review</li> <li>- Watch videos from Advanced Drama students. Can you tell which statement is a lie?</li> </ul> <p>Time left? Let students vote on a game to play.</p>	<p>Laptop, projector, speakers, PowerPoint about Detecting Lies, videos from Advanced Drama students</p>

## Drama Curriculum – Week Four, cont.

Thursday	<p><b>Scenes</b></p> <ul style="list-style-type: none"> <li>- Repeat the skit activity from first week, this time emphasizing stage position, body position and facial expression. Allow several minutes for the students to prepare so they can think through the things they've been working on.</li> <li>- In groups of 3-4, students draw a situation from the "Scenes" jar and then, do a one minute impromptu skit for the rest of the class. Videotape the skits.</li> </ul>	Video camera
Friday	<p><b>Drama Quiz #1</b></p> <ul style="list-style-type: none"> <li>- Students complete individually.</li> <li>- If time allows, correct as a class.</li>   <li>- Watch videos of scenes from Thursday. Look for good examples of body position and expression.</li> </ul>	<p>Copies of "Drama Quiz #1"</p> <p>Laptop, projector, speakers</p>

## Drama Curriculum – Week Five

### Topic: Movement – Pantomime and Silent Movies

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Introduction to Pantomime</b> - What is pantomime? Is it possible to tell a story using only actions and facial expressions? Discuss examples students may have scene. - Show PowerPoint with video clips - If time allows, have students try the mirroring activity seen in clip from "Big Business."	Laptop, projector, speakers, PowerPoint with video clips
Tuesday	<b>Miming Tips and Practice</b> - As a class, read the article "How to Mime." After each set of directions, have the students stand up and try to follow the directions given (ie. Pulling a rope, climbing a ladder, etc.)	Copies of article "How to Mime"
Wednesday	<b>Pantomime Assignment</b> - Go over Pantomime assignment requirements. See document "Actions Speak Louder than Words" for additional suggestions for the activity. - Give students the rest of the class period to prepare and practice	Copies of "Pantomime Assignment"
Thursday	<b>Pantomime Performances</b> - Students perform pantomime. Grade based on the rubric.	Copies of Pantomime Rubric to use for grading
Friday	<b>Charades</b> - Cut index cards into three pieces each. Give two strips of card to each student. Have the write the name of a movie or television show on one and the name of a well-known person on the other. Collect the cards to put in the "Charades" jar. Play Charades.	Index cards

Directions for alternate activities are included in this section of the notebook: "Mirror Exercise with Pairs" and "Taste the Difference"

#### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Introduction to Silent Films</b> - Discuss early movie history. Watch examples of Charlie Chaplin movie. (Several copies of various Charlie Chaplin films are available to check out from Eagle Public Library.)	

## Drama Curriculum – Week Five, cont.

Tuesday	<p><b>Silent Film Project</b></p> <ul style="list-style-type: none"> <li>- Read through Silent Film assignment requirements as a class.</li> <li>- Two options: Silent films can be performed on the stage live for the class on Thursday. Or, the films can actually be filmed and shown to the class as actual movies. HP digital cameras that record video can be checked out from the LSMS library. Memory cards are in the file cabinet. The students need to record the video themselves, arranging their script so there is always one person off camera to run the camera. The filming has to be done in one take so that no editing is required. The teacher can then load the videos on to a computer and use Windows Movie Maker to make the movie appear black and white.</li> </ul> <p>Note: Limit use of props and costumes to since time is limited for this project.</p>	Copies of "Silent Film Assignment"
Wednesday	<p><b>Silent Film Project</b></p> <ul style="list-style-type: none"> <li>- Practice film skits and/or film them.</li> </ul>	HP cameras from library, memory cards
Thursday	<p><b>Silent Film Project</b></p> <ul style="list-style-type: none"> <li>- Practice film skits and/or film them.</li> </ul>	HP cameras from library, memory cards
Friday	<p><b>Silent Film Performances</b></p> <ul style="list-style-type: none"> <li>- Watch live or recorded skits</li> <li>- Use rubric to assess performances</li> </ul>	Laptop, projector, video

## Drama Curriculum – Week Six

### Topic: Voice and Diction (Introduction and Impromptu Speeches)

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Voice and Diction Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Students take notes from PowerPoint onto a blank sheet of paper. Have them draw a chart with 18 rows and three columns. (They may want to put 9 rows on each side of the paper.) The columns should be labeled: "Word," "Definition," and "Example."</li> </ul> <p>Note: From an instructional standpoint, there are way too many words to learn in one day here. However, many of the words, such as volume and diaphragm, are going to be familiar to the students. Depending on your students, you may want to divide the list and introduce fewer words each day over two or three days and split up the Voice Projection and Tongue Twister activities over multiple days. (Half the period spent on vocabulary, half on an activity)</p>	Blank paper, Laptop, projector, Voice and Diction Vocabulary PowerPoint
Tuesday	<p><b>Voice Projection Activity</b></p> <ul style="list-style-type: none"> <li>- Remind students of the definition of projection: "Speaking with power!" Not yelling, but using a loud, full voice that carries across a room. Requires good posture and using the diaphragm.</li> <li>- Tell students that their primary job for the day is to make background noise. They can be talking to friends but must stay in their seats until it is their turn to be on the stage. Students should not pay much attention to what is happening on stage. (Makes the other kids nervous)</li> <li>- Have 3-4 students at a time come back to the stage. One at a time, each student should stand on stage and say "Hello, my name is _____ and I speak with power!" Then the student should read a quote from the paper held up by the teacher. (Intentionally choose a short or simple quote for students who you know have reading difficulties.) The goal is for the student to be loud enough that someone at the far end of the room could hear him or her over the noise of the class.</li> </ul>	Printed quotes
Wednesday	<p><b>Tongue Twisters</b></p> <ul style="list-style-type: none"> <li>- Go through Tongue Twister PowerPoint as a class. Students do not need to take notes. Have them all try each tongue twister as it comes up in the PowerPoint, then ask for a couple of volunteers to say each one for the class. (Saying it three times fast!)</li> </ul>	- Laptop, projector - Tongue Twister PowerPoint
Thursday	<p><b>Nursery Rhyme Activity</b></p> <ul style="list-style-type: none"> <li>- Students work in groups of 1-3. Each group should choose a nursery rhyme from the packets. The activity will work best if they choose a nursery rhyme that they already know well. Have students look over the styles of voice on the "Voice Activity Using Nursery Rhymes" paper. They should choose a style (or make up one of their own) and practice saying the nursery rhymes in that style.</li> <li>- Give the students about 10-15 minutes to practice.</li> <li>- Have the groups take turns performing their nursery rhymes for the class.</li> </ul>	- Copies of "Voice Activity Using Nursery Rhymes" and nursery rhyme packets

