

GRADES 9-12 THEATER STUDIES 1 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.
- Find at least one role to further research and develop as a focal point of the student's theatrical explorations.

THEMES / CONTENT

- The different roles in theatre: Performer, Director, Creator, Designer and Writer.
- Introduction to theatrical terminology.
- Devised theatre – Introduction to the devising process.
- Introduction to the History of Theatre:
 - Introduction to the notion of storytelling as the essence of theatre.
 - Western theatre context.
 - The late 19th century / early 20th century (Naturalism and Realism) and its influence on the theatre norm of today's world.
- Directing a Play – Introduction to working with a short play with the goal of putting it on stage. The different aspects of putting together a theatrical production.
- Design – Introduction to the different areas of designing for theatre (Set, Costume, Sound and Lights).
- Personal context and reflection.

PERFORMANCES

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

REPERTOIRE

- Student created and/or chosen.

ASSESSMENTS

- Simplified Process Portfolio.
- Performance based assessments.
- Research and sources.
- Simplified Director's Notebook.
- Terminology test.
- Introduction to theatre history test.
- Design collaboration for HS Drama and/or Musical Theatre performances.

PERFORMANCE INDICATORS

CREATE

Use different starting points to generate ideas and discussion for a theatrical concept applied to a drama/theatre performance. DOK 1 E

Apply personal experiences and knowledge to build a concept that is believable and authentic in a drama/theatre work. DOK 4

Explore and demonstrate different ways through which ideas can be presented and transformed into action. DOK 2 E

Explore the function of history and culture in the development of a dramatic concept. DOK 2

Investigate the collaborative nature of the actor, director, creator and designer, and explore their interdependent roles in a drama/theatre work. DOK 3

Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. DOK 3 E

Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work. DOK 1

Conceive and organize the pre-production and behind-the-scenes activities for a drama/theatre performance. DOK 4

Identify different aspects of theatre theory and how they inform theatrical practice today. DOK 2

PERFORM

Assess how character relationships assist in telling the story of a drama/theatre work. DOK 3

Research and perform specific theatrical conventions from different world theatre traditions. DOK 2

Perform a devised or scripted drama/theatre work for a specific audience. DOK 2 E

Apply production skills, including scenic elements (such as set, props, costume and make-up) and technical elements (such as lighting, projection and sound), to a drama/theatre work performed for a specific audience. DOK 3 E

RESPOND

Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre work. DOK 4

Justify personal preferences and beliefs through participation in and observation of a drama/theatre work. DOK 2 E

Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience. DOK 3

Analyze audience engagement and how artistic choices have an impact on an audience. DOK 4 E

CONNECT

Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work. DOK 2

Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work. DOK 1 E