

Wallenpaupack Area School District

Planned Course Curriculum Guide

High School Fine Arts Department: Theatre

Name of Course: Intermediate Theatre

Course Description:

In this course, students become active participants in the art of theatre. Through scene and process drama, poise and self-confidence are developed. Through practical experience students will gain understanding and appreciation of what is involved in creating characters. Students will also take part in an intensive directing project.

Initial Creation Date (if applicable) and Revision Dates:

Revision Date: September 27, 2023

Wallenpaupack Area School District Curriculum	
COURSE: Intermediate Theatre	GRADE/S: 10-12
UNIT 1: Improvisation	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, H
UNIT OBJECTIVES (SWBATS): • Identify the rules of improvisation • Perform improvisation following the rules • Create characters and situations with very quick reaction time • Listen to their fellow performers and respond appropriately • Constructively critique their classmates and use those critiques to alter their performances
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Physical Warm-ups • Vocal Warm-ups (articulation exercises) • Mental Warm-ups (focus and energy) • Say “Yes and” Exercise • Topic, then 2 minutes to plan Exercise • Bus Stop Exercise, 2 ppl then 3 ppl • Objective and Raising the Stakes Exercise • Follow the Leader Exercise • Discussions throughout
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • In-Class Discussions (before exercise, after exercise, comparing exercises) • In-Class Participation • Written Self-Evaluation
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Research more ways to improve improvisation techniques • Explore more activities or variations on activities to further help students grasp concepts
RESOURCES (Technology Based Resources, Text Resources, etc.): Viola Spolin Book: Improvisation for the Theatre Ann Bogart Book: Viewpoints
KEY VOCABULARY: Improvisation, Say yes and, in-character, breaking character, sharing a scene, objective, intention, raising the stakes

Wallenpaupack Area School District Curriculum	
COURSE: Intermediate Theatre	GRADE/S: 10-12
UNIT 2: History of Theatre	TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, F 9.2.12.A, B, C, D, E, F, G, J, K, L
UNIT OBJECTIVES (SWBATS): • Identify a time period in theatre history with playwrights, actors, theatres, and plays from that time period. • Explain how theatre was performed at that time • Compare how theatre was performed then to current times • Interpret the popular styles of theatre then and create an improvisation activity for the class to perform. • Teach the class about that specific time period and how to perform their improv activity • Answer questions posed by the teacher and class in regards to their topic.
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Research historical period as it relates to theatre • Develop a Power Point or other visual project to organize thoughts and research • Discussion, seek help from teacher about key terms, problems, or difficulties • Create notes for presentation • Develop idea for Improvisation Activity • Present Power Point and teach improv activity • Discussion of presentation/Questions from Class
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • In-Class Participation (working on projects) • Power Point Presentation • Proper Presentation Etiquette • Improvisational Activity • Discussion/Ability to answer questions posed by teacher and class • Self-Evaluation
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Potential to research other time periods • Read plays from those time periods • Potential to research playwrights, actors, theaters, or plays from other time periods • Create improvisational activities based on other time periods and what theatre was like at those times
RESOURCES (Technology Based Resources, Text Resources, etc.):

History of Theatre Requirements and Rubric Online resources (student guided) Microsoft PowerPoint or Google Slides or Canva or Presi Oscar Brockett Book: History of the Theatre
KEY VOCABULARY: Improvisation, theatre vs. theater, playwright, renaissance, medieval, ancient, restoration, modern, contemporary, realism, Commedia Dell Arte, Vaudeville, Opera, Musical Theatre, Tragedy, Comedy, Drama, Melodrama, Theatre of the Absurd

Wallenpaupack Area School District Curriculum	
COURSE: Intermediate Theatre	GRADE/S: 10-12
UNIT 3: Process Drama	TIMEFRAME: 2-3 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 A, B, C, E, F, H 9.2.12 A, B, F, L
UNIT OBJECTIVES (SWBATS): • Create a character • Make choices in character based on that character's traits • Problem-Solve in character based on that character's traits • Communicate and work together as a group in character • Evaluate and analyze real-world problems and develop solutions/test them out in a fictitious world • Reflect on choices throughout the drama • Discuss choices and effects of choices
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Develop and act as a character based on a basic plotline/character profile • Students as characters will come together in large group improvisation to solve problems as characters • Based on the choices they make, the drama may move in various directions • Students in character will document feelings, thoughts, background information in writing (journals, letters, diaries, etc) • The drama will culminate to a final resolution or failure based on the choices of the characters • The students in character will look back on their decisions and share with the group their regrets, successes, failures, admit any secrets, etc. • As a class (out of character) we will discuss choices and effects of choices, how this drama connects to real world issues—what are the underlying themes and important issues? How did we work through them? What do you wish you had done differently? What did you do well?
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

