

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559) 683-4667

COURSE TITLE: THEATRE ARTS 1
DEPARTMENT: FINE ARTS

REQUIREMENT SATISFIED:

High School:	X	Model Curriculum Standards:
State College:	X	Frameworks:
UC Approved:	X	

GRADE LEVEL: 9-12 LENGTH OF COURSE: 1 Year CREDITS: 10

PREREQUISITE: Interest in performing arts

TEXTBOOKS:

COURSE DESCRIPTION:

This course is designed to provide training in theatre arts. The art of acting is the primary course of study. Students will learn and perfect skills such as voice and diction, improvisation, movement, characterization, monologue and scene work. Students will also be involved with all other aspects of theatre (directing, lighting, staging, costuming, theme, and blocking). Students will be evaluated on their ability to use these skills in performances on stage which will include many individual performances and scenes with other students as well as the production of a one-act play.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	

Understanding Drama

- a) History of theatre
 - 1. Prehistoric
 - 2. Greek theatre
 - 3. Elizabethan/Shakespeare
 - 4. Modern

- b) Structure of drama
 - 1. Exposition
 - 2. Plot
 - 3. Character
 - 4. Theme

- c) Varieties of drama
 - 1. Comedy
 - 2. Tragedy
 - 3. Evolution of drama

- d) Evaluation of Drama
 - 1. Dramatic criticism
 - 2. Evaluating a play

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
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Introduction to the Elements of Drama

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| a) <i>Improvisation</i> | | |
| 1. <i>Foundations of interpretation</i> | | |
| 2. <i>Improvisational play</i> | | |
| 3. <i>Individual improvisation</i> | | |
| 4. <i>Improvisational scenes</i> | | |
| b) <i>Mime/Pantomime</i> | | |
| 1. <i>Value and purpose of pantomime</i> | | |
| 2. <i>Physical training</i> | | |
| 3. <i>Acting without words</i> | | |
| 4. <i>Individual and group pantomime</i> | | |
| c) <i>Voice and diction</i> | | |
| 1. <i>Developing an effective voice</i> | | |
| 2. <i>Vocal characteristics</i> | | |
| 3. <i>Voice interpretation</i> | | |
| 4. <i>Voice and diction in acting</i> | | |
| d) <i>Character</i> | | |
| 1. <i>Neutrality</i> | | |
| 2. <i>History</i> | | |
| 3. <i>Motivation</i> | | |
| 4. <i>Bringing your own attributes to a character</i> | | |
| e) <i>Monologues</i> | | |
| 1. <i>Putting all together into a character</i> | | |
| 2. <i>Interpretation of a soliloquy</i> | | |
| f) <i>Scenes</i> | | |
| 1. <i>Interpretation of characters within a scene</i> | | |
| 2. <i>Blocking a scene</i> | | |
| 3. <i>Reacting with other actors</i> | | |
| g) <i>One-act plays</i> | | |
| 1. <i>Blocking</i> | | |
| 2. <i>Interpretation</i> | | |
| 3. <i>Stage</i> | | |
| 4. <i>Properties</i> | | |
| 5. <i>Lighting</i> | | |
| 6. <i>Costuming</i> | | |
| 7. <i>Makeup</i> | | |

Aesthetic Response

- | | | |
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| a) <i>Oral evaluations</i> | | |
| 1. <i>Following each performance, students are provided with immediate adjudication. All students in the class are encouraged to analyze performances and assess positive elements and areas for improvement.</i> | | |

Voice Presentations	Discussion of the elements of voice	1. Performance exercises for each element 2. Two performances concentrating on voice (Monologue and scene)	Discussion of Greek masks with megaphones	Each performance is followed by a class discussion of positive and improvement elements. Evaluations in portfolio	Effectiveness of voice in speech making, interviews, and other vocational situations (meetings, oral presentations etc)
Mime / Body presentations	Analysis of film on mime and clips of films where movement is central to the scene	1. Participation with film on mime 2. Two individual mime performances 3. One group mime performance	Discussion of the development of mime from prehistoric man to present	Each mime is evaluated by the class for its physical impact	Discussion of body language and its effect on any personal communication
Character Presentations	Explore the self, the elements of character, motivation and objectives	Perform a monologue or a scene	Discuss Greek and Elizabethan approaches to character.	Each piece is evaluated by the class for its portrayal and immersion into character	Compare elements of character in literature with same in theatre performance
Monologues	Analysis of the specific type of performance in relation to the whole production	Perform a monologue or soliloquy	Discuss the evolution of the monologue from the Greek chorus through Shakespearean soliloquies to modern monologues	Each monologue is evaluated by the class for its focus and impact	Effectiveness of individual performance in interviews, and other vocational situations (meetings, oral presentations etc)
Project Sequence	Visual Art Standard 1: Artistic Perception	Visual Art Standard 2: Creative Expression	Visual Art Standard 3: Historical and Cultural Context	Visual Art Standard 4: Aesthetic Valuing	Visual Art Standard 5: Connections, Relations, Applications

