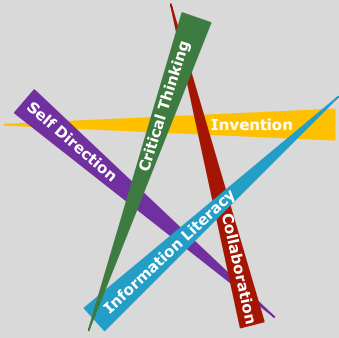


**Curriculum Development Course at a Glance
Planning for High School Drama and Theatre Arts**

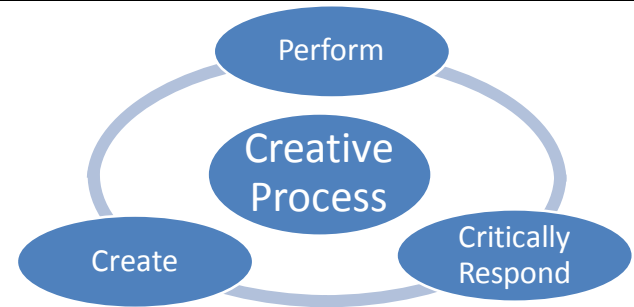
Content Area	Drama and Theatre Arts		Grade Level	High School
Course Name/Course Code	Film/Media Arts			
Standard	Fundamental Pathway Grade Level Expectations (GLE)		Extended Pathway Grade Level Expectations (GLE)	
1. Create	1. Creative process in character development and script improvisation	DTA09-HSFP-S.1-GLE.1	1. Character development in improvised and scripted works	DTA09-HSEP-S.1-GLE.1
	2. Technical elements of theatre in improvised and scripted works	DTA09-HSFP-S.1-GLE.2	2. Technical design and application of technical elements	DTA09-HSEP-S.1-GLE.2
	3. Expression, imagination, and appreciation in group dynamics	DTA09-HSFP-S.1-GLE.3	3. Ideas and creative concepts in improvisation and play building	DTA09-HSEP-S.1-GLE.3
	4. Interpretation of drama using scripted material	DTA09-HSFP-S.1-GLE.4	4. Creation, appreciation, and interpretation of scripted works	DTA09-HSEP-S.1-GLE.4
2. Perform	1. Communicate meaning to engage an audience	DTA09-HSFP-S.2-GLE.1	1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences	DTA09-HSEP-S.2-GLE.1
	2. Technology reinforces, enhances, and/or alters a theatrical performance	DTA09-HSFP-S.2-GLE.2	2. Technology reinforces, enhances, and/or alters a theatrical performance	DTA09-HSEP-S.2-GLE.2
	3. Directing as an art form	DTA09-HSFP-S.2-GLE.3	3. Direction or design of a theatrical performance for an intended audience	DTA09-HSEP-S.2-GLE.3
3. Critically Respond	1. Analysis and evaluation of theatrical works	DTA09-HSFP-S.3-GLE.1	1. Contemporary and historical context of drama	DTA09-HSEP-S.3-GLE.1
	2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions	DTA09-HSFP-S.3-GLE.2	2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions	DTA09-HSEP-S.3-GLE.2
	3. Respect for theatre, its practitioners, and conventions	DTA09-HSFP-S.3-GLE.3	3. Respect for theatre professions, cultural relationships, and legal responsibilities	DTA09-HSEP-S.3-GLE.3

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Colorado 21st Century Skills



- Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*



The Colorado Academic Standards for Drama and Theatre Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all three drama and theatre arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Expressions of Filmmaking (Fundamental and Extended)	Quarter/Semester/Yearly	Instructor's Choice
Film and Cinematography (Fundamental and Extended)	Quarter/Semester/Yearly	Instructor's Choice

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Unit Title	Expressions of Filmmaking		Length of Unit	Instructor Choice
Focusing Lens(es)	Design	Standards and Grade Level Expectations Addressed in this Unit	Fundamental: DTA09-HSFP-S.1-GLE.1, DTA09-HSFP-S.1-GLE.2, DTA09-HSFP-S.1-GLE.3, DTA09-HSFP-S.1-GLE.4 DTA09-HSFP-S.2-GLE.1, DTA09-HSFP-S.2-GLE.2, DTA09-HSFP-S.2-GLE.3 DTA09-HSFP-S.3-GLE.1, DTA09-HSFP-S.3-GLE.2, DTA09-HSFP-S.3-GLE.3	Extended: DTA09-HSEP-S.1-GLE.1, DTA09-HSEP-S.1-GLE.2, DTA09-HSEP-S.1-GLE.3, DTA09-HSEP-S.1-GLE.4 DTA09-HSEP-S.2-GLE.1, DTA09-HSEP-S.2-GLE.2, DTA09-HSEP-S.2-GLE.3 DTA09-HSEP-S.3-GLE.1, DTA09-HSEP-S.3-GLE.2, DTA09-HSEP-S.3-GLE.3
Inquiry Questions (Engaging-Debatable):	<p>Fundamental:</p> <ul style="list-style-type: none"> How can a group of students collaborate to mount a film production? (DTA09-HSFP-S.1-GLE.1,4) and (DTA09-HSFP-S2-GLE.1) and (DTA09-HSFP-S.3-GLE.1,2,3) How can a student’s knowledge of film vocabulary impact their understanding of film production? How can flexibility within the dynamics of a team allow for creative problem solving? <p>Extended:</p> <ul style="list-style-type: none"> How do design concepts reflect influences? (DTA09-HSEP-S.1-GLE.1,2) and (DTA09-HSEP-S2-GLE.1) and (DTA09-HSEP-S.3-GLE.1,2,3) 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Technique, Style, Composition, Space/Time/Energy, Investigate/Discovery, Law/Rules			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Fundamental: Various artistic expressions collaborates to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)	<p>What technical film terms align with the artistic expression of a specific production that every student would need to know?</p> <p>What specific subject matters in the arts help students understand style composition and technique?</p>	<p>How could students’ understanding of film terms contribute to the success of a production?</p> <p>How can students’ knowledge of specific subject matters in the arts help them to succeed in a film production?</p>
Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)	<p>What design elements are necessary to create a coherent production?</p> <p>What design elements need to be effectively communicated in order to create efficient problem solving for a technical crew?</p>	<p>How can time, space and energy create problems for a technical crew?</p> <p>How can time, space and energy be used effectively in a production?</p>

