

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Theatre Arts I

Born On: 8/31/2022
Board Approval: 8/30/2023

COURSE DESCRIPTION: Theater Arts I

Theater Arts I is a full year, five credit elective course for freshmen, sophomores, juniors, or seniors. The course consists of a study of theater as an art form, with special emphasis placed on analysis and practice of the physical and vocal aspects of acting.

Acting styles from different periods of theater are explored, and a wide variety of plays and characters are studied. The history of theater from Classical Greece to today is examined, with special emphasis placed on the Greek Theater and the Elizabethan Theater. Theater Arts students will also develop skill in play direction and fully understand the functions of all those people involved in the production of a play, including the set, lighting, and costume designers.

Using laptops and a variety of multimedia equipment, students will:

1. *Recognize theater as an art form.*
2. *Develop techniques in scene study and analysis.*
3. *Develop techniques in the physical and vocal preparation of acting through the study of pantomime, use of language, dialect, and other methods.*
4. *Develop techniques in analyzing and presenting scenes and characters from different periods of theater history.*
5. *Recognize the unique aspects of each major period of theater history.*
6. *View creativity as an important acting tool.*
7. *Understand the principle of stage movement and blocking.*
8. *Develop methods for making effective use of scene rehearsal time.*
9. *Appreciate the roles of all those people involved in a theatrical production, especially the actor, director, and playwright.*
10. *Master the principles and techniques of play direction.*
11. *Write original scenes and create original characters.*
12. *Develop a basis for evaluation of professional and amateur theatrical performances.*
13. *Demonstrate proper audience behavior.*

New Jersey Student Learning Standards (NJSLS):

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

NJSLS Performance Expectations:

Practices: Imagine, Envision

Proficient

1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.

1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.

1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic.

Accomplished

1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.

1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.

1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.

Advanced

1.4.12adv.Cr1a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.

1.4.12adv.Cr1b: Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.

1.4.12adv.Cr1c: Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.

Practice: Plan, Construct

Proficient

1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Accomplished

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.4.12acc.Cr2b: Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.

Advanced

1.4.12adv.Cr2a: Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.

1.4.12adv.Cr2b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

Practices: Evaluate, Clarify, Realize

Proficient

1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.

1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.

1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.

Accomplished

1.4.12acc.Cr3a: Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.

1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.

1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.

Advanced

1.4.12adv.Cr3a: Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.

- 1.4.12adv.Cr3b: Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
1.4.12adv.Cr3c: Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.

Practice: Choose, Rehearse

Proficient

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.

Advanced

- 1.4.12adv.Pr4a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
1.4.12adv.Pr4b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.

Practice: Establish, Analyze

Proficient

- 1.4.12prof.Pr5a: Identify and explore different pacing options per character to better communicate the story in a theatre work.
1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work.

Accomplished

- 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
1.4.12acc.Pr5b: Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.

Advanced

- 1.4.12adv.Pr5a: Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
1.4.12adv.Pr5b: Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.

Practice: Share

Proficient

- 1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.

Accomplished

- 1.4.12acc.Pr6a: Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.

Advanced

- 1.4.12adv.Pr6a: Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative

perspectives of the playwright, director, designer, and dramaturg.

Practices: Examine, Discern

Proficient

1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.

1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

Accomplished

1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.

1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.

Advanced

1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.

1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

Practice: Interpret

Proficient

1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.

1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.

1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Accomplished

1.4.12acc.Re8a: Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. 1.4.12acc.Re8b: Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations. 1.4.12acc.Re8c: Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.

Advanced

1.4.12adv.Re8a: Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.

1.4.12adv.Re8b: Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.

1.4.12adv.Re8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

Practice: Critique

Proficient

- 1.4.12prof.Re9a: Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
1.4.12prof.Re9b: Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
1.4.12prof.Re9c: Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

Accomplished

1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.

1.4.12acc.Re9b: Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.

1.4.12acc.Re9c: Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

Advanced

1.4.12adv.Re9a: Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.

1.4.12adv.Re9b: Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.

1.4.12adv.Re9c: Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

Practice: Incorporate

Proficient

1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Accomplished

1.4.12acc.Cn10a: Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

Advanced

1.4.12adv.Cn10a: Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.

Practices: Affect, Expand

Proficient

1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

Accomplished

1.4.12acc.Cn11a: Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.

1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

Advanced

1.4.12adv.Cn11a: Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
1.4.12adv.Cn11c: Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.

Interdisciplinary Connections:

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.1: Compare the short- and long- term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and

style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence to add interest.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Computer Science & Design Thinking Standards:

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the sign, creation, and maintenance of a chosen product.

