







Cornwall-Lebanon School District Curriculum Overview

Theater – 10th – 12th Grade

 length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1  1	<p align="center"><u>Basic Staging/ Blocking</u></p> <p>Students will learn the various types of stages, and the correct terminology for the various types of crosses that would be found in typical blocking direction (upstage right, down stage center).</p>	<ul style="list-style-type: none"> ➤ Blocking “Twister” 	CC 1.2 CC 1.4
Unit 2  4	<p align="center"><u>Creating Character/ Memorizing Monologue</u></p> <p>Students will view and analyze other amateur monologues and evaluate for strengths and weaknesses in presentation. Students will decipher different types of monologues (comedic, dramatic, classic, and Shakespearean), then research, and select their own monologue to present to the class.</p>	<ul style="list-style-type: none"> ➤ Formal Monologue presentation 	CC 1.3 CC 1.4 CC 1.5
Unit 3  3	<p align="center"><u>Improvisation/ Acting</u></p> <p>Students will practice improvisational skills through various theater games and activities, which will encourage thinking on their feet to act and react to the stimuli presented to them. Such activities will help students create characters and build self-confidence throughout their acting.</p>	<ul style="list-style-type: none"> ➤ Character Bus ➤ Who’s Line is it Any Way 	CC 1.3 CC 1.4 CC 1.5
Unit 4  1	<p align="center"><u>History of Broadway</u></p> <p>Students will examine the history of Broadway from the 1800s with Vaudeville and Follies and discuss how historical events from prohibition to wars has affected Broadway. Students will discuss major shows and influences from each period.</p>	<ul style="list-style-type: none"> ➤ Broadway time period Flip Book 	CC 1.2 CC 1.4 CC 1.5
Unit 5  3	<p align="center"><u>Production/ Direction</u></p> <p>Students will examine theater careers and the different roles contributed by the producer and director.</p>	<ul style="list-style-type: none"> ➤ Theater Roles Brochure 	CC 1.2 CC 1.4 CC 1.5

<p>Unit 6</p> <div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">3</div>	<p style="text-align: center;"><u>Make Up/ Costumes/ Special Effects</u></p> <p>Students will research how different types of makeup, costumes and special effects can enhance a production and add to the realism of theater.</p>	<p>➤ Character Map</p>	<p>CC 1.2 CC 1.4 CC 1.5</p>
<p>Unit 7</p> <div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">3</div>	<p style="text-align: center;"><u>Interpreting a Play</u></p> <p>Students will be assigned roles in <i>Trifles</i> to read and analyze who characters would be developed and create movements and blocking for each scene.</p>	<p>➤ Prop list</p>	<p>CC 1.3 CC 1.4</p>