## Drama Curriculum – Week Six, cont.

Friday	<p><b>Drama Quiz #2 – Voice and Diction</b></p> <ul style="list-style-type: none"> <li>- Students should complete the quiz individually. If time allows, correct the quiz as a class.</li> <li>- If there is additional time, the students can choose a game to play as a class.</li> </ul>	
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### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Voice Projection Activity</b> (same as regular class)</p>	Printed quotes
Tuesday	<p><b>Impromptu Speeches</b></p> <ul style="list-style-type: none"> <li>- Define impromptu speeches – being able to give a speech without any preparation.</li> <li>- Ask for student volunteer. Have the student draw a topic from the Impromptu speech jar. The student should try to give a one minute speech on that topic. Discuss with the class what the student did well and what could have been better.</li> <li>- Discuss with students that a speech should have a beginning, middle and end. Give examples based on the topic the student chose as to how ideas about the topic could be organized. (Outline on board.)</li> <li>- Have students sit with a partner and decide on a person #1 and a person #2. Draw a topic from the jar. Have person #1 practice giving a one-minute speech to their partner. Repeat for person #2.</li> <li>- Have students sign up for a day during the rest of the week to give a one-minute impromptu speech to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Jar of Impromptu Speech topics</li> <li>- Sign-up sheet for speeches (Wednesday-Friday)</li> </ul>
Wednesday	<p><b>Impromptu Speeches/Tongue Twisters</b></p> <ul style="list-style-type: none"> <li>- First 15-20 minutes: Students signed up to give an impromptu speech should do so, each drawing a different topic out of the Impromptu Speech jar.</li> </ul> <p>Tongue Twisters</p> <ul style="list-style-type: none"> <li>- As a class, go through as much of the Tongue Twister PowerPoint as time allows. Talk about articulation (shaping the mouth to make sounds clearly) and enunciation (emphasize consonants).</li> </ul>	<ul style="list-style-type: none"> <li>- Jar of Impromptu speech topics</li> <li>- Laptop, projector</li> <li>- Tongue Twister PowerPoint</li> </ul>
Thursday	<p><b>Impromptu Speeches/News Stories</b></p> <ul style="list-style-type: none"> <li>- First 15-20 minutes: Students signed up to give an impromptu speech should do so, each drawing a different topic out of the Impromptu Speech jar.</li> </ul> <p>Activity: News Stories</p> <ul style="list-style-type: none"> <li>- Have each student draw a news story out of the “News Stories” jar. Give the students about 5 minutes to read their story and to decide what parts to emphasize. (If time allows, model an example by showing a story on the overhead and reading it with obvious emphasis on the most important/interesting parts.)</li> <li>- Have each student read their story to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Jar of Impromptu speech topics</li> <li>- News Stories jar</li> </ul>

Friday	<p><b>Impromptu Speeches</b></p> <ul style="list-style-type: none"> <li>- First 15-20 minutes: Students signed up to give an impromptu speech should do so, each drawing a different topic out of the Impromptu Speech jar.</li> </ul> <p>Activity: Alphabet Game</p> <ul style="list-style-type: none"> <li>- Students work in groups of about 6-8. Encourage students to use lines that are complete sentences/complete thoughts, not single words.</li> </ul>	- Jar of Impromptu speech topics
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## Drama Curriculum – Week Seven

### Topic: Voice and Diction – Puppets/Accents

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Introduction to Puppets</b></p> <ul style="list-style-type: none"> <li>- Discuss types of puppets: Muppets, marionettes, ventriloquists, hand puppets, etc.</li> <li>- Watch PowerPoint with video clips to show examples of several kinds of puppets. Have students pay close attention to how the puppets are used. Can they tell where the person holding the puppet is (especially in the Muppet example)? How it's being done?</li> <li>- Have students practice good puppet technique with their hands (part of the PowerPoint) and use their hands to "say" the limerick poems in the PowerPoint</li> </ul> <p>- Explain that students will be each making a puppet of their own over the next couple of days. Brown paper bags and a variety of supplies will be provided. If students want to make sock puppets, they are welcome to bring a clean sock to use. They may also bring other items (ribbon, doll clothes, etc.) to use on their puppet if they want.</p> <p><b>Teacher Tip:</b> Have the green puppet stage set up by the stage in the back of the room so that the students can see where they will be performing.</p>	<ul style="list-style-type: none"> <li>- Laptop, projector, speakers</li> <li>- Puppets</li> <li>PowerPoint</li> </ul>
Tuesday	<p><b>Make Puppets</b></p> <ul style="list-style-type: none"> <li>- Each student will make a puppet of his or her own.</li> <li>- In groups of 2-3, students should begin making plans for puppet performances at the end of the week.</li> </ul> <p><b>Note:</b> No more than 3 students can be in one puppet performance group. There is simply not enough space behind the puppet stage for more than 3 people!</p> <ul style="list-style-type: none"> <li>- Scripts: Students can choose to write their own short (1-2 page) script or to use one of the Aesop's Fables scripts, which are each written for 2-3 parts. The fables might be fun because the students can dress up their puppets to look like the animals in the chosen story.</li> <li>- Post a sign-up sheet where students can sign up for both a performance time (Thursday or Friday) and a short time on Wednesday to practice using the puppet stage.</li> </ul>	<ul style="list-style-type: none"> <li>- Brown paper bags</li> <li>- Markers, scissors, glue</li> <li>- Construction paper (several colors)</li> <li>- Variety of other items such as yarn, googly eyes, etc.</li> <li>- Sign-up sheet for practice and performances.</li> </ul>
Wednesday	<p><b>Finish Puppets and Practice</b></p> <ul style="list-style-type: none"> <li>- Students must have their puppets completed today. Most of the class period should be spent practicing for their performances.</li> </ul>	
Thursday	<p><b>Puppet Performances</b></p> <ul style="list-style-type: none"> <li>- Student groups signed up to perform will do so.</li> <li>- If time allows (if not many groups are signed up to perform on this day), provide some time at the beginning of the period for the students to practice in their small groups.</li> </ul>	

## Drama Curriculum – Week Seven, cont.

Friday	<p><b>Puppet Performances</b></p> <ul style="list-style-type: none"> <li>- The rest of the student groups perform with their puppets.</li> <li>- Grade performances based on rubric.</li> </ul>	
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### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>“Acting with an Accent” – Learn and Practice</b></p> <ul style="list-style-type: none"> <li>- Series of instructional CDs by linguist Dr. David Alan Stern</li> <li>- British, Australian, American Southern, Irish</li> <li>- Review definitions of “accent”</li> <li>- Play the first minute or so of each CD to allow students to hear the differences in the accents. Explain that the same guy is talking on all four CDs. Are they surprised to know it’s the same guy? Why is he able to make his voice sound so different?</li> <li>- Explain: Each CD provides about an hour of instruction in how to talk with an accent. There are activities/exercises to try making different sounds before he begins teaching whole words and phrases. Students should be prepared to listen carefully and try all of the exercises.</li> <li>- Have students choose which accent they want to learn. If possible, have the groups be fairly even in size – no groups larger than 10 kids, or they won’t all be able to hear well enough to learn much. Spread the groups around the room, each with a CD player and the appropriate CD.</li> <li>- Each group should begin going through their CD, stopping about ten minutes before the end of class to practice what they learned from the CD.</li> </ul> <p><b>Teacher Tip:</b> Ahead of time, make sure that you have four CD players that actually work. There are several in the classroom that no longer play CDs.</p>	<ul style="list-style-type: none"> <li>- “Acting with an Accent” CDs</li> <li>- 4 CD players</li> </ul>
Tuesday	<p><b>“Acting with an Accent” – Learn and Practice</b></p> <ul style="list-style-type: none"> <li>- Students will again work in the groups chosen on Monday (based on the accents the students have chosen to learn). Each group should continue to listen to and try the activities described on their “Acting with an Accent” CD.</li> <li>- After 20-30 minutes, have the groups find a good stopping place on the CD and have the students begin preparing what they will perform for the class on Friday. In groups of 3-4, the students should write a short script that makes good use of the words and phrases they are learning to say with an accent. Emphasize that every student needs a relatively equal amount of lines so that they each get to show off what they are learning. Each group should be prepared to perform for 2-3 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- “Acting with an Accent” CDs</li> <li>- 4 CD players</li> </ul>