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<p>Extended: Through observation and critical investigation of script sources the collaboration with directors enhances understanding of design style within a cohesive concept. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2)</p>	<p>What circumstances within a script must be expressed in a design? What relationship does a director’s concept have with the given circumstances of a production? What role does a design team have informing the production crew of the director’s concept?</p>	<p>How can circumstances within a script be expressed in a design? How can a director’s concept enhance the given circumstances of a production? How can a design team inform the director’s concept to the production crew through collaboration?</p>
<p>Extended: Cultural traditions dictate possibilities within design choices relating to artistic expression. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.1-GLE.1,2,3)</p>	<p>What are some examples of cultural/historical influences that would dictate a specific design choice? What knowledge base would be necessary for a designer to create a cultural/historical setting?</p>	<p>How can a design choice create a cultural/historical setting? How much freedom does a designer have in expressing an artistic vision through a cultural/historical lens?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<p>Fundamental:</p> <ul style="list-style-type: none"> Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)

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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Through collaboration and problem solving with directors and design team members; use of technical film vocabulary, design elements, and artistic expression will assist in executing a successful stage design.</i></p>
<p>Academic Vocabulary:</p>	<p>Collaborate, hierarchy, culture, audience, practitioner, cinematography, filmography, storyboard</p>
<p>Technical Vocabulary:</p>	<p>Rendering, costume designer, sound designer, light designer, scenic designer, director, producer, operator, cinematographer, story board, on location, camera angles, sound stage, grip, lens, tripod, boom, cranes, dolly tracks, pan, tilt, coverage.</p>

Curriculum Development Overview
Unit Planning for High School Drama and Theatre Arts

Unit Title	Film and Cinematography (Fundamental and Extended)		Length of Unit	Quarter/Semester/Yearly
Focusing Lens(es)	Genre Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	Fundamental:	Extended:
			DTA09-HSFP-S.1-GLE.1, DTA09-HSFP-S.1-GLE.2, DTA09-HSFP-S.1-GLE.3, DTA09-HSFP-S.1-GLE.4 DTA09-HSFP-S.2-GLE.1, DTA09-HSFP-S.2-GLE.2, DTA09-HSFP-S.2-GLE.3 DTA09-HSFP-S.3-GLE.1, DTA09-HSFP-S.3-GLE.2, DTA09-HSFP-S.3-GLE.3	DTA09-HSEP-S.1-GLE.1, DTA09-HSEP-S.1-GLE.2, DTA09-HSEP-S.1-GLE.3, DTA09-HSEP-S.1-GLE.4 DTA09-HSEP-S.2-GLE.1, DTA09-HSEP-S.2-GLE.2, DTA09-HSEP-S.2-GLE.3 DTA09-HSEP-S.3-GLE.1, DTA09-HSEP-S.3-GLE.2, DTA09-HSEP-S.3-GLE.3
Inquiry Questions (Engaging-Debatable):	<p>Fundamental:</p> <ul style="list-style-type: none"> Why are film genres significant to the study of American cinematography?(DTA09-HSFP-S.1-GLE.1,2,3,4) and (DTA09-HSFP-S2-GLE.1,2,3) and (DTA09-HSFP-S.3-GLE.1,2,3) How can film genres assist in the understanding of film structure and form? How do film genres contribute to American cultural expressions? How does the ensemble process help to build a character and self-direction with a film work? <p>Extended:</p> <ul style="list-style-type: none"> How can students differentiate between the various techniques used in filming a (music video vs. a commercial, movie vs. documentary, computer animation vs. cellular film)? (DTA09-HSEP-S.1-GLE.1,2,3,4) and (DTA09-HSEP-S2-GLE.1,2,3) and (DTA09-HSEP-S.3-GLE.1,2,3,4) How does the function of a media product (e.g.) commercial, music video) determine structure? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Technique, Style, Influence, Tradition, Expressions, Investigation/Discovery, Laws/Rules, Culture, Observation, Composition, Character, Film Mediums, Inspiration, Patterns, Character Choices, Self-Direction, Character Arc, Contribution, Tragedy, Design			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Fundamental: Film patterns, rules, and styles often communicate film specific genres. (DTA09-HSFP-S.3-GLE.1,2,3)	What types of American film genres exist? What patterns are consistently present in American horror films (insert genre)? What character choices are revealed in American tragedy films (insert genre)?	How are Greek tragedies expressed in American love stories (insert genre)? How are character choices consistent or not consistent in American love stories (insert genre)?

