

Rossville Middle/Senior High School Curriculum Map

Curriculum Map

Course Title: Theatre Production	Quarter: 1	Academic Year: 2019-2020
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Essential Questions for this Quarter:

1. What is theatre?
2. How can you become more aware of yourself?
3. What is the ensemble ethic?
4. What is improvisation?
5. What is pantomime?

Unit/Time Frame	Standards	Content	Skills/Learning Objectives	Assessment	Resources
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UNIT ONE: An Invitation UNIT TWO: Exploration	TH:Cr1.1.I-III	Self-Awareness	1. Acquaint themselves with the other students in their class.	Assignments: 10%	
	TH:Cr2.1.I-III	The Ensemble Ethic	2. Establish a level of comfort and respect for their classmates.	Activities: 20%	
	TH:Cr3.1.I-III	Movement	3. Recognize the importance of understanding the history of theatre as it pertains to theatre today.	Assessments: 30%	
	TH:Pr4.1.I-III	Pantomime	4. Demonstrate an understanding of the six basic developmental elements of theatre.	Performances: 40%	
	TH:Pr5.1.I-III	Voice	5. Develop a sense of self-awareness.		
	TH:Pr6.1.I-III	Improvisation	6. Use both body and voice for creative self-expression		
	TH:Re7.1.I-III	Storytelling	7. Demonstrate responsible behavior when participating as an audience member.		
	TH:Re9.1.I-III	The Roles of the Director and Producer	8. Use theatre games to demonstrate the ability to suspend belief.		
	TH:Cn10.1.I-III	The Production Team	9. Demonstrate an understanding of the historical and cultural significance of storytelling and the role of the griot.		
	TH:Cn11.1.I-III	The Performance Space	10. Understand the importance of and can demonstrate a variety of vocal characterizations and interpretations through the art of storytelling.		
		Historical Profile: The Storytelling Tradition	11. Understand and apply basic dramatic timing and pacing techniques, which are utilized to enhance the dramatic tension in storytelling.		

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			12. Demonstrate the use of language and sounds to express mood, feeling, and emotion.		
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Course Title: Theatre Production	Quarter: 2	Academic Year: 2019-2020
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Essential Questions for this Quarter:

1. How can I effectively use my body to tell a story?
2. How can I effectively use my voice to tell a story?
3. What is the difference between a director and a producer?
4. What are the three different types of performance spaces?
5. Who are the members of the production team?

Unit/Time Frame	Standards	Content	Skills/Learning Objectives	Assessment	Resources
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UNIT TWO: Exploration (Continued) First Year Students: Acting Second Year Students: Acting and Directing/Producing	TH:Cr1.1.I-III	Self-Awareness	1. Develop self-awareness through observation and partner feedback.	Assignments: 10% Activities: 20% Assessments: 30% Performances: 40%	
	TH:Cr2.1.I-III	The Ensemble Ethic	2. Understand and execute physical warm-ups to develop relaxation, body coordination, and flexibility.		
	TH:Cr3.1.I-III	Movement	3. Use pantomime techniques to create the illusion of concrete objects and to create a story with a beginning, a middle, and an end.		
	TH:Pr4.1.I-III	Pantomime	4. Understand and execute vocal warm-ups to develop breath control, range, and flexibility, as well as to expand his or her ability to interpret dramatic literature vocally.		
	TH:Pr5.1.I-III	Voice	5. Understand and use improvisational skills for character creation and exploration, storyline development, and spontaneity.		
	TH:Pr6.1.I-III	Improvisation	6. Understand the historical, social, cultural, and creative aspects of storytelling.		
	TH:Re7.1.I-III	Storytelling	7. Use and define appropriate theatre vocabulary, including vocal production and interpretation, pantomime, and improvisation.		
	TH:Re8.1.I-III	The Roles of the Director and Producer	8. Define storytelling as a theatrical genre.		
	TH:Re9.1.I-III	The Production Team	9. Understand the general roles of the director and the stage manager in a theatre production.		
	TH:Cn10.1.I-III	The Performance Space	10. Understand the general role of the producer in a theatre production.		
	TH:Cn11.1.I-III	Historical Profile: Sophocles	11. Identify the standard stage spaces: proscenium, thrust, and arena.		

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			<p>12. Use and define appropriate theatre vocabulary including terms describing stage areas, backstage areas, and front-of-house locations.</p> <p>13. Analyze the theatre spaces and equipment available for production planning.</p> <p>14. Understand the roles and responsibilities of the business and front-of-house staff.</p> <p>15. Define Greek drama as a theatrical genre.</p> <p>16. Describe the relationship between Greek drama and Greek religious practices.</p> <p>17. Describe the physical appearance and structure of a theatre space in ancient Greece.</p> <p>18. Identify Sophocles, his representative plays, and his influence on the growth of theatre.</p>		
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Course Title: Theatre Production	Quarter: 3	Academic Year: 2019-2020
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Essential Questions for this Quarter:

1. What are the parts of the characterization process?
2. How can I better understand a character's motivation and behavior?
3. How do I participate in an audition?
4. What are the nine basic areas of a stage?
5. What does blocking mean?