## Drama Curriculum – Week Seven, cont.

Wednesday	<p><b>“Acting with an Accent” – Learn and Practice</b></p> <ul style="list-style-type: none"> <li>- Student groups should finish the instruction on the CD and spend the rest of the class period working on and practicing their skits for Friday’s performances.</li> <li>- Check each group’s script to make sure it has equal parts for each person, will last 2-3 minutes (look for about 4 pages of script), and is appropriate for classroom use.</li> </ul> <p>Option: Post of sign-up sheet so that each group can select when on Friday they want to perform.</p>	<ul style="list-style-type: none"> <li>- “Acting with an Accent” CDs</li> <li>- 4 CD players</li> </ul>
Thursday	<p><b>Performing with an Accent - Rehearsal</b></p> <ul style="list-style-type: none"> <li>- Student groups should use the class period to practice for their performances on Friday. They may want to go back and listen again to portions of their “Acting with an Accent” CD to be reminded of how certain words/phrases should sound.</li> </ul>	<ul style="list-style-type: none"> <li>- “Acting with an Accent” CDs</li> <li>- 4 CD players</li> </ul>
Friday	<p><b>Performing with an Accent</b></p> <ul style="list-style-type: none"> <li>- Student groups perform their skits using the accents they have learned.</li> </ul>	

## Drama Curriculum – Week Eight

### Topic: Voice and Diction – Children’s Stories/Radio Plays

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Children’s Stories: Using Voices</b></p> <ul style="list-style-type: none"> <li>- Read to the class several examples of children’s stories that either use voices or a change in rate, pitch or volume to emphasize certain parts of the story. Read with a LOT of expression as a good example.</li> <li>- Idea: Have the students sit on the floor while you sit in a chair and read to them, showing the pictures as you go. (“Kindergarten Moment”)</li> <li>- Suggested stories: <ul style="list-style-type: none"> <li><u>Stephanie’s Ponytail</u> by R. Munsch</li> <li><u>Math Curse</u> by J. Scieszka and L. Smith</li> <li><u>Tacky the Penguin</u> by H. Lester</li> <li><u>My Little Sister Ate One Hare</u> by B. Grossman</li> <li><u>The Ghost of Nicholas Greebe</u> by T. Johnston and S. D. Schindler</li> </ul> </li> <li>- Discuss: How does the way the reader uses his/her voice affect the story? (ie. makes it more interesting, easier to understand)</li> </ul>	<ul style="list-style-type: none"> <li>- Children’s stories to read to the class</li> </ul>
Tuesday	<p><b>Children’s Stories: Using Voice</b></p> <ul style="list-style-type: none"> <li>- Tell class about the four stories they can choose from. (Give brief summary of each.) <ul style="list-style-type: none"> <li><u>Piggie Pie!</u> by M. Palatini</li> <li><u>Bigfoot Cinderrrrrella</u> by T. Johnston and J. Warhola</li> <li><u>Annabelle Swift, Kindergartener</u> by A. Schwartz</li> <li><u>Cindy Ellen: A Wild Western Cinderella</u> by S. Lowell</li> </ul> </li> <li>- Assign parts. Suggestion: Put a list of the parts on the overhead. Randomly draw students names and let them choose.</li> <li>- Adjust the number of parts so that everyone participates. For example, additional narrators can be added to the stories to create more parts.</li> <li>- Students get together with the others reading the same story. The narrators figure out a way to take turns reading the parts of the story that aren’t dialogue (ie. taking turns every other page). The students who are playing the characters should read whatever dialogue their character has in the story. Encourage students to use accents, volume, or other means to make their voice match the character. Exaggeration is encouraged.</li> <li>- Have students use the rest of class time to practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of stories from which students can choose</li> </ul>
Wednesday	<p><b>Children’s Stories: Performances</b></p> <ul style="list-style-type: none"> <li>- Have two of the story groups read their story to the class.</li> <li>- Assign: “Drama Review” and “Stage Positions Review” worksheet – due tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of stories from which students can choose</li> <li>- Copies of “Drama Review” and “Stage Positions Review”</li> </ul>

## Drama Curriculum – Week Eight, cont.

Thursday	<p><b>Children’s Stories: Using Voice</b></p> <ul style="list-style-type: none"> <li>- Have the other two story groups read their story to the class.</li> <li>- As a class, correct “Drama Review” and “Stage Positions Review” worksheet</li> </ul>	
Friday	<p><b>Children’s Stories: Using Voice</b></p> <ul style="list-style-type: none"> <li>- Read to students out loud: <u>Oh! Were They Ever Happy</u> by P. Spier (or choose another story which leaves the students wondering what happens next)</li> <li>- Have the students write a one-page script explaining what happens at the end of the story, including the dialogue between the children and the parents (or other characters if another story is used)</li> <li>- If time allows, give students an opportunity to share what they have written</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Oh! Were They Ever Happy</u> by P. Spier</li> </ul>

### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Radio Plays</b></p> <ul style="list-style-type: none"> <li>- Explain background of the night the radio play “War of the Worlds” first was broadcast. (See article “War of the Worlds Radio Broadcast Causes Panic”)</li> <li>- Listen to first 30 minutes or so of radio play “War of the Worlds” Optional: Copy the script, or some pages from the script, from which the students can follow along.</li> <li>- Discuss: How are sound effects used to make up for not having any visuals? How well can you picture in your mind what is happening?</li> </ul>	<ul style="list-style-type: none"> <li>- “War of the Worlds” radio play</li> </ul>
Tuesday	<p><b>Radio Plays – Begin Practice</b></p> <ul style="list-style-type: none"> <li>- Assign parts. Put list of parts on the overhead and randomly draw students names to choose a part. After every student has one part, begin drawing names again. (There are enough parts that some students will end up with two.)</li> <li>- Have students divide into groups based on their section of the plays.</li> <li>- Groups should begin practicing, getting to know the words of the script really well and adding in any sound effects, accents or other voice elements to make the story more believable and interesting.</li> </ul>	<p>“Radio Plays for Taping I” scripts</p>
Wednesday	<p><b>Radio Plays – Recording</b></p> <ul style="list-style-type: none"> <li>- One at a time, have each students group (each section of the play) come to the stage to record their parts. (Block off the stage with the puppet stage to help reduce background noise.)</li> <li>- Assign: “Drama Review” and “Stage Positions Review” worksheet – Due Friday. The students who are waiting for or who have completed their turn should complete the worksheet and then keep themselves busy quietly until the recording is complete.</li> </ul> <p><b>Teacher Task:</b> Before class the next day, organize the recordings to the correct order and set them up to play one after the other.</p>	<p>Laptop and microphone to record</p> <ul style="list-style-type: none"> <li>- Copies of “Drama Review” and “Stage Positions Review” worksheet</li> </ul>