Career Readiness, Life Literacies, and Key Skills:

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.DC.7: Evaluate the influences of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, daa, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media source for point of view, bias, and motivation (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

<i>Key Vocabulary:</i>			
<i>act</i>	<i>antagonist</i>	<i>aside</i>	<i>backstage</i>
<i>blackout</i>	<i>Center bow</i>	<i>cat-walk</i>	<i>characterization</i>
<i>chorus</i>	<i>costumes</i>	<i>crew</i>	<i>cyc</i>
<i>diction</i>	<i>Dramatic criticism</i>	<i>ensemble</i>	<i>Falling action</i>
<i>gel</i>	<i>Graphic organizer</i>	<i>house</i>	<i>lazzi</i>
<i>mask</i>	<i>motivation</i>	<i>objective</i>	<i>Open script</i>
<i>Oral interpretation</i>	<i>places</i>	<i>portfolio</i>	<i>props</i>
<i>rendering</i>	<i>Rising action</i>	<i>script</i>	<i>Sight line</i>
<i>Stage property</i>	<i>Storytelling</i>	<i>tableau</i>	<i>theme</i>
<i>understudy</i>	<i>Verbal communication</i>		

Course: Theatre Arts I

PVRHSD CURRICULUM MAP

Grade Level: 9,10,11,12

COURSE NAME: Theater Arts I**Suggested Pacing Guide:** Students will spend approximately 5-6 weeks on each of the major areas of study outlined in the objectives section below.

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>The Theater Experience</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the primary purpose of theater. 2. Identify the basic ingredients necessary for a theatrical experience. 3. Explain the contributions of all those involved in the production of a theatrical experience. 4. Describe the group experience that exists at any theatrical performance. 5. Provide examples of the different types of theatrical experiences that exist today and identify the aspects common to all. 6. Demonstrate appropriate behavior as a member of a theatrical performance audience. 	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in group exercises and improvisations • Participate in class discussion • Demonstrate proper audience decorum 	<ul style="list-style-type: none"> • Laptop computers for internet research • Projection devices • Theater Arts text: 	<ul style="list-style-type: none"> • Class discussion • Audience decorum

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>Physical Acting</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Develop personal techniques for losing inhibitions and self-consciousness. 2. Explain how the body can be considered an instrument of acting. 3. Recognize character and environment as two part of physical characterization. 4. Define <i>pantomime</i>. 5. Justify the importance of pantomime in the development of physical acting skills. 6. Develop physical expression through body movement. 7. Develop techniques in improvisational acting. 8. Explain the importance of improvisation in the development of physical acting skills. 	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in games of charades and other exercises designed to reduce self-consciousness • Create and perform pantomimes • Improvise acting situations • Participate in physical communication exercises 	<ul style="list-style-type: none"> • Improvisation situation websites • Improvisation books and reference materials 	<ul style="list-style-type: none"> • Class exercise • Pantomimes • Improvisations • Audience decorum

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>Vocal Acting</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Develop strength in voice projection, enunciation, and vocal variety. 2. Explain how language affects perception and thought. 3. Explain the difference between denotative and connotative meanings of words. 4. Demonstrate the basic characteristics of a variety of American and British dialects. 	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in exercises designed to strengthen voice projection, enunciation, and vocal variety. • Examine language to discover how it affects perception and thought • Determine connotative and denotative meanings of words • Speak in different American and British dialects 	<ul style="list-style-type: none"> • Prepared vocal exercise activity worksheets • Online dictionary • Language websites for dialect study 	<ul style="list-style-type: none"> • Dialect projects • Vocal exercises • Audience decorum

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>Internal and External Acting</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Explain how character and self-image are formed. 2. Explain motivational behavior. 3. Determine the background, circumstances, and relationships of characters from both original scenes and published plays. 4. Use an appropriate amount of energy when performing. 5. Create characters in mind, voice, and body. 6. Develop methods of focus and concentration. 7. Explain the principles of stage movement and blocking. 8. Use technical stage terms properly. 9. Integrate the various principles of internal and external acting. 10. Design floor plans with appropriate numbers of acting areas. 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze aspects of human behavior • Analyze internal and external traits of original characters and characters from published plays • Improvise characters and situations • Write and perform original scenes • Attend theatrical productions • Attend presentations given by professional theatrical artists • Write character and scene analyses • Mark scripts for performance • Design floor plans for scene performances • Prepare and present published scenes • Critique classmates' performances • Write reviews of performances 	<ul style="list-style-type: none"> • Play scripts • Scene collection books • Scene analysis worksheets • Scene evaluation rubrics • Model scene and play reviews • Sample floor plans • Theater study texts • Rehearsal logs 	<ul style="list-style-type: none"> • Character and scene analyses • Floor plans and marked scripts • Scene presentations • Written critiques • Class discussion • Audience decorum

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>Internal and External Acting (continued)</p> <ol style="list-style-type: none"> 11. Make efficient use of rehearsal time. 12. Create and mark a rehearsal prompt script. 13. Explain the principles of ensemble acting. 14. Develop methods to prepare (“get into character”) for a performance. 15. Use improvisation to study internal and external acting traits. 16. Prepare and rehearse solo scenes, scenes with a partner, and ensemble scenes. 17. Explain the difference between <i>presentational</i> and <i>representational</i> acting. 18. Apply the acting techniques of <i>justification, personalization, substitution, sense memory, and emotion memory.</i> 19. Explain the acting methods developed by Constantin Stanislavski. 20. Write critiques of classmates’ performances. 			

