

Pascack Valley Regional High School District

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

Course Name: Theatre Arts

Born On: 8/31/17
Board Approval: 9/11/17

COURSE DESCRIPTION: Theater Arts

Theater Arts 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.*

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Suggested Pacing: 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	NJSLS
<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 	<ol style="list-style-type: none"> 1.1.The Creative Process 1.2.History of the Arts and Culture 1.3.Performin g (creating, performin g and presentin g) 1.4.Aesthetic responses and critique methodol ogies

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<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 	<p>See above</p>
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<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 	<p>See above</p>
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<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 	<p>See above</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	NCAS
<p>Internal and External Acting (continued)</p> <ul 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</i>, <i>personalization</i>, <i>substitution</i>, <i>sense memory</i>, and <i>emotion memory</i>. 19. Explain the acting methods developed by Constantin Stanislavski. 20. Write critiques of classmates’ performances. 				

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<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 study textbooks • Theater History web sites • Sample period play scripts • Sample set models and set designs • Golden Age of Greece reference worksheets 	<ul style="list-style-type: none"> • Research papers • Set designs • Scene performances • Prompt scripts • Written critiques • Group projects 	<p>See above</p>

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<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. 				

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<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 	<p>See above</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	NCAS
<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 	<p>See above</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	N.J.S.L.S.
<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 	<p>See above</p>