## Drama Curriculum – Week Eight, cont.

Thursday	<b>Radio Plays – Listen to Performances</b> - Listen to the radio play performances. - Discuss: How well were sound effects and voices used? Good examples? Things that could have been better?	Laptop and Speakers
Friday	<b>Vocabulary Review</b> - As a class, correct "Drama Review" and "Stage Positions Review" worksheet  With time left over, allow the class to vote on a drama game to play. Suggestions: Martha Game or Alphabet Scenes	

## Drama Curriculum – Week Nine

(Note: Good for the last week of the quarter. While the students watch the movie(s), the teacher can grade papers and track down missing work or have students complete make-up work)

### Topic: Sound Effects and Special Effects

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Special Effects</b> - Watch documentary movie "Boom! Hollywood's Greatest Disaster Movies" (To fit within class period, skip sections on "The Hurricane," "The Rains Came," "Titanic (original)," "No Highway in the Sky," and "The Towering Inferno.")	- DVD: "Boom! Hollywood's Greatest Disaster Movies" - Laptop, projector, speakers
Tuesday	<b>Sound Effects</b> - Readers' Theater: "The Boy Who Wanted the Willies" - Assign parts. Emphasize that the story needs sound effects and some accents. Parts should be exaggerated. - Read through the Readers' Theater as a class.	- Copies of script: "The Boy Who Wanted the Willies"
Wednesday	<b>Sound Effects - Practice</b> - Have students divide into groups of 3-4. - Each group will draw 3 skit ideas from the "Scene" jar and choose one of the three to act out. - The scene should involve 1-2 students on stage and 1-2 students off stage. The students on stage are silent – no lines to say at all. The students off stage will create the sound effects that, along with the physical action and facial expression of the students on stage, will tell the story.	- "Scenes" jar
Thursday	<b>Sound Effects – Skits</b> - Students groups perform the skits they rehearsed on Wednesday.	
Friday	<b>Special Effects and Sound Effects</b> - Watch documentary movie "Attack of the 50 Foot Monster Mania" (about the history of monsters in the movies) ***Note: Skip the introduction by Elvira  - There is some overlap with this movie and the one on Monday. If this is a short week, show the disaster movie instead of the monster one.	- DVD: "Attack of the 50 Foot Monster Mania" - Laptop, projector, speakers

#### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	(same as regular drama class)	
Tuesday		
Wednesday		
Thursday		
Friday		

## Drama Curriculum – Week Ten

### Topic: Characterization

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Characterization</b></p> <ul style="list-style-type: none"> <li>- Watch PowerPoint with video clips showing good actors playing very different roles. Discuss: How is someone able to play such different parts? What kind of preparation do you think the actor go through to get ready for these kinds of parts?</li> <li>- Emphasize phrase "breaking character" – You never see actors in a movie break character; it would ruin the movie and make it unbelievable.</li> </ul>	<ul style="list-style-type: none"> <li>- Characterization PowerPoint</li> <li>- Laptop, projector, speakers</li> </ul>
Tuesday	<p><b>Create Character</b></p> <ul style="list-style-type: none"> <li>- Each student will develop a character of his or her own. Give each student a copy of the "Characterization Assignment" handout.</li> <li>- Draw character ideas from the "Character" jar to give the students ideas. Discuss "stereotypes" and making the characters unique.</li> <li>- Each student should put together a monologue which they will perform for the class, in character. The monologue should answer the following questions:               <ul style="list-style-type: none"> <li>- What is your name?</li> <li>- How old are you?</li> <li>- Where do you live?</li> <li>- What do you spend your time doing? Work? For Fun?</li> <li>- Who do you spend your time with?</li> <li>- What do you like to eat?</li> <li>- What are your goals in life?</li> <li>- What in life is most important to you?</li> </ul> </li> <li>- Performed monologues should be about 60 seconds long.</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of "Characterization Assignment"</li> <li>- "Character" jar</li> </ul>
Wednesday	<p><b>Create Character and Practice</b></p> <ul style="list-style-type: none"> <li>- Students should continue to practice and refine their character and monologue.</li> <li>- Assign worksheet: "Voice and Diction Review," due Thursday</li> <li>- During any extra class time this week, play "The Dating Game," having the contestants draw characters from the Character Jar and practice not breaking character during the game.</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of "Voice and Diction Review" worksheet</li> </ul>
Thursday	<p><b>Practice Character</b></p> <ul style="list-style-type: none"> <li>- Correct "Voice and Diction Review" worksheet as a class</li> <li>- Students should perform their monologues for a partner, offering advice for each other to make their performances more believable.</li> </ul>	
Friday	<p><b>Perform Monologues</b></p> <ul style="list-style-type: none"> <li>- Students will give a short monologue introducing the class to the character each has created. Ask the performing student two or three questions which they should answer in character. Emphasize not breaking character.</li> </ul>	

## Drama Curriculum – Week Ten, cont.

### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Characterization</b> (Same as Drama class)	- Characterization PowerPoint - Laptop, projector, speakers
Tuesday	<b>Create Character</b> (Same as Drama class)	
Wednesday	<b>Create Character and Practice</b> (Same as Drama class)	
Thursday	<b>Practice Character</b> (Same as Drama class)	
Friday	<b>Perform Monologues</b> (Same as Drama class)	

## Drama Curriculum – Week Eleven

(Note: If more time is needed to plan for a bigger end-of-semester performance, skip this week’s activities and move on to script reading and writing (allowing for an extra week of practice). If, during 1<sup>st</sup> semester, the week before Holiday Break is a short week, not allowing time for performances, move this week’s activities to Week 17 and begin play production (script reading and writing) this week.)

### Topic: Speech (Formal and Casual Language)

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Formal vs. Casual Language</b></p> <ul style="list-style-type: none"> <li>- Go through the “Formal and Casual Language” PowerPoint.</li> <li>- While going through the examples, have the students guess what the formal version of each casual statement might be.</li> <li>- At the end, discuss why it matters (ie. sounding educated and intelligent, being respectful, making yourself understood)</li> </ul> <p><b>Teacher Task:</b> Begin the process of choosing 12-15 scripts that may be used for the students’ final performances. Look for plays with 4-6 parts. Ideal plays have a fairly equal number of lines for each character and minimal requirements for sets, props and costumes. The simpler the play is to perform, the better. Have scripts chosen by Wednesday of Week 12. Make 5-6 copies of each chosen script so that students can work in small groups to look through them.</p>	<ul style="list-style-type: none"> <li>- “Formal and Casual Language” PowerPoint</li> <li>- Laptop, projector</li> </ul>
Tuesday	<p><b>Formal vs. Casual Language</b></p> <ul style="list-style-type: none"> <li>- Assign worksheet: Using Formal Language. Give the students time to finish, around 15-20 minutes, working in partners or small groups (to encourage discussion of the differences and ideas for using formal language).</li> <li>- Once the students have finished, have volunteers offer to share/act out the original casual version and their “new-and-improved” formal version.</li> </ul>	<ul style="list-style-type: none"> <li>- “Using Formal Language” worksheet</li> </ul>
Wednesday	<p><b>Formal vs. Casual Language – Write Script</b></p> <ul style="list-style-type: none"> <li>- In groups of 3-4, students will put together two skits, one that shows a “Before” using casual language and one “After” using formal language in the same situation.</li> <li>- Suggestion: Have each group draw 3 slips of paper from the “Scenes” jar and choose one as the basis for their skits.</li> <li>- Use the class period to write a short script (about 2 pages each).</li> </ul> <p>- You may want to collect the scripts to verify that the students have done a good job in showing the contrast between the formal and casual registers. Also, you may want to make copies of the scripts for the students to use in class.</p>	

## Drama Curriculum – Week Eleven, cont.

Thursday	<b>Formal vs. Casual Language – Rehearse</b> - Groups should practice the “Before” and “After” scenes using the scripts they wrote on Wednesday. - Students will not use their scripts during the final performances on Friday, but they do not have to have them memorized perfectly, since not much time is being given to work on them. They should become familiar enough with the script to get the basics correct without having to read from the script.	
Friday	<b>Formal vs. Casual Language – Perform</b> - Groups perform for the class the skits they have written. Grade based on rubric.	

## Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Formal vs. Casual Language</b> (same as Drama class)	- “Formal and Casual Language” PowerPoint - Laptop, projector
Tuesday	<b>Formal vs. Casual Language</b> (same as Drama class)	
Wednesday	<b>Formal vs. Casual Language – Write Script</b> (same as Drama class)	
Thursday	<b>Formal vs. Casual Language - Rehearse</b> (same as Drama class)	
Friday	<b>Formal vs. Casual Language - Perform</b> (same as Drama class)	

## Drama Curriculum – Week Twelve

### Topic: Script Reading, Writing and Selecting

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Reading a Script</b></p> <ul style="list-style-type: none"> <li>- Hand out copies of the script from the pilot episode of the television show "Scrubs"</li> <li>- Questions to ask students:               <ol style="list-style-type: none"> <li>1. How long is a sitcom? (23 minutes – the rest is commercials)</li> <li>2. What is a pilot? (first episode – tests popularity of show)</li> </ol> </li> <li>- Read through the first two pages of the script as a class. Point out things like "Cold Open" (the part of the show that comes on before the opening song) and how description looks different from dialogue (dialogue is centered). Point out the number of scene changes. Ask students how long they think that part of the script actually takes when acted out. (46 seconds)</li> <li>- Show the opening scene from Scrubs (the "Cold Open" – everything up to the opening song)</li> <li>- Discuss: How was the script different from the final version?</li> <li>- Start back at the beginning and watch the show (just over 12 minutes on edited version). Students should try to follow along on the scripts. (Lots of parts get skipped and one scene is out of place, so follow along and call out page numbers at the beginning of a new scene to help students follow.)</li> <li>- Discuss after watching: What changes did you notice? Why isn't the final version the same as the script? (Actors, writers make changes based on what works, what they think is funny. Also, they have to make it fit into the time allowed.)</li> </ul>	<ul style="list-style-type: none"> <li>- Edited version of "Scrubs" pilot episode (Season 1)</li> <li>- Class set of "Scrubs" pilot script</li> </ul>
Tuesday	<p><b>Modifying Scripts: Adding a New Character</b></p> <ul style="list-style-type: none"> <li>- Give each student a copy of the Readers' Theater script, "Frog and Toad" together.</li> <li>- Students should read through the script once on their own.</li> <li>- Then, working alone or with a partner, students should create a new character and write that character into the script, actually writing in the new lines in the spaces between the existing dialogue. Students should add at least six new lines. They may make changes to the existing lines if they want to, but the basis of the story should stay the same.</li> <li>- Ideas for new characters: Bunny the next-door neighbor, a Girl Scout selling cookies, a thief who steals the cookies, etc.</li> <li>- Give the students 15-20 minutes to write, and then use the rest of class time to allow volunteers to share what they came up with. (This activity ended up being a lot more fun than I expected. The students got really creative.)</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of script "Frog and Toad Together"</li> </ul>
Wednesday	<p><b>Introduction to Final Project</b></p> <ul style="list-style-type: none"> <li>- Explain that the students' final plays will be "ensemble" pieces. Groups of 3-6 students will each perform a play in which the characters have relatively equal parts. (No "star" of the show.) Parents and students/staff from the school will be invited to attend the final performances. Give students an idea of the dates the plays will be performed. Plays will be performed in the drama classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of scripts chosen for final plays</li> </ul>

## Drama Curriculum – Week Twelve, cont.

Wednesday, cont.	<ul style="list-style-type: none"> <li>- Give a short explanation of each script.</li> <li>- Explain the selection process:               <ul style="list-style-type: none"> <li>- Students will work in small groups</li> <li>- Students will read each script, looking for parts they would be interested in playing</li> <li>- Students will have the rest of the week to read plays and think about what parts they want</li> <li>- After reading all of the plays, students should choose 4 parts from 4 different plays and write the character name and play title on a piece of paper to hand in to the teacher.</li> </ul> </li> </ul>	
Thursday	<p><b>Script Reading and Selection</b></p> <ul style="list-style-type: none"> <li>- Students should continue with the script selection process they began the previous day. Encourage students to take the time to really read each script, not just to choose the first parts they see. They will be spending a lot of time with the play they end up in, and it will be more fun if it's a play they truly like.</li> </ul>	
Friday	<p><b>Script Reading and Selection</b></p> <ul style="list-style-type: none"> <li>- Students should finish the script selection process that they began on Wednesday. Students should complete their list of four chosen parts to turn in to the teacher. Students who do not turn in a list will simply have to accept whatever part the teacher gives them!</li> </ul> <p><b>Teacher Task:</b> For each class, fill out a chart recording each student's choices for parts. Use the chart to decide which parts will go to which students. Of the 12-15 possible scripts, there will only be 6-8 that end up being performed, and the chosen scripts will vary from class to class. Try to keep boys in male roles and girls in female roles. Some parts could easily be re-written for either gender. If there are students who don't work well together, try to keep them separated, as the casts will be spending a lot of time together over the next several weeks. If there are small parts in a chosen play, use those for students who may struggle to memorize a lot of lines, or choose a capable student to fill several of the smaller roles in different plays rather than one large role.</p>	Chart for recording student selections (for teacher use)

## Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Introduce Final Project</b></p> <ul style="list-style-type: none"> <li>- Hand out papers that explain the final project. Give students a few minutes to look over the paper before discussing each point as a class.</li> <li>- After the requirements have been discussed and questions answered, allow the students to work together to form groups of 3-5 students. Encourage them to choose their groups wisely since they will be working with this cast for several weeks.</li> </ul>	- Handout explaining final project
Tuesday	<p><b>Script Writing</b></p> <ul style="list-style-type: none"> <li>- Students work in small groups to write their scripts.</li> <li>- Remind students that their plays should have a distinct beginning, middle and end. There should be some sort of introduction to explain the characters and setting, a conflict on which most of the play is based, and a conclusion during which the conflict is somehow resolved.</li> </ul>	

## Drama Curriculum – Week Twelve, cont.

Wednesday	<b>Script Writing</b> - Students work in small groups to write their scripts.	
Thursday	<b>Script Writing</b> - Students work in small groups to write their scripts.	
Friday	<b>Script Writing</b> - Students work in small groups to write their scripts. <b>- Scripts are due</b>  <b>Teacher Task:</b> Read scripts to make sure they are appropriate. Then make one copy of each script for each member of the cast. Keep the originals to refer back to if changes are made later.	