Unit/Time Frame	Standards	Content	Skills/Learning Objectives	Assessment	Resources
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UNIT THREE: Preparation First Year Students: Acting Second Year Students: Acting and Directing/Producing	TH:Cr1.1.I-III	The Characterization Process	1. Explore and develop sensory and observation skills to heighten awareness of self, others, and their environment.	Assignments: 10% Activities: 20% Assessments: 30% Performances: 40%	
	TH:Cr2.1.I-III	Motivation and Behavior	2. Understand and be able to execute the basics of stage movement.		
	TH:Cr3.1.I-III	Creating Specific Characters	3. Demonstrate the use of analysis skills when creating characters by developing physical, emotional, and social dimensions of characters that are culturally and historically true to the text.		
	TH:Pr4.1.I-III	Stage Movement Basics	4. Create believable characters and actions through the use of their sensory equipment.		
	TH:Pr5.1.I-III	Auditions	5. Identify and execute professional auditioning and rehearsal techniques and etiquette.		
	TH:Pr6.1.I-III	Choosing a Play	6. Demonstrate an understanding of the biographical and motivational aspects of building a character.		
	TH:Re7.1.I-III	Genre	7. Develop and utilize memorization techniques for performance, as well as demonstrate an understanding of cold reading techniques for rehearsal and auditioning.		
	TH:Re8.1.I-III	Working with the Script	8. Use and define appropriate theatre vocabulary including objective, subtext, obstacle, and fourth wall.		
	TH:Cn10.1.I-III	Style	9. Understand the history and identify the responsibilities of the director in a theatre production.		
	TH:Cn11.1.I-III	The Director's Role in Design	10. Demonstrate an understanding of the elements involved in selecting a play.		

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		<p>The Stage Manager</p> <p>Historical Profile: Shakespeare</p>	<p>11. Analyze a script by identifying the story elements of a play (plot, character, setting, and theme), plot structure (exposition, inciting incident, rising action, climax, falling action, dénouement), genre (comedy, farce, tragedy, and drama), and style.</p> <p>12. Use and define appropriate theatre vocabulary including staging, protagonist, antagonist, and secondary character, as well as the conventions of theatre and the structural components and elements of a play.</p> <p>13. Demonstrate an understanding of focus and stage composition through the use of blocking, lighting, style, body positions, stage areas, levels, and planes.</p> <p>14. Understand the role of the director in determining the design concept and style of a production.</p> <p>15. Demonstrate the ability to create, develop, and execute the use of a ground plan and promptbook.</p> <p>16. The student will be able to understand the role and responsibilities of the dramaturg.</p> <p>17. Demonstrate a basic knowledge of the life and works of William Shakespeare.</p> <p>18. Identify the structure and significance of the Globe Theatre.</p> <p>19. Identify and describe appropriate styles of costumes and accessories for characters of Shakespeare's plays if set during the Elizabethan period.</p> <p>20. Demonstrate through performance a basic understanding of the use of the language of Shakespeare's plays.</p> <p>21. Demonstrate appropriate stage movement in the performance of material from Shakespeare's plays.</p>		
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Course Title: Theatre Production	Quarter: 4	Academic Year: 2019-2020
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Essential Questions for this Quarter:

1. Why is it important to analyze a character?
2. What are some basic terms to describe script work?
3. How should I behave backstage during a performance?
4. What skills does it take to be an effective director?
5. How does it feel to take part in a live performance?

Unit/Time Frame	Standards	Content	Skills/Learning Objectives	Assessment	Resources
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UNIT FOUR: Performance First Year Students: Acting Second Year Students: Acting and Directing/Producing	TH:Cr1.1.I-III	Working with the Script	<ol style="list-style-type: none"> 1. Demonstrate an understanding of script and character analysis and the ability to implement these skills when developing a role. 2. Demonstrate an understanding of the rehearsal process. 3. Develop character analysis skills by building a character using internal (objectives, subtext, character biography) and external (props, costumes, makeup) techniques. 4. Understand and implement rehearsal and backstage etiquette during the production of a play. 5. Demonstrate an understanding of the various styles of acting, including farce, commedia dell'arte, social satire, comedy, tragedy, and so on. 6. Use and define appropriate theatre terminology including pick up your cues, topping a line, open up, and dropping your lines. 7. Demonstrate an understanding of journaling with regard to character development. 8. Demonstrate an understanding of the specific responsibilities of the stage manager, including those involved in many aspects of production, as well as pre- and postproduction. 9. Demonstrate an understanding of the specific responsibilities of the producer, including overseeing the budget, promotion, and programs and acquiring the rights for production. 	Assignments: 10% Activities: 20% Assessments: 30% Performances: 40%	
	TH:Cr2.1.I-III	Acting Styles			
	TH:Cr3.1.I-III	The Rehearsal Process			
	TH:Pr4.1.I-III	The Performance			
	TH:Pr5.1.I-III	Desire and Dedication			
	TH:Pr6.1.I-III	The Journey of a Director from Start to Finish			
	TH:Re7.1.I-III				
	TH:Re8.1.I-III	Historical Profile: Moliere			
	TH:Re9.1.I-III				
	TH:Cn10.1.I-III				
TH:Cn11.1.I-III					

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			<p>10. Demonstrate an understanding of the specific responsibilities of the director, including play selection, preproduction, organization, scheduling, auditioning, and casting.</p> <p>11. Use and define appropriate theatre vocabulary.</p> <p>12. Demonstrate an understanding of directing strategies and coaching techniques, including giving notes, pacing, journaling, and communicating with technical staff and actors.</p> <p>13. Understand the difference between the various types of rehearsals.</p> <p>14. Understand the need for the actor's contract and for taking responsibility as part of the production process.</p> <p>15. Demonstrate a basic knowledge of the life and works of Molière, recognizing him as the major playwright of the neoclassical period, the effect of the political arena, and the social significance of his work.</p> <p>16. Identify the structure and conventions of the theatres in Molière's professional life.</p> <p>17. Identify and describe appropriate styles of costumes and accessories for characters of Molière's plays if set during the neoclassical period.</p> <p>18. Define and demonstrate an understanding of the acting styles used during the neoclassical period.</p> <p>19. Develop stage business and motivated blocking appropriate to character and given circumstances.</p>		
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