

**Wilmette District 39 Public Schools
Improvitational Drama Curriculum**

Statement of Philosophy

Experiences in the disciplined study of the dramatic arts significantly contribute to students' success in the 21st Century. The development of communication skills creates heightened awareness and expression of self as well as empathy for others. Active collaboration promotes personal and group risk taking, flexibility, creativity, persistence and problem solving. The dramatic arts invite students to embrace opportunities to thrive and struggle, lead and follow, and create, critique and connect in a safe stimulating environment.

National and State Standards

Adapted from National Standards for Theatre Education and Illinois Learning Standards

National Content Standards Theatre Education	Achievement Standards
Standard 1: Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.	<ul style="list-style-type: none"> • Students individually and in groups, create characters, environments, and actions that create tension and suspense. • Students refine dialogue and action.
Standard 2: Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes.	<ul style="list-style-type: none"> • Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people. • Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices. • Students in an ensemble, interact as the invented characters.
Standard 3: Designing by developing environments for improvised and scripted scenes.	<ul style="list-style-type: none"> • Students work collaboratively and safely to select and create imagined elements of scenery and properties to signify environments and to suggest character.
Standard 4: Directing by organizing rehearsals for improvised and scripted scenes.	<ul style="list-style-type: none"> • Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills.
Standard 5: Researching by using cultural and historical information to support improvised and scripted scenes.	<ul style="list-style-type: none"> • Students apply research from print and non-print sources to script writing, acting, design, and directing choices.
Standard 6: Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms.	<ul style="list-style-type: none"> • Students describe characteristics and compare the presentation of characters, environments, and actions in theatre and dramatic media. • Students incorporate elements of dance and music to express ideas and emotions in improvised scenes. • Students express and compare personal reactions to several art forms.
Standard 7: Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.	<ul style="list-style-type: none"> • Students articulate and support the meanings constructed from their and others' dramatic performances. • Students articulate using criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances. • Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised scenes.
Standard 8: Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures.	<ul style="list-style-type: none"> • Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures. • Students explain how culture affects the content of dramatic performances. • Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life.

Illinois Learning Anchor Standards

Reading	Writing	Speaking and Listening
<p><u>CCSS.ELA-Literacy.CCRA.R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><u>CCSS.ELA-Literacy.CCRA.R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<p><u>CCSS.ELA-Literacy.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p><u>CCSS.ELA-Literacy.CCRA.W.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><u>CCSS.ELA-Literacy.CCRA.W.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-Literacy.CCRA.W.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>CCSS.ELA-Literacy.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-Literacy.CCRA.SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><u>CCSS.ELA-Literacy.CCRA.SL.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

Course Description

The Improv course is an introduction to the elements of improvisation. Students will gain an experiential understanding of both comedic and dramatic acting through application of improvisational techniques. This reflective course will culminate in a performance-based presentation in front of a live audience.

These experiences may include, but are not limited to:

- Contributing and accepting ideas.
- Collaborating and supporting the ensemble on and off stage.
- Challenging oneself and the team to take greater risks.
- Creating characters, conflicts and environments.
- Connecting with characters and story.

Summative Performance Assessment

- Given a choice among improvisation, students will perform for an invited audience.
 - ***Possible Games:***
 - Slide Show
 - Taxi
 - Four Corners
- Students will create and perform a short theatre piece applying their knowledge of improvisational techniques and elements of theatre.

