

## Course Goals for Theatre/Drama Literature

Two Semester Course

Subject Area: English /Language Arts /Career Focus

Grades 9-12

Course Number: 516020

Required teacher certification area: Secondary English

The primary goals of this course are to study in detail dramatic literature and its importance to and impact on world culture and to develop students who are informed, perceptive, and appreciative audience members.

### Goal 1: History of drama

Goal 1	Goal Expansion	Student Learning Expectations from the Arkansas English Language Arts Curriculum Framework
1.1	Read, view, and/or discuss selections from classical Greek to contemporary drama	OV.1, OV.2, OV.3, R.9, R.10, R.11
1.2	Compare/contrast play structures from a variety of cultures and time periods	W.4, W.5, W.6, W.7
1.3	Research lives of playwrights from different time periods	IR.12

### Goal 2: Themes

Goal 2	Goal Expansion	Student Learning Expectations from the Arkansas English Language Arts Curriculum Framework
2.1	Read, discuss, and write about universal themes (man vs. nature, dream vs. reality, human suffering, human folly, etc.) in dramatic literature	OV.1, OV.2, OV.3, R.9, R.10, R.11, W.4, W.5, W.6, W.7
2.2	Research a variety of overlapping themes in dramatic literature	IR.12

### Goal 3: Staging

Goal 3	Goal Expansion	Student Learning Expectations from the Arkansas English Language Arts Curriculum Framework
3.1	Recognize and research various staging techniques (types of costumes, types of stages, use of scenery and music)	W.4, W.5, W.6, W.7, IR.12
3.2	Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme	OV.1, OV.2, W.4, W.5, W.6, W.7
3.3	Present researched information for various historical staging techniques (types of costumes, types of stages, use of scenery and music)	OV.1, OV.2, OV.3

**Goal 4: Writing**

<b>Goal 4</b>	<b>Goal Expansion</b>	<b>Student Learning Expectations from the Arkansas English Language Arts Curriculum Framework</b>
4.1	Write an original scene based on personal experience, heritage, imagination, literature, history, etc.	W.4, W.5, W.6, W.7
4.2	Peer edit and revise original scenes	W.4, W.5, W.6, R.9, R.11
4.3	Perform student written scenes	OV.1, OV.2, OV.3 OV.1, OV.2, OV.3,
4.4	Respond to student performed scenes through writing	W.4, W.5, W.6, W.7

**Goal 5: Interpretation**

<b>Goal 5</b>	<b>Goal Expansion</b>	<b>Student Learning Expectations from the Arkansas English Language Arts Curriculum Framework</b>
5.1	Present oral interpretations of scenes from various dramatic works	OV.1, OV.2, OV.3
5.2	Read, discuss, and write about dramatic conventions and devices (symbolism, soliloquy, aside, character foils, etc.) used by playwrights to tell a story	W.4, W.5, W.6, W.7, R.9, R.10, R.11, IR.12

**Goal 6: Evaluation**

<b>Goal 6</b>	<b>Goal Expansion</b>	<b>Student Learning Expectations from the Arkansas English Language Arts Curriculum Framework</b>
6.1	View and critique a dramatic performance (costuming, scenery, characterization, etc.)	OV.1, OV.2, OV.3, W.4, W.5, W.6, W.7
6.2	View, identify and evaluate artistic merit of theatre, film, television, etc.	OV.1, OV.2, OV.3, W.4, W.5, W.6, W.7
6.3	Read, reflect, discuss, and write about consequences of a character's decisions and actions and relate dramatic problems to one's own life	OV.1, OV.2, OV.3, W.4, W.5, W.6, W.7, R.9, R.10, R.11, IR.12
6.4	Evaluate the structure of dramatic literature (exposition, points of attack, rising action, climax, falling action, denouement)	R.9, R.10, R.11