

<u>Theatre I</u>	<u>Theatre II</u>	<u>Theatre III</u>	<u>Theatre Tech and Design</u>
----------------------------------	-----------------------------------	------------------------------------	--

High School Theatre I

Course Goals: Theatre I is a practical, hands-on introduction to acting and technical production. Basic acting and stage movement, character development, script analysis, and scene preparation are addressed. Scenic, costume, and makeup design are introduced as well as fundamentals of lighting, sound, and theatre management. The historical and literary aspects of drama are overviewed.

High School Theatre I		
Enduring Understanding	Achievement Level	Content Statement
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Proficient	HSP.1CR Identify the elements of a plot structure and write a scene using those elements.
		HSP.2CR Present contrasting motivations and reactions of characters in similar situations.
		HSP.3CR Explain how theatrical artists create meaning to convey a playwright's intent.
		HSP.4CR Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production.
		HSP.5CR Research the historical background of a chosen script as a basis for interpretation and presentation.
		HSP.6CR Collaborate with a small group to create a written scene and produce it for class.
	Accomplished	HSAC.1CR Identify the elements of a plot structure and write an act using those elements.
		HSAC.6CR Devise a scene surrounding a topic of interest as an ensemble, where each member has an equal role.
Performing: Artists employ personal	Proficient	HSP.1PE Manipulate vocal qualities, posture, movement and language to express variety in characters during improvisation and dramatic situations.

High School Theatre I

Enduring Understanding	Achievement Level	Content Statement
processes and skills to solve problems creatively and present work in various contexts.		HSP.2PE Demonstrate the collaborative skills necessary for producing a scene with a unified vision.
		HSP.3PE Create specific technical designs and direct a scene for performance to incorporate necessary dramatic elements and support the plot.
	Accomplished	HSAC.1PE Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Proficient	HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences
		HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.
		HSP.2RE Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.
		HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.
		HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.
	HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.	
	Accomplished	HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Proficient	HSP.1CO Describe how drama and theatre can affect social change, both globally and locally.
		HSP.2CO Investigate, compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.
		HSP.3CO Integrate other art forms into a dramatic presentation.
		HSP.4CO Compare and contrast a historically accurate production and a production of the same work in modern times.

High School Theatre I		
Enduring Understanding	Achievement Level	Content Statement
		HSP.5CO Research and report on career opportunities in theatre and drama; investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.
		HSP.6CO Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.
		HSP.7CO Discuss the importance of drama and theatre in a community and provide examples.
		HSP.8CO Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.
	Accomplished	HSAC.5CO Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.

High School Theatre II

Course Goals: Theatre II stresses more advanced acting techniques as well as the practical aspects of acting and theatrical production. Ensemble work will be encouraged. Directing and stage management will be introduced as time permits. Students may participate in several small productions and one major production may be created.

High School Theatre II		
Enduring Understanding	Achievement Level	Content Statement
Creating: Artists use creative thinking and reasoning skills	Proficient	HSP.1CR Identify the elements of a plot structure and write a scene using those elements.
		HSP.2CR Present contrasting motivations and reactions of characters in similar situations.

High School Theatre II

Enduring Understanding	Achievement Level	Content Statement
to perceive concepts and ideas to develop works.		HSP.3CR Explain how theatrical artists create meaning to convey a playwright's intent.
		HSP.4CR Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production.
		HSP.5CR Research the historical background of a chosen script as a basis for interpretation and presentation.
		HSP.6CR Collaborate with a small group to create a written scene and produce it for class.
	Accomplished	HSAC.1CR Identify the elements of a plot structure and write an act using those elements.
		HSAC.2CR Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles.
		HSAC.3CR Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.
		HSAC.4CR Examine a given text and create design choices based on content and context of the script, time period and themes when provided with a budget specific performance space.
		HSAC.5CR Compare and contrast the works of two playwrights from two distinct historic periods.
		HSAC.6CR Devise a scene surrounding a topic of interest as an ensemble, where each member has an equal role.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts	Proficient	HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.
		HSP.2RE Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.
		HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.
		HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.
		HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.