• In-class participation: Acting and reacting in character • In-class participation: Discussion in and out of character • Written work: journals, diaries, letters, maps, plans, etc • Discussion/Ending evaluation
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Research project on historical event drama was based on • Written plan of how this drama could have been altered based on making different choices • Written plan of how this drama could have been altered based on portraying different characters
RESOURCES (Technology Based Resources, Text Resources, etc.): • Basic Plotline of Process Drama • Basic Character Descriptions • Secret character information • Dorothy Heathcote Book: Drama for Learning • Cecily O'Neill Book: Drama Worlds
KEY VOCABULARY: character, process drama, character exploration, improvisation, mantle of the expert, teacher-in-role

Wallenpaupack Area School District Curriculum	
COURSE: Intermediate Theatre	GRADE/S: 10-12
UNIT 4: Directing Project	TIMEFRAME: 6 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, G, H 9.3.12. A, G
UNIT OBJECTIVES (SWBATS): • Identify basic plot points from a play • Analyze key plot points in the lens of “director” and write a pre-book of research • Display clear understanding of directorial choices through play • Create set design, blocking, technical designs, and character decisions for 1 scene of the play • Create a plan for auditions, rehearsals, and performance • Audition members of the class, cast the scene, rehearse the scene • Perform the scene from the play for the class • Evaluate own performance as director • Critique one performance from another member of the class
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Read plays, choose 1

- Analyze unknowns throughout the reading process: vocabulary, character development, symbols, themes, setting, main objective, inciting incident, historical context, author connections, form, mode, directorial choices. - Find a 2-person scene to direct. - Make your own directorial choices on designs, technical plots, costume plots, character portrayals, themes, and staging. - Create a binder of research and plans based on the above findings - Rehearse the scene with cast, focusing on character development, staging, setting, theme - Perform the scene for the class. - Evaluate own performance and 1 other student's directing project.	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - In-class participation: reading and researching - In-class participation: writing pre-book - Directing Pre-Book Binder of Research - In-class participation: auditions, rehearsals - Performance of scene - Self-evaluation - Critique of another scene	
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): - Viewing a staged production of the full play - Viewing a filmed production of the full play - Critiquing a staged or filmed production of the full play - Creating a directing pre-book for the entire play instead of just one scene (or an Act)	
RESOURCES (Technology Based Resources, Text Resources, etc.): - Directing Project Requirements & Rubric - Breakdown of each part of the pre-book - Anne Bogart Book: Notes on Directing - Various play scripts (found in theatre classroom, library, or online)	
KEY VOCABULARY: director, pre-book, dialogue, exposition, moral stance, intention/goal, decorum, given circumstances, setting, environment, political environment, social environment, religious environment, previous action	

Wallenpaupack Area School District Curriculum	
COURSE: Intermediate Theatre	GRADE/S: 10-12
UNIT 5: Shakespeare Project	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, E, F, H 9.2.12 A, D, E 9.3.12. A, G 9.4.12 A

UNIT OBJECTIVES (SWBATS):

- Identify basic plot points from a period play
- Analyze key plot points and write a script analysis
- Display clear understanding of character traits and choices through performance
- Discuss and breakdown analysis of a period script
- Reflect on personal response to play reading

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Read/act out a period play in class
- Analyze unknowns throughout the reading process: vocabulary, character development, symbols, themes, setting, main objective, inciting incident, historical context, author connections, form, mode, directorial choices.
- Write a critical analysis based on the above findings.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-class participation: Reading aloud
- In-class participation: Answering questions
- In-class participation: script analysis writing
- Discussion throughout process
- Script Analysis Paper

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Viewing a staged production of this play
- Viewing a filmed production of this play
- Critiquing a staged or filmed production of this play
- Doing further analysis on a major theme, specific, character, or historical context found within the reading of the play.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Script Analysis Template & Rubric
- Script
- Online research articles identifying author info, symbols, themes, character breakdowns, etc
- Professional Theatre Critiques of past productions (variety of positive and negative critiques)
- Stage History: Famous or Unique directorial choices/productions or adaptations

KEY VOCABULARY: analysis, exposition, mood & atmosphere, rising action, climax, falling action, conclusion, protagonist, antagonist, symbolism, theme, initial or inciting incident, preliminary situation, supporting characters, minor characters