## Drama Curriculum – Week Thirteen

### Topic: Memorization and Script Work

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Getting to Know the Cast</b></p> <ul style="list-style-type: none"> <li>- Show the students the casts for the chosen plays (written out on an overhead).</li> <li>- Have students move so that they are sitting with their cast.</li> <li>- Each student should "introduce" himself or herself to the cast by saying, "Hi! My name is _____ and I am playing the part of _____."</li> <li>- Follow directions for the activity on the "Getting to Know the Cast" handout.</li> </ul> <p>(This was a lot of fun and really did get the casts talking together and working as a group.)</p>	"Getting to Know the Cast" activity description page
Tuesday	<p><b>Working with the Script</b></p> <ul style="list-style-type: none"> <li>- Hand out copies of the scripts</li> <li>- Explain that the students may not keep the copies because of copyright issues. The students will receive a grade on having their script to hand back in before the final performances. Students may write on the scripts, but should take care not to damage or lose them.</li> <li>- Students should:               <ol style="list-style-type: none"> <li>1. Write their first and last name on the script</li> <li>2. Highlight their parts</li> <li>3. Make any necessary changes to the script as a group (ie. If a character needs to be made from a boy to a girl, change the name and the related pronouns. Also, if a particular part is really small, students may add in lines for that character.)</li> </ol> </li> <li>- "Cold Read"</li> </ul> <p>Have the groups read through their scripts (still in their scripts as a cast, to begin to get a feel for the flow and to become more familiar with lines. If time allows, have each group read their script twice from beginning to end.</p>	Copies of scripts (one for each student)
Wednesday	<p><b>Learning about the Characters</b></p> <ul style="list-style-type: none"> <li>- Students should sit with their cast</li> <li>- The groups should read through their script fairly slowly, stopping each time something new is learned about a character. Students may want to take notes in the margins on their scripts. For example, if a character makes a rude comment about someone else, the group may learn that he or she is not a very nice person.</li> </ul> <p><b>Note:</b> Post a schedule for students to sign up for times to practice on the stage. You may also have students sign up for a final performance date at this time.</p>	Schedule to post for stage time sign-ups (print one sign-up sheet for each drama class)

## Drama Curriculum – Week Thirteen, cont.

Thursday	<p><b>Reading Rehearsal</b></p> <ul style="list-style-type: none"> <li>- Casts again read through their scripts as a group. This time, however, they should interrupt themselves throughout the play to begin talking about blocking. Where will people stand? When someone leaves the stage, which way will he or she go?</li> <li>- The students may want to begin making notes in the margins of the script to remind themselves of their own movements. Remind them that anything they are unsure or in disagreement about will be easier to work out once they begin actual practice on the stage next week.</li> </ul>	
Friday	<p><b>Reading Rehearsal</b></p> <ul style="list-style-type: none"> <li>- Have each cast read through their script 2-3 times as a group. Remind them that repetition is an important part of getting the lines memorized.</li> </ul> <p>Game: (10-15 minutes)</p> <ul style="list-style-type: none"> <li>- At the end of the class period, give the class a break from their scripts and play "Role Call: Approval." Tell them that they will be going over their scripts many times in the next few weeks and that they will need to keep up their energy and enthusiasm even when they start to feel bored with it. This game is a good way for them to practice keeping up their enthusiasm.</li> </ul>	

### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Working with the Script</b></p> <ul style="list-style-type: none"> <li>- Hand out copies of the scripts</li> <li>- Students should:               <ol style="list-style-type: none"> <li>1. Write their first and last name on the script</li> <li>2. Highlight their parts</li> <li>3. Make any agreed-upon changes to the script as a group</li> </ol> </li> <li>- "Cold Read"</li> </ul> <p>Have the groups read through their scripts (still in their scripts as a cast, to begin to get a feel for the flow and to become more familiar with lines. If time allows, have each group read their script twice from beginning to end.</p>	Copies of the students' scripts (keep the originals)
Tuesday	<p><b>Finalizing Scripts</b></p> <ul style="list-style-type: none"> <li>- As the casts read through their scripts from start to finish, they will likely find things that they will want to change, ie. Parts that don't flow well from one scene to another or lines that don't make as much sense as they originally thought. Encourage the casts to work together to make changes at this point so that they can work from a more finalized script the rest of the time.</li> </ul>	

## Drama Curriculum – Week Thirteen, cont.

Wednesday	<p><b>Learning about the Characters</b> (same as regular Drama class)</p> <ul style="list-style-type: none"> <li>- Students should sit with their cast</li> <li>- The groups should read through their script fairly slowly, stopping each time something new is learned about a character. Students may want to take notes in the margins on their scripts.</li> </ul> <p><b>Note:</b> Post a schedule for students to sign up for times to practice on the stage. You may also have students sign up for a final performance date at this time.</p>	Schedule to post for stage time sign-ups (print one sign-up sheet for each drama class)
Thursday	<p><b>Reading Rehearsal</b> (same as regular Drama class)</p> <ul style="list-style-type: none"> <li>- Casts again read through their scripts as a group. This time, however, they should interrupt themselves throughout the play to begin talking about blocking. Where will people stand? When someone leaves the stage, which way will he or she go?</li> <li>- The students may want to begin making notes in the margins of the script to remind themselves of their own movements. Remind them that anything they are unsure or in disagreement about will be easier to work out once they begin actual practice on the stage next week.</li> </ul>	
Friday	<p><b>Reading Rehearsal</b> (same as regular Drama class)</p> <ul style="list-style-type: none"> <li>- Have each cast read through their script 2-3 times as a group. Remind them that repetition is an important part of getting the lines memorized.</li> </ul> <p>Game: (10-15 minutes)</p> <ul style="list-style-type: none"> <li>- At the end of the class period, give the class a break from their scripts and play "Role Call: Approval." Tell them that they will be going over their scripts many times in the next few weeks and that they will need to keep up their energy and enthusiasm even when they start to feel bored with it. This game is a good way for them to practice keeping up their enthusiasm.</li> </ul>	

## Drama Curriculum – Week Fourteen

### Topic: Rehearsal – Plan and Practice

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Blocking Rehearsal</b></p> <ul style="list-style-type: none"> <li>- Have casts go through their scripts with action. Begin working out things like who stands where and who leaves stage when.</li> <li>- 1-2 casts should have signed up for time to practice on the stage each day starting at this point. Other casts will need to find a space in the classroom to work. They may choose to continue sitting down and focusing on reading at this point.</li> </ul> <p>Remind students that they should try to have lines memorized by Friday.</p>	Schedule of which cast is signed up to practice on the stage.
Tuesday	<p><b>Blocking Rehearsal: Page-by-Page</b></p> <ul style="list-style-type: none"> <li>- Explain that, generally, our brains are wired to best remember the beginnings of things and the ends of things. To help them better learn the middle of the scripts, we are going to break up the script into smaller pieces. Explain that each group will go over their script one page at a time, repeating each page 2-3 times before going on to the next one. (ie. Go over page 1 twice, then page 2 twice, etc.)</li> <li>It may seem redundant, but it's a good way to help them more easily learn the script.</li> </ul>	
Wednesday	<p><b>Props and Costumes</b></p> <ul style="list-style-type: none"> <li>- Each cast should go through the script and make a list of any props and costumes that are needed, by character.</li> </ul> <p>Explain that, as usual, students will not be allowed to get into the props and costumes during class time. Each cast will need to sign up for a before or after school time to come check out props they want to be able to use. The whole cast does not have to come in together, but should not come in separately; if the whole group can't make it, they should delegate 1-2 students to come in and get the props for the whole cast.</p> <p>Costumes and props will be available on a first-come-first serve basis. If another cast already took a prop you wanted, too bad. (In my experience, trying to have casts share props leads to lost and damaged items.)</p> <p>Students will not be using their props and costumes in class to practice until the week before the performances.</p>	Sign up sheet for times to check-out props and costumes before or after school.