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>Theater History and World Theater</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze complex characters from historical and stylistic plays and perform them on stage. 2. Demonstrate the acting styles used in Classical Greek and Roman Tragedy and Comedy, Elizabethan Theater, French Neoclassical Tragedy and Comedy, Restoration Comedy, Realism and Naturalism, and Nonrealism. 3. Compare the history of theater to the history of man. 4. Explain the contributions of the founding Greeks to the development of modern theater. 5. Identify Greek theater conventions. 6. Describe Greek theaters. 7. Identify the great Greek playwrights and plays and their contributions to the development of modern theater. 8. Describe the Roman theater. 9. Identify great plays and playwrights from all periods of theater history. 	<p>Students will:</p> <ul style="list-style-type: none"> • Research different periods of theater history • Create set designs form different plays from different periods and styles of theater • Read and critique representative plays from different periods of theater history • Analyze characters from historic and stylistic plays 	<ul style="list-style-type: none"> • Theater History web sites • Sample period play scripts • Sample set models and set designs 	<ul style="list-style-type: none"> • Research papers • Set designs • Scene performances • Prompt scripts • Written critiques • Group projects

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>Theater History and World Theater (continued)</p> <ul style="list-style-type: none"> 10. Describe the major characteristics of theater from all periods of theater history. 11. Defend the choice of William Shakespeare as one of the most important playwrights in the history of theater. 12. Describe the development of the Age of Realism in theater. 13. Describe the development of Non-Realistic theater (Theater of Symbolism and Theater of the Absurd). 14. Demonstrate the acting styles of Non-Realistic theater. 15. Identify the different types of Asian Theater. 16. Perform scenes from Asian Theater. 17. Summarize the evolution of theater in America. 			

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>Directing</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. List the major duties and responsibilities of the director. 2. Develop the interpersonal, psychological, and organizational skills of a director. 3. Make the creative choices of a play director. 4. Create a prompt book. 5. Develop techniques in blocking a script. 6. Make appropriate changes and cuts in a script. 7. Plan a rehearsal schedule. 8. Analyze a script for mood and meaning. 9. Discuss character interpretations with actors before and during the rehearsal process. 10. Develop a personal system for auditioning and casting a play. 	<p>Students will:</p> <ul style="list-style-type: none"> • Choose scenes for direction • Cast scenes • Analyze and prepare scripts for directing • Create prompt books • Write character and scene analyses • Plan rehearsal schedules • Rehearse actors 	<ul style="list-style-type: none"> • Theater study textbooks • Scripts • Character and Scene Analysis Worksheets • Sample Prompt books • Model sets • Audition materials 	<ul style="list-style-type: none"> • Prepared scripts • Character and scene analyses • Prompt books • Scene presentations

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>The Technical Elements of Theater</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Explain how the successful production of a play depends upon the coordination of the efforts of the director, actors, and technicians. 2. List the duties and responsibilities of the following people involved in the production of a play: producer, stage manager, assistant director, technical director, set designer, lighting designer, costume designer, make-up designer, sound effects designer, properties manager, business manager, house manager, publicity manager, box office director, running crew members, technical crew members. 3. Explain the working relationship of the above people to the director. 4. Attend presentations given by theater professionals. 	<p>Students will:</p> <ul style="list-style-type: none"> • Create one or more of the following: (1) complete scene design, (2) lighting design, (3) costume plot, (4) make-up design • Create a sound effects tape for a scene production • Design a publicity plan for a play • Design a poster and program cover for a specific play • Write a sample publicity article for a newspaper 	<ul style="list-style-type: none"> • Sample scene designs • Sample costume plots • Sample lighting plots • Make-up • Play production work flow charts • Sample publicity plan • Theater Managements texts 	<ul style="list-style-type: none"> • Technical design project • Sound effects tape • Publicity plan • Poster and program cover • Publicity article

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION
<p>Playwright</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the six elements of drama: plot, character, theme, dialogue, sight, and sound 2. Demonstrate a working knowledge of the playwriting process: pre-writing, rough draft, revision, final copy. 3. Recognize the differences between the play script and other forms of literature. 4. Identify the playwright's responsibilities to the director, actors, and designers. 5. Identify the conventions of theater and explain why the playwright must be aware of them. 6. Make proper use of stage directions in a play script. 7. Use proper play script formatting. 8. Write original one-act plays with unique characters and situations. 	<p>Students will:</p> <ul style="list-style-type: none"> • Write original character monologues • Create original characters • Write one-act plays • Evaluate original and professional play scripts 	<ul style="list-style-type: none"> • Play scripts • Stage direction reference materials 	<ul style="list-style-type: none"> • Character monologues • Original one-act plays • Play critiques