

Orange Unified School District
THEATRE ARTS 2
Year Course

GRADE LEVEL: 10-12

PREREQUISITES: Theatre Arts 1

INTRODUCTION TO THE SUBJECT:

Theatre Arts is a collaborative program that enhances communication through script writing, direction, acting, design, and production. Students build their communication skills through participation in acting exercises, theatre games, and scenes from plays. Students will further develop acting techniques and stage terminology, while developing confidence, self-awareness, and an appreciation of the theatre.

COURSE CONTEXT:

Theatre Arts 2 is an intermediate course that prepares students for Theatre Arts 3, which is the third in a series of theatre courses available to performing arts students (Theatre Arts 1, 2, 3, Workshop).

HISTORY OF COURSE DEVELOPMENT:

Theatre Arts 2 was developed by a committee of theatre arts instructors representing the district high schools. UC personnel were consulted about the format requirements for the "F" requirement approval. This course has been developed for all of OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES:

Students will gain experience by:

Exploring theatrical materials and experiencing theatrical techniques as they further develop knowledge of the elements of theatre and the principles of stage production.

Demonstrating the skills and processes of creating original works and interpreting published literature.

Researching and writing about the role and development of theatre and film/video in past and present cultures throughout the world, noting diversity as it relates to theatre.

Analyzing theatrical performances and making aesthetic judgments about his/her own theatrical performance, as well as their peers.

Applying what they have learned about theatre, film/video across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Meet the following Theatre Standards, Grades 9-12 Proficient from the Visual and Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre (Standard 1.0, Grades 9-12 Proficient). Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.

Students will identify and apply vocabulary of the theatre as it responds to productions.

Students will observe the environment and respond, using movement and voice.

Students perform scripts in which all action is communicated solely through the voice or body.

Students isolate and refine spatial qualities that affect characterization.

CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre. Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Students will make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Students will write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

Students will design, produce, and/or perform scenes or plays from a variety of theatrical periods and styles from classical to contemporary realism.

Students will perform scenes or plays from a varied repertoire, demonstrating voices, dialects, and body movements of a variety of characters.

Students demonstrate specific interpretations and organize rehearsals for informal or formal productions.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre. Students analyze the role of development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Students will describe the ways in which theatre reflects and influences cultures.

Students will identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.

Students read, explore, and perform scenes or plays reflecting specific historical and contemporary contexts.

Students can assess through research, observation, and reflective journals the cultural effects of various media.

Students analyze the relationship of changes in theatre (e.g., acting, design, architecture, and theme) to societal changes in various cultures.

AESTHETIC VALUING

Responding to Analyzing, and Critiquing Theatrical Experiences. Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

Students will compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

Students will report on how a specific actor uses drama to convey meaning in his or her performance.

Students apply the terminology of evaluation in drawing conclusions about the quality of works read or seen.

Students develop criteria for exploring the contributions to meaning of all the elements, individually and in concert, of a production.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They learn about careers in and related to theatre.

Students will describe how skills acquired in theatre may be applied to other content areas and careers.

Students will manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

Students will demonstrate an understanding of the professional standards of the actor, director, scriptwriter and technical artist.

Students will be able to express how theatre permeates all human activity.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

	<u>WEEKS</u>
I. Introduction to the Course and Theater	2
A. Explore a variety of ensemble building exercises, including, but not limited to, name games, trust exercises, body awareness, stage placement, and vocal exercises	
B. Identify theatrical terminology and theatrical genre	Ongoing
II. Create a Performance that Demonstrates Student Proficiency of Basic Acting and Stage Terminology (as learned in Theatre Arts 1)	1
A. Students will demonstrate skills such as, but not limited to, stage directions, body positions, focal points, creating a character, and use of space	
III. Develop Vocal Techniques	2
A. Perform a variety of vocal activities in order to develop articulation, projection, diction, and enunciation	
B. Develop dialects/accents as related to performance pieces	Ongoing
IV. Demonstrate an Understanding and Application of Theatre Terminology and Acting Theory/Techniques Through, But Not Limited to, Children's Theatre, Scene Study, and Line Application	9
A. Learn and apply various acting theories including, but not limited to, acting techniques, methods, subtext, character analysis, blocking for purpose, and psychological motivation for character	Ongoing
B. Study of theories would include such people as, but not limited to, Constantine Stanislavski, Lee Strasbourg, Sanford Misner, Stella Adler, and Uta Hagen	

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| V. | Read and Analyze Scenes and Plays Through, But Not Limited to, Discussion, Written Play Analysis, and Performance | <u>WEEKS</u>
Ongoing |
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SECOND SEMESTER

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| I. | Create a Student Work Based on a Personal Experience | 5 |
| A. | Write dialogues and scenes, applying basic dramatic structure: exposition, complication conflict, crises, climax, and resolution | |
| II. | Design, Produce, or Perform Scenes or Plays From a Variety of Theatrical Periods and Styles, Including a Variety of Classical and Contemporary Playwrights | 6 |
| III. | Demonstrate an Understanding of the Professional Standards of Theatre By Creating Ensemble Production in a Specific Style, Including, But Not Limited to, Absurdism, Classical, Expressionism, Naturalism, and Comedia Del' Arte | 7 |
| A. | Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors | |
| B. | Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist | |
| IV. | Demonstrate an Understanding of the Asthetic Values of Theatre | Ongoing |
| A. | Perform self-critiques | |
| B. | Critique fellow classmate's performances | |
| C. | Compare traditional interpretations of a play with a non-traditional interpretation and defend the merits of the different interpretations | |
| D. | Report on how a specific actor uses drama to convey meaning in his or her performance | |

DATE OF LAST CONTENT REVISION: November 2001 (Replaces Drama III & IV)

DATE OF BOARD APPROVAL: February 14, 2002

DATE OF CURRENT REVIEW: May 2006 – No Changes to Course

Addendum

THE CALIFORNIA CONTENT STANDARDS FOR THEATRE

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as *acting values, style, genre, design, and theme*, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

- 1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Creation/Invention in Theatre

- 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.
- 2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

- 3.1 Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.
- 3.2 Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun*, *Antigone*, and the *Mahabharata*.

History of Theatre

- 3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

- 4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

Derivation of Meaning from Works of Theatre

- 4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

- 5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

Careers and Career-Related Skills

- 5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.
- 5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.