**Drama Curriculum – Week Fourteen, cont.**

<p>Thursday</p>	<p><b>Blocking Rehearsal: Switch Roles</b></p> <ul style="list-style-type: none"> <li>- Have the students trade roles within their own cast and then read through the script. The purpose is to give each cast member a chance to see their own character through the eyes of another. They may also get some ideas for how to act out their part that they hadn't thought of before.</li> </ul> <p>Note: Once casts begin coming in to check out props and costumes:</p> <ul style="list-style-type: none"> <li>- Have a large, black draw-string garbage bag for each cast. The students should store the chosen props and costumes in the bag, tied and labeled with their names. This keeps the props out of sight and makes it less likely someone will walk off with something being used by another group.</li> <li>- Tell students that at any point, if any props or costumes are left out (not put back in bags at the end of the period, for example) will be put away and will not be given back to students to use. (Students need to be responsible for the props they want to use.)</li> </ul>	
<p>Friday</p>	<p><b>Line Check</b></p> <ul style="list-style-type: none"> <li>- Students should be well on their way to having lines memorized at this point. Have the students go through the play without having scripts out. One student in each group (possibly the one with the smallest part) can have their copy of the script out to act as a prompter. Encourage them to go through the script several times since they will likely remember more each time they go over it.</li> </ul> <p>Note: Have each group keep track of how many minutes it takes to go through the whole play. Use this information to help schedule the final performances.</p>	

**Advanced Drama:**

	<b>Lesson/Activity:</b>	<b>Materials:</b>
<p>Monday</p>	<p><b>Blocking Rehearsal</b> (same as regular class)</p> <p>Advanced Drama students will be using the same rehearsal techniques as the regular Drama classes. Advanced Drama scripts are likely to be longer, and so those students may need extra time/days to get through activities like the page-by-page rehearsal.</p>	
<p>Tuesday</p>	<p><b>Blocking Rehearsal: Page-by-Page</b> (same as regular class)</p>	
<p>Wednesday</p>	<p><b>Props and Costumes</b> (same as regular class)</p>	
<p>Thursday</p>	<p><b>Blocking Rehearsal: Switch Roles</b> (same as regular class)</p>	
<p>Friday</p>	<p><b>Line Check</b> (same as regular class)</p>	

## Drama Curriculum – Week Fifteen

### Topic: Rehearsal – Planning and Practice (lines memorized)

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Developing/Working Rehearsals</b></p> <ul style="list-style-type: none"> <li>- Over Acting: Have the students go through the play exaggerating every line and emotion. In parts where the character is angry, he/she should act VERY angry, etc. The purpose is to have the students really think about what emotions are involved, and they might get some good, new ideas for making their characters more believable.</li> </ul> <p>Game: Machine Game (about 30 minutes) Now might be a good time to give the students a break from their scripts and to encourage team-building among the casts. It's likely that some conflict has started to arise in some of the groups. The Machine Game keeps them working together but gives them something new to focus on and to (hopefully) be successful at so they can come back to their scripts with renewed enthusiasm.</p> <p>Note: Prop/Costume selection times continue before and after school. Students should have already signed up for a time to come in.</p> <p><b>Teacher Task:</b> Find an Audience for the Plays</p> <ul style="list-style-type: none"> <li>- Create a schedule that shows which play is being performed which day and which period. Include the students' first names, but do not use their last names. Make copies of the schedule (possibly by class period) to send home with students so that parents can see when their child is performing.</li> <li>- Post the schedule on the school website (on your classroom webpage).</li> <li>- Also, send out an e-mail to all LSMS staff inviting them to bring their classes to watch. This will be the best source of an audience. Try to get 1-2 classes scheduled to come watch each drama class period.</li> </ul>	<p>Schedule of final performances</p> <p>E-mail invitation to school staff</p>
Tuesday	<p><b>Developing/Working Rehearsals</b></p> <ul style="list-style-type: none"> <li>- 3 Step Rehearsal Process               <ol style="list-style-type: none"> <li>1<sup>st</sup> – Go through the whole play from start to finish</li> <li>2<sup>nd</sup> – Go through the play again, stopping as needed to make suggestions for possible changes.</li> <li>3<sup>rd</sup> – Run through the entire play again, trying out any changes that were made.</li> </ol> </li> </ul>	
Wednesday	<p><b>Developing/Working Rehearsals</b></p> <ul style="list-style-type: none"> <li>- Pacing               <ol style="list-style-type: none"> <li>1<sup>st</sup> – Go through the entire play as fast as possible</li> <li>2<sup>nd</sup> – Go through the play more slowly than usual</li> </ol> <p>Discuss: Are there parts of the play, certain lines, that work better when done more quickly? Are there parts that work better or are easier to understand when done more slowly? Adjust as needed.</p> </li> </ul>	

## Drama Curriculum – Week Fifteen, cont.

Thursday	<p><b>Developing/Working Rehearsals</b> Getting and Giving Feedback</p> <ul style="list-style-type: none"> <li>- Pair each cast with another. (If needed, have groups of three casts working together.) Each cast should perform their play for the other group, doing all of the lines, emotions, actions, etc. as planned. The group watching should fill out a play feedback sheet. After the play, the comments from the feedback sheet should be shared with the acting cast – good things and things to work on. The groups then switch and the second cast performs their play.</li> </ul>	Copies of play feedback sheet
Friday	<p><b>Developing/Working Rehearsals</b> Getting and Giving Feedback</p> <ul style="list-style-type: none"> <li>- This time, those watching the play should feel free to interrupt with suggestions as the play is being performed (without being rude, of course).</li> <li>Explain that those on stage don't have to take the advice of those watching, but should think about it.</li> <li>- Pair the casts with different groups than they worked with previously.</li> </ul>	

### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Developing/Working Rehearsals</b></p> <ul style="list-style-type: none"> <li>- Over Acting (same as regular drama class)</li> </ul> <p>Game: Machine Game (about 30 minutes)</p> <p>Note: Prop/Costume selection times continue before and after school. Students should have already signed up for a time to come in.</p>	
Tuesday	<p><b>Developing/Working Rehearsals</b></p> <ul style="list-style-type: none"> <li>- 3 Step Rehearsal Process (same as regular drama class)</li> </ul>	
Wednesday	<p><b>Developing/Working Rehearsals</b></p> <ul style="list-style-type: none"> <li>- Pacing (same as regular drama class)</li> </ul>	
Thursday	<p><b>Developing/Working Rehearsals</b> Getting and Giving Feedback (same as regular drama class)</p>	
Friday	<p><b>Developing/Working Rehearsals</b> Getting and Giving Feedback (same as regular drama class)</p>	