High School Theatre II

Enduring Understanding	Achievement Level	Content Statement
	Accomplished	HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.
		HSAC.2RE Evaluate the resources directors use to enhance the playwright's intent of a particular production.
		HSAC.3RE Compare and contrast personal and professional criticism of a specific theatrical performance.
		HSAC.4RE Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation.
		HSAC.5RE After reading a play, compare and contrast factors that actors and designers would consider adapting for staging different physical settings and contemporary social influences.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Proficient	HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences
		HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.
		HSP.2RE Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.
		HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.
		HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.
		HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.
	Accomplished	HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.
		HSAC.2RE Evaluate the resources directors use to enhance the playwright's intent of a particular production.
		HSAC.3RE Compare and contrast personal and professional criticism of a specific theatrical

High School Theatre II

Enduring Understanding	Achievement Level	Content Statement
		performance.
		HSAC.4RE Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation.
		HSAC.5RE After reading a play, compare and contrast factors that actors and designers would consider adapting for staging different physical settings and contemporary social influences.
Connecting: Artists understand and communicate the value of creative expressions in internal and external.	Proficient	HSP.1CO Describe how drama and theatre can affect social change, both globally and locally.
		HSP.2CO Investigate, compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.
		HSP.3CO Integrate other art forms into a dramatic presentation.
		HSP.4CO Compare and contrast a historically accurate production and a production of the same work in modern times.
		HSP.5CO Research and report on career opportunities in theatre and drama; investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.
		HSP.6CO Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.
		HSP.7CO Discuss the importance of drama and theatre in a community and provide examples.
		HSP.8CO Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.
	Accomplished	HSAC.1CO Analyze how cultural, social and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work.
		HSAC.2CO Examine and explain the impact of social, political and technological trends on key theatrical figures and works in various eras and cultures.
		HSAC.3CO Integrate other art forms and academic disciplines in a theatrical experience.
		HSAC.4CO Analyze a theatrical work in the context of its time period and culture.

High School Theatre II		
Enduring Understanding	Achievement Level	Content Statement
		HSAC.5CO Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.
		HSAC.6CO Integrate art and culture into the development of a theatrical work.
		HSAC.7CO Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts.
		HSAC.8CO Assemble a personal drama or theatre portfolio with a resume to include completed works and works in progress and then present the portfolio to peers.

High School Theatre III

Course Goals: Theatre III (Theater Ensemble) complements the preceding theater courses by offering students the opportunity to improve their acting and technical skills in an ensemble atmosphere. Theater III produces shows for public performance that may include both plays (e.g., full length and one act) and musicals.

High School Theatre III		
Enduring Understanding	Achievement Level	Content Statement
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Accomplished	HSP.1CR Identify the elements of a plot structure and write a scene using those elements.
		HSP.2CR Present contrasting motivations and reactions of characters in similar situations.
		HSP.3CR Explain how theatrical artists create meaning to convey a playwright's intent.
		HSP.4CR Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production.
		HSP.5CR Research the historical background of a chosen script as a basis for interpretation and presentation.

High School Theatre III

Enduring Understanding	Achievement Level	Content Statement
		HSP.6CR Collaborate with a small group to create a written scene and produce it for class.
	Accomplished	HSAC.1CR Identify the elements of a plot structure and write an act using those elements.
		HSAC.2CR Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles.
		HSAC.3CR Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.
		HSAC.4CR Examine a given text and create design choices based on content and context of the script, time period and themes when provided with a budget specific performance space.
		HSAC.5CR Compare and contrast the works of two playwrights from two distinct historic periods.
		HSAC.6CR Devise a scene surrounding a topic of interest as an ensemble, where each member has an equal role.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Proficient	HSP.1PE Manipulate vocal qualities, posture, movement and language to express variety in characters during improvisation and dramatic situations.
		HSP.2PE Demonstrate the collaborative skills necessary for producing a scene with a unified vision.
		HSP.3PE Create specific technical designs and direct a scene for performance to incorporate necessary dramatic elements and support the plot.
	Accomplished	HSAC.1PE Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Proficient	HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences
		HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.
		HSP.2RE Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.

High School Theatre III		
Enduring Understanding	Achievement Level	Content Statement
		HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.
		HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.
		HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.
	Accomplished	HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.
Connecting: Artists understand and communicate the value of creative expressions in internal and external.	Proficient	HSP.1CO Describe how drama and theatre can affect social change, both globally and locally.
		HSP.2CO Investigate, compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.
		HSP.3CO Integrate other art forms into a dramatic presentation.
		HSP.4CO Compare and contrast a historically accurate production and a production of the same work in modern times.
		HSP.5CO Research and report on career opportunities in theatre and drama; investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.
		HSP.6CO Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.
		HSP.7CO Discuss the importance of drama and theatre in a community and provide examples.
		HSP.8CO Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.
	Accomplished	HSAC.5CO Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.

