

GRADES 9-12 THEATER STUDIES 2 FRAMEWORK

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EXPECTATIONS OF CLASS

- Attendance to school rehearsals is expected.
- Excellent rehearsal and audience etiquette is expected.
- Attendance to school performances is expected.
- Attend at least one Fine Arts performance each semester.
- Immediate and appropriate peer verbal feedback during class experimentation.
- Respect deadlines.
- Demonstrate mastery of theatrical terminology.
- Develop advanced skills in at least one role selected by the student as a focal point of their theatrical explorations.
- Watch one new theatrical performance/show per quarter.
- Audition for the ISTA Festival selected by the school.

THEMES / CONTENT

- Research and explore the different roles in theatre (Performer, Director, Creator, Designer and Writer), selecting at least one to further develop as a main focal point in theatre.
- Devised theatre – practical explorations of the devising process and collaborative work.
- Research into History of Theatre:
 - Advanced research into the late 19th century / early 20th century theatre (Naturalism and Realism). The theorists and authors that shaped it and how these theories were developed to get to where they are today.
- Directing a Play – Working with a short play text. Creative ideas and experimentation to ascertain the feasibility of those ideas on stage.

- Design – Practical explorations in the different areas of designing for theatre (Set, Costume, Sound and Lights).
- Stage management – practical work stage managing a production.
- Personal context and reflection.

PERFORMANCES

- One collaborative piece of devised theatre (Fall).
- Fine Arts Festival / Collaboration.

REPERTOIRE

- Student created and/or chosen.

ASSESSMENTS

- Process Portfolio.
- Performance based assessments.
- Research and sources.
- Director's Notebook.
- Terminology presentation.
- Theatre history presentation.
- Creating a workable and appropriate design for the HS Drama and/or Musical Theatre performances.

PERFORMANCE INDICATORS

CREATE

Integrate cultural and historical contexts with personal experiences to create characters that are believable and authentic, in a drama/theatre work. DOK 4

Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work. DOK 3

Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work. DOK 3 E

Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions. DOK 3

Conceive the plot and scene structure for a devised drama/theatre work. DOK 3

Synthesize ideas from script work, theatrical conventions and personal perspective to create and stage a drama/theatre work. DOK 2 E

Develop a theatrical concept based on research of a specific theatre theorist. DOK 4 E

PERFORM

Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work. DOK 4 E

Identify essential text information, research from various sources, and the director's concept that influence choices in a drama/theatre work. DOK 1 E

Produce a drama/theatre performance for a specific audience that employs research and analysis grounded in the creative perspectives of the performers, designers, directors and/or creators. DOK 4

RESPOND

Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work. DOK 3

Debate and differentiate multiple preferences and beliefs through participation in and observation of drama/theatre work. DOK 3

Interpret how a drama/theatre work communicates for a specific purpose and audience. DOK 2 E

CONNECT

Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems. DOK 4

Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work. DOK 3 E