Conceptual Understandings	Formative Understandings	Teacher Resources
<p>Body & Movement</p> <p>Body and movement express character, emotion and confidence.</p>	<ul style="list-style-type: none"> • Identify and apply use of levels, layers, connection and focal point in tableaux. • Demonstrate a strong, confident stance for presenting and performing. • Identify elements of body language (mouth, eyes, hands, arms, legs, posture, head position, body angle, personal space). 	<p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p>Books <i>Drama Structures</i> by Cecily O’Neill & Alan Lambert <i>Drama Worlds</i> by Cecily O’Neill <i>Creative Drama in the Classroom and Beyond</i> by Nellie McCaslin <i>Theatre for Community, Conflict & Dialogue</i> by Michael Rohd <i>Drama of Color</i> by Johnny Saldaña <i>The New Games Book</i>, Dolphin Books <i>More New Games</i>, Dolphin Books <i>Zoomy Zoomy</i> by Hannah Fox <i>Improv!</i> By Greg Atkins <i>The Ultimate Improv Book</i> by Edward J. Neavraumont & Nicholas P. Hanson <i>Theater Games for Rehearsal</i> by Viola Spolin <i>Theater Games for the Classroom</i> by Viola Spolin <i>Improvisation Starters</i> by Philip Bernardi <i>101 Improv Games</i> by Bob Bedore <i>Power of Story</i> by Rives Collins <i>Into the Story</i> by Carole Miller & Juliana Saxton</p>
<p>Voice</p> <p>The nuances of voice convey varied characters, emotions and levels of confidence.</p>	<ul style="list-style-type: none"> • Identify and apply vocal variety (rate, pitch, volume, pause) to express emotion. • Identify and apply vocal variety (rate, pitch, volume, pause) to express character. • Demonstrate use of projection, articulation and expression to suit given circumstances. • Apply understanding of given circumstances in a story to make choices of vocal projection, articulation, expression, and breath support. 	
<p>Character</p> <p>People are unique and embody varied perspectives.</p> <p>Empathy and self-awareness result from examination of character.</p>	<ul style="list-style-type: none"> • Apply understanding of given circumstances in a story to create a character’s facial expressions, gestures, body movements/stances, and voice. • Generate a scene that establishes setting, character, and conflict with resolution. • Use dialogue and action to establish a character’s motivation. • Create a character that uses tactics such as begging, threatening, deceiving to overcome conflicts and work towards an objective. • Develop a character that he/she sustains throughout a scene. 	
<p>Improvisation</p> <p>The ability to live and experience the present moment challenges risk taking and meaningful communication.</p>	<ul style="list-style-type: none"> • Identify appropriate suggestions for character, setting, and conflict in a scene. • Generate and accept appropriate suggestions in a scene. • Initiate and contribute to content of scene. • Apply ideas of a theme, vocal variety, and elements of body to create a work of theatre through guided exploration. 	

<p>Story Elements</p> <p>A story consists of characters, setting, conflict, and resolution.</p>	<ul style="list-style-type: none"> • Understand how the sequence of events moves the plot from beginning to the end. • Understand how setting is used to define place, time, and context of a story. • Understand how a central conflict is used as motivation for the main character and drives the events forward. • Identify a theme statement in a story. 	<p>Websites</p> <p>www.learningimprov.com www.improvencyclopedia.org www.bringyourownimprov.com http://www.unexpectedproductions.org/living_playbook.htm</p>
<p>Theatre Process</p> <p>The process of theatre involves rehearsal, revision, performance, and reflection.</p> <p>Performers and audience members adhere to behavioral norms.</p> <p>Performers collaborate to achieve a common goal.</p>	<ul style="list-style-type: none"> • Rehearse, adjust, and refine through evaluation, reflection and problem solving. • Refine a work of theatre through feedback and self-reflection. • Describe what is seen, felt, heard, perceived and experienced during a rehearsal and/or performance. • Engage the senses actively and purposefully while experiencing a theatre performance. • Present a work of theatre to others. • Reflect upon a performance and self-evaluate to set goals • Interpret the meaning of a theatre performance based upon personal experience and knowledge • Reflect for the purposes of self-evaluation and improvement. • Evaluates and justified using supporting evidence and aesthetic criteria <ul style="list-style-type: none"> • Differentiate and demonstrate appropriate behavior to suit venue and type of performance. • Demonstrate appropriate etiquette as a member of an audience. • Demonstrate his/her understanding of how the behavior and response of an audience impacts the performance and performers. • Demonstrate active listening and appropriate viewing skills in a performance setting. <ul style="list-style-type: none"> • Contribute their ideas and accept the ideas of others. • Understand that teamwork requires compromise. • Actively support the ensemble members with words and actions. • Commit to being a positive participant. 	<p>Technology</p> <p>iTunes iPod/iPad Photobooth</p>