Curriculum Development Overview
Unit Planning for High School Drama and Theatre Arts

<p>Fundamental: Film directors’ style contributes and influences character arcs within a film. (DTA09-HSFP-S.1-GLE.4) and (DTA09-HSFP-S2-GLE.1,2,3) and (DTA09-HSFP-S.3-GLE.1,2,3)</p>	<p>What can a film director do to define character through vocal techniques, body movement, and placement? What can a historical/contextual phrase from a film demonstrate about the power of vocal techniques and character choices?</p>	<p>How does the character use of vocal techniques influence societal impressions of them in film? How can a film director add an editorial comment to their visual presentation? How can character arc contribute to film style?</p>
<p>Fundamental: Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style (DTA09-HSFP-S.1-GLE.4) and (DTA09-HSFP-S2-GLE.1,2,3) and (DTA09-HSFP-S.3-GLE.1,2,3)</p>	<p>What are the characteristics of the different genres of film?</p>	<p>How do different cinematographers/directors use design, structure and form in their filmmaking?</p>
<p>Extended: Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. (DTA09-HSEP-S.1-GLE.2,4) and (DTA09-HSEP-S.3-GLE.1,2)</p>	<p>What laws/rules are used in organizing the storyline in films that have created genres for various cultures?</p>	<p>How can laws/rules organize a storyline in a film that have created genres in various cultures?</p>
<p>Extended: Investigation and/or discovery of current film mediums provide the foundation for students to create within a genre that will express and inspire. (FS1-GLE1 EO c thru f.) (FS1-GLE3 EO a.) (FS3-GLE 3 EO b, c and f.) and (DTA09-HSEP-S.1-GLE.1,3) and (DTA09-HSEP-S.3-GLE.3)</p>	<p>What investigation/discovery techniques are used in current film mediums that create a certain genre that will express and inspire their peers?</p>	<p>How can investigation/discovery techniques used in current film mediums create a genre that expresses and inspires their peers?</p>
<p>Extended: Techniques and traditions dictate the form and substance of films. (DTA09-HSEP-S.3-GLE.3)</p>	<p>What techniques and traditions are employed in creating a film from the beginning, middle and end?</p>	<p>What happens when traditional forms are disrupted in film making?</p>
<p>Extended: Film genres emerge through observation, research and investigation of compositions in historical context. (DTA09-HSEP-S.3-GLE.1,2,3)</p>	<p>What kinds of observations, research and investigation of compositions in historical context have created film genres?</p>	<p>How can observation, research and investigation of compositions in historical context create film genres?</p>

Curriculum Development Overview
Unit Planning for High School Drama and Theatre Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<p>Fundamental:</p> <ul style="list-style-type: none"> Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1) Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2) Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1) Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1) Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3) Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2) The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3) Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) Utilize film terminology correctly within a film script and storyboard development (DTA09-HSFP-S.3-GLE.1,2) Collaborate with a team on the specific needs of a film production. . (DTA09-HSEP-S2-GLE.2) Articulate cultural/historical influences of particular eras/genres to a film team. (DTA09-HSEP-S.3-GLE.1) Implement artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1,2,3) Work effectively in group collaboration settings. (DTA09-HSEP-S2-GLE.2) Implement a plan in producing a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) Utilize skills learned in other relevant content to execute a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)

Curriculum Development Overview
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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p>Fundamental: <i>In the comedy The Graduate (1967), (insert film) the visual exploration of innocence lost (insert theme) is discovered against the backdrop and dynamics of the American youth culture of the 1960’s (insert context), director Mike Nichols (insert director) makes use of three visual themes of bareness, isolation, and alienation (insert theme).</i></p> <p>Extended: <i>Through collaboration and problem solving with directors, film production team members will understand the film production vocabulary and process, and how artistic expression is necessary in order to produce a film.</i></p>
<p>Academic Vocabulary:</p>	<p>Genre, plot line, climax, focus, relationships, system, design, aesthetic, complexity, collaboration, choices, inspiration</p>
<p>Technical Vocabulary:</p>	<p>Gaffer, camera person, boom, dolly, lighting, sound stage, computer animation, dissolve, highboy, production assistant, props crew, stage decorator, artistic director, track system, editor, sound engineer, pivotal point, subjective shots, objective shots, dutching, frame, shots, assembly, deep focus, insert, character arc</p>