Scenes	Analysis of the specific type of performance in relation to the whole production	Perform a scene	Discuss the evolution of the scene from the first Greek actor and his new relationship with the chorus, through modern scene work	Each scene is evaluated by the class for connections, off-line acting and generousness	Discussion of the value of effective listening on quality response in most educational, personal and vocational situations
One-Act plays	Analysis of the specific type of performance as a whole production	Select, cast, costume, rehearse, stage and perform in a one-act play	Discuss the evolution of the play from the Classical Greek productions through Elizabethan Theatre to modern plays	Each one-act play is evaluated by the class for individual contributions and overall impact.	Discussion of the value of group cooperation on project based activities in most educational, personal and vocational situations

Theatre Arts Rubric

- 0 The student has not reached a standard described by any of the description given below.
- 1 The student has shown only a modicum of interest in developing technical competence in the chosen areas and has demonstrated few, if any, of the skills required for performance/production.
- 2 The student has generally shown insufficient planning for developing technical competence. The level of skill evident is inadequate to create focus and engagement. He/she lacks sufficient confidence but has demonstrated an awareness of problems to be solved.
- 3 The student has presented work that is competent. He/she functions at a sound level and has demonstrated an awareness that competence will improve with practice. He/she has acquired a working knowledge and sufficient skill to achieve more than adequate results.
- 4 The student has been able to demonstrate skills well. There is clear evidence of technical competence apparent in several areas.
- 5 The student has presented work of real distinction, flair and imaginative clarity. He/she has shown a clear understanding of a variety of skills and is expert in his/her own skill. The work contains evidence of understanding the creative process of theatre. The work is possibly professional in approach and execution.

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Visual and Performing Arts - Theatre (Grades 9-12):

Artistic Perception

1. The student demonstrates an understanding of works in theatre by analyzing and interpreting what is presented through the use of voice, movement, and visual effects in informal productions, theatrical productions, films, and electronic media.
 - 1.1 Students will demonstrate each of the fundamentals of performance through isolated presentations.
 - 1.2 Students will use appropriate theatre terminology to describe all works of theatre.
 - 1.3 Students will document work of production values (i.e., lighting, mood, color, etc.), with stage designs, costume designs, light design.
 - 1.4 Students will use this knowledge to produce a one-act play.
2. The student demonstrates an understanding of the forms and elements of theatre, the various activities of the actor, director, script writer, and technical artist, and the collaborative process that occurs among them.
 - 2.1 Students will produce a one-act play and take on the role of actor, director, technical artist observed by teacher.
 - 2.2 Students will write reviews analyzing the writing of scripts.
 - 2.3 Students will be required to analyze what makes the great playwrights great in the selection of classical pieces - teacher critique

Historical and Cultural Context

3. The student demonstrates an understanding of major theatre traditions and styles in a variety of times and places.
 - 3.1 Students will show proficiency in contrasting styles such as classic/contemporary, serious/comic, by performing a double mono.
 - 3.2 Students will perform classical pieces from other cultures and times - oral assessment.
 - 3.3 Students will explore different genres such as Absurdists, farce, etc. by analysis of contrast in video portfolio.
4. The student demonstrates an understanding that theatre and those who work in all aspects of theatre reflect and influence culture.
 - 4.1 Students will describe how their characters reflect the culture in the WIP process (work in progress).
 - 4.2 Students will analyze the emotional and social impact of works of theatre on the society through the writing of reviews.

5. *The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of works in theatre, including informal and theatrical productions, and works in film and electronic media.*
 - 5.1 *Students will review 4 plays per year using the criteria developed in class.*
 - 5.2 *Students will develop criteria to use in oral critiques in class.*
 - 5.3 *Students will contribute to oral evaluations following each performance.*
 - 5.4 *Students will be critiqued following each performance.*
 - 5.5 *Students will be involved in WIP (work in progress).*
6. *The student demonstrates an understanding of form and meaning in theatre.*
 - 6.1 *Students will attend 4 plays and write a review including form and meaning.*
 - 6.2 *Students will make judgments through oral critique on performance in class regarding form, content, technique, etc.*

OUTCOMES:

Students will demonstrate ...

INSTRUCTIONAL STRATEGIES:

(i.e., Lectures, discussions, class projects, etc.)

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ASSESSMENT:
(i.e., Exams, Standards Master, Portfolios, etc.)

1/86
Revised 12/96; 4/98; 1/00; 12/00; 4/01