High School Theatre Tech and Design

Course Goals: Theatre Technology and Design students study theatrical lighting, sound, stage mechanics, scenic design, set construction, costuming, props and makeup. Hands-on apprentice training in actual theatrical productions will comprise a major portion of the course work. Students will be encouraged to participate in school productions as a part of the technical staff.

High School Theatre Tech and Design	
Enduring Understanding	Content Statement
Stage Management	<p>Learn terminology related to theatre technology and design</p> <p>Safety practices are emphasized</p> <p>Become familiar with tools needed for stage management</p> <p>Establish organizational strategies including communications and logistics like managing calendars and schedules</p> <p>Learn how to tape out stage</p> <p>Understand rehearsal and blocking notation (e.g. calling show, event safety strategies/compliance)</p>
Scenic Construction	<p>Learn terminology related to scene construction</p> <p>Learn and understand the steps used in the scenic construction design process that includes: research, sketching, 3D rendering, and model making</p> <p>Safely use tools and materials for the construction of final set designs</p>
Lighting Design and Electrics	<p>Understand the fundamentals of Lighting Design: terminology, image research, script analysis, fixture types and functionality, color theory, color temperature, rendering, drafting the plot and paperwork, and creating a shop order.</p> <p>Apply knowledge of Lighting Design by reading and hanging the plot, using the correct terminology, interpreting the plot/instrument schedule, safely hanging fixtures, focus, and electrical cable use and management.</p>

High School Theatre Tech and Design

Enduring Understanding	Content Statement
	Learn what accessories are used in scene lighting: color frame/gobo/iris/top hat, etc.
	Demonstrate knowledge of electrical terminology, dimming, power distribution, electrical theory and computation (West Virginia formula, etc.), commonly used theatre lighting, NFPA 70: National Electrical Code. Learn and implement safe practices at all times when using lighting equipment and on set.=
	Understand Communication Protocol terminology and use AMX, DMX512a, ethernet, and connectors.
	Understand terminology for Multi-Parameter Fixtures (moving lights, LED, etc.), identify types of fixtures, programming the fixtures and light board, necessary power requirements, and communication protocols.
Counterweight and General Rigging	Learn the following Counterweight rigging (types): terminology, single purchase, double purchase, loads, ratios and physics, system components, system functionality, rigging inspections and safe practices.
	Learn the following aspects of Automated Rigging: terminology, types (fully automated, hybrid, custom), functionality, rigging inspections, and safe practices.
	Apply knowledge and understanding of General Rigging: correct terminology, terminations (knots, wire rope clips, compression sleeves), wire rope, natural rope/synthetic rope, safe working loads, Design factor (5:1, 8:1, 10:1), computation of design factor, de-rated terminations and other factors, as well as safe practices.
Costume Design and Construction	Understand the basics of costume design and construction: terminology, gender, style period/historical period, fabrics, and sketching.
	Learn and apply necessary terminology for costume fabrication, construction materials, tools and hardware, construction techniques, actor fittings, finishing techniques including dyeing and painting, repairs, general costume maintenance, repurposing existing garments/costumes, and safe practices.
'Front of House' Safety, Personnel, Venue	Identify and learn the roles of personnel needed for Front of House to include house management, box office, and producer responsibilities.
	Understand expectations and job requirements for Production Personnel and have the opportunity to participate in these roles. Examples include Director, Artistic Director, Stage Manager, Choreographer, Cast, Dance Captain, Lighting Designer, Scenic Designer, Sound Designer, Master Electrician, Head Carpenter, Technical Director, Stage Crew (Running Crew), Wardrobe/Costuming, Wardrobe Mistress (Master/Head), and Stitchers.
	Study venue needs and requirements that enhance theatre productions

High School Theatre Tech and Design

Enduring Understanding	Content Statement
	Demonstrate knowledge of all areas and components of the Front of House and stage including technical areas, administrative/audience areas, deck, wings, backstage, pit, rigging, etc.
	Demonstrate knowledge of audience safety procedures to include crowd control and evacuation procedures. They will also practice safety protocols for crew and performers (evacuation procedures, safe operating systems, signage, fall arrest, fall protection).
Audio	Demonstrate understanding of the following requirements for theatre audio production: Utilization of sound reinforcement equipment, terminology, mixing board functionality, microphone types/functionality/usage, speaker types and placement, audio principles and theory, wireless technology and theory, troubleshooting, safe practice.
	Understand and demonstrate aspects of Sound Design to include: terminology, editing software, sound creation, historical musical styles/periods, script analysis