## Drama Curriculum – Week Sixteen

### Topic: Rehearsal – Planning and Practice – Props and Costumes

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Run-Throughs/Polishing Rehearsals</b> - First chance to work with props - Students go through the entire play (start to finish) using their props. They should then go back and focus on any parts that had problems or could otherwise be improved.	
Tuesday	<b>Run-Throughs/Polishing Rehearsals</b> - Continue making necessary changes and rehearsing with props.	
Wednesday	<b>Dress Rehearsal</b> - Go through the plays, following the order of the performance schedule (start on Tuesday if four days are scheduled for performances.) - Perform as if this was the real performance. Practice getting the stage set up between plays, use full costumes and all props. This is the time to work out any bugs or confusions.  - Move desks to hallway in building and set up rows of folding chairs set up to create an audience space. Put up stage curtains if they are not already up.  If any sort of lighting or other special equipment is needed, have them set up and practice with them also.	Folding chairs  Some sort of lighting
Thursday	<b>Dress Rehearsal, cont.</b>	
Friday	<b>Dress Rehearsal, cont.</b>	

#### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Run-Throughs/Polishing Rehearsals</b> - First chance to work with props (same as regular class)	
Tuesday	<b>Run-Throughs/Polishing Rehearsals</b> (same as regular class)	
Wednesday	<b>Dress Rehearsal</b> (same as regular class)	
Thursday	<b>Dress Rehearsal, cont.</b>	
Friday	<b>Dress Rehearsal, cont.</b>	

If time, have students create a sign with the title of their play to show during the performance.

## Drama Curriculum – Week Seventeen

### Topic: Play Presentations

Most likely, the students won't do Bell Work this week, at least not on performance days. Have a section of the classroom set aside for the drama students not performing that day. (They will become part of the audience.) The day's performers should be back-stage so that everything can start as quickly as possible once the audience arrives and is seated.

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Perform the Plays!</b></p> <p>If possible, videotape the students' performances each day for them to see later in the week.</p>	Video camera
Tuesday	<b>Perform the Plays!</b>	
Wednesday	<b>Perform the Plays!</b>	
Thursday	Finish performing plays if needed, or watch the videos from the performances so students can see their own work. Celebrate. Popcorn would be a nice touch. :)	Videos of performances, laptop, projector, popcorn
Friday	<p>Finish watching the videos from the performances. Celebrate.</p> <p>Discuss as a class what they liked about the process, what they would do differently if given a chance, etc.</p>	Videos of performances, laptop, projector, popcorn

#### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Perform the Plays!</b></p> <p>If possible, videotape the students' performances each day for them to see later in the week.</p>	
Tuesday	<b>Perform the Plays!</b>	
Wednesday	<b>Perform the Plays!</b>	
Thursday	Finish performing plays if needed, or watch the videos from the performances so students can see their own work. Celebrate. Popcorn would be a nice touch. :)	Videos of performances, laptop, projector, popcorn
Friday	<p>Finish watching the videos from the performances. Celebrate.</p> <p>Discuss as a class what they liked about the process, what they would do differently if given a chance, etc.</p>	Videos of performances, laptop, projector, popcorn

## Drama Curriculum – Week Eighteen

### Topic: Lip Synch

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Introduce Lip Sync Project</b></p> <ul style="list-style-type: none"> <li>- Lip Sync is “pretending” to perform a song as if you were the one actually singing it. Mouth the words, act out the movements and expressions.</li> <li>- Students will work in groups of 1-5 people</li> <li>- As a group, the students should choose a song that everyone agrees on. The song must be “G-rated” – appropriate for school. Students should write out the lyrics to the song and submit them to the teacher for approval. (Lyrics can usually be easily checked on-line. Using Google, search for the song title and the word “lyrics.”)</li> <li>- Students will be responsible for providing the music/CD for their song. They should choose a song to which they have easy access.</li> <li>- Have groups sign up for a day and order in which they will perform.</li> </ul>	Sign up sheet for performance days and order
Tuesday	<p><b>Lip Sync Project – Practice</b></p> <ul style="list-style-type: none"> <li>- Students should work on learning the lyrics to their song. Everyone in the group should memorize the lyrics.</li> <li>- Students should begin to practice the actions that go with the performance. What facial expressions best express the lyrics? What movements fit the music? Remind them that even singers are <i>acting</i> to some degree when they are on stage.</li> </ul>	
Wednesday	<p><b>Lip Sync Project – Practice</b></p> <ul style="list-style-type: none"> <li>- Continue practice; finalize performance plans</li> </ul> <p>Note: If there are only one or two class days next week (Week 19), give the students only one day of practice the Lip Sync, begin the performances on Wednesday and use Friday to begin review for the End-of-Course Assessment.</p>	
Thursday	<p><b>Lip Sync Performances</b></p> <ul style="list-style-type: none"> <li>- If time allows, have the audience give examples about what they like about each performance.</li> </ul>	CD player
Friday	<p><b>Lip Sync Performances</b></p> <ul style="list-style-type: none"> <li>- Finish performances.</li> </ul>	CD player

#### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<p><b>Lip Sync Project</b> (same as regular class)</p>	
Tuesday		
Wednesday		
Thursday		
Friday		

## Drama Curriculum – Week Nineteen

Note: The schedule for the end of the semester can get really crazy. You may only have one or two days with students to review before the End-of-Course Assessment. Depending on the end-of-semester schedule, especially in the spring, you may need to take a day or two during Week Eighteen to review for the EOC, as you may only have one or two class periods during this week.

### Topic: Review and End of Course Assessment

#### Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Vocabulary Matching Game</b> - Give each student a card with a vocabulary word and a card with a definition. If the cards they receive don't match, the student should find who has the matching cards. Once a match has been made, the cards should be left together on the student's desk, and the student can get more cards from the teacher. Play until all cards are matched. - Keep track of how much time it takes to finish matching the cards. Then challenge the students, as a class, to do it more quickly a second time. - Variation: Have the students divide into groups of about 4. Divide the vocabulary word cards as evenly as possible among the groups. Mix up or randomly draw the definition cards. The group with the matching card gets the definition card and a point. The first group to match all their cards wins.	Vocabulary and Definition Cards
Tuesday	<b>Drama Vocabulary Review – End of Semester (Word Puzzle)</b> - Assign. Allow students to work together and to use any notes they have saved. Correct as a class when everyone has finished.	Copies of "Drama Vocabulary Review – End of Semester" Word Puzzle
Wednesday	<b>Bluff Vocabulary Review Game</b> - Play in two teams	Bluff Questions
Thursday	<b>End-of-Course Assessment</b> (provided by district)	End-of-Course Assessment

#### Advanced Drama:

	<b>Lesson/Activity:</b>	<b>Materials:</b>
Monday	<b>Vocabulary Matching Game</b> (same as regular class)	Vocabulary and Definition Cards
Tuesday	<b>Drama Vocabulary Review – End of Semester (Word Puzzle)</b> (same as regular class)	Copies of Word Puzzle
Wednesday	<b>Bluff Vocabulary Review Game</b>	Bluff Questions
Thursday	<b>End-of-Course Assessment</b> If the district moves to a rubric-based performance assessment instead of a paper-and-pencil test, use the rubric to assess the students' performances during Week 17 as the End-of-Course assessment. Then this week can be used for Drama Games or other "fun" activities.	End-of-Course Assessment (provided by the district)