

Livermore Valley Joint Unified School District

Course Title:	Theatre Arts 2
Grade Level(s):	9 - 12
Length of Course:	One semester or equivalent term
Credit:	5 units
Prerequisite:	Passing grade in Theatre Arts 1 or approval of instructor
Co-requisite:	none

Course Overview:

Students will learn the basics of dramatic performance and literature, and they will be provided exposure to technical theatre. Building upon basic theatre skills, students will learn the advanced elements of acting, including stage directions, voice, diction, movement, and ensemble work. Students will complete a variety of performance pieces and written assignments that will demonstrate practical and critical thinking skills and meet performance criteria.

Schools Offering:	Del Valle High School Granada High School Livermore High School Vineyard High School
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Meets University of California Entrance Requirements:	Update Approval May 4, 2020 “f”- Visual and Performing Arts
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Board Approval:	Update Approved April 21, 2020 Formerly Board Approved as Drama 2 on February 13, 2001
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Course Materials:	<i>Basic Drama Projects</i> Fran Averett Tanner, Ph.D.; Perfection Learning Corporation, 2004 ISBN-13: 978-0756916404 Selected Performance Pieces (Royalties and Rights Acquired) Licensing Agencies: Concord Theatricals, Disney Theatrical, Dramatic Publishing Company, Dramatists Play Service, Music Theatre
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International—MTI, Pioneer Drama Service, Stage Rights, Theatrical Rights Worldwide & TRW Plays.

Music used before or after a performance, or during intermission, is handled by ASCAP, BMI, or SESAC. Harry Fox is a licensing agent for acquiring music rights.

Supplemental Materials:

Film clips from relevant sources
Theater facility and equipment

THEATRE ARTS 2

COURSE CONTENT:

Unit 1: Getting and Giving Permission

Building upon skills learned in Theatre Arts 1, students will request permission to utilize work created by another individual and research licensing agencies (ie. Samuel French, Dramatists Publishing, etc.). Students will review and synthesize information about copyright protections, to ensure their intellectual property cannot be used illegally. Students learn the requirements related to working in theatre as a creator, such as paying for royalties and securing the rights to any or all pieces they choose to use in their projects.

Summary of Key Assignments, Labs, and/or Activities

Students research the source and to whom royalties must be paid for the rights to do any published theatre works (e.g., scripts for plays, musicals, operas), for copyrighted images (e.g., graphics, multimedia projection, scenic elements, and backdrop projections), and any music selections (e.g., scene transition music, sound effects, underscoring, or pre- and post-show) used in the production. Permission for the rights must be secured and the royalties paid in advance of the production.

Students will compile a list of all copyrighted theatre works, images and/or music selections, properly credited to their creator(s), along with the licensing agencies holding the rights. Application will be made to the licensing agencies and the rights secured for use in that semester's formal production.

Unit 2: Self-Awareness

Students will participate in a variety of theatre games and reflection activities to help them gain a deeper understanding of self. These games will provide a foundation for more complex work in acting, directing, producing, and technical theatre. The exercises are designed to collectively address the following six key developmental elements:

- Ensemble-building
- Trust
- Observation
- Self-confidence
- Concentration
- Imagination and Creativity

Summary of Key Assignments, Labs, and/or Activities

Students will create a Star Project. Responding to daily prompts by writing in their journals, each student will write an essay about themselves. The journal writing will define who they are and what is important to them now, and their plans for the future. From the essay, students will create a collage of images on a "star" template that illustrate their passions, plans, and "who they are." Using the collage "Star" as their text, students will present a 3-minute monologue about themselves in front of the class. After students listen to their peers' presentations, they will write in their journal at least two new discoveries about that person.

Unit 3: Stage Movement and Stage Directions

Students will work individually and in groups to practice effective stage movement when creating a character. Using pantomime and focusing on physically depicting action without sound, students are able to make precise movements to demonstrate their ability to focus on physicality and demonstrate movement skills such as sitting and standing, plus cheating out and remaining open. Following stage directions, students will learn to execute blocking by entering and exiting and crossing to the designated stage areas, notating proper theatre terminology.

Summary of Key Assignments, Labs, and/or Activities

Students will learn how to diagram the 9 areas of the stage, and the theatre vocabulary for designating stage right, stage left, downstage, and upstage, etc. and the basic body positions, plus how to move from a seated to standing position, make turns and crosses, and move about the stage. As a culminating assignment, small groups of students will map out blocking and stage movement for each other to follow while presenting a short scene, such as for the three witches in Act 1, Scene 1 of *Macbeth*.

Unit 4: Voice Articulation and Production

Voice articulation is an important skill for actors, and they need to constantly practice their vocal skills. Students will study how one's body produces sound, effective tools for improving articulation, and use of proper breathing techniques.

Summary of Key Assignments, Labs, and/or Activities

Building on vocal warm-ups studied in Theatre Arts 1, students will practice vocal exercises through a variety of tongue twisters and recitations. In small groups, students will select tongue twisters to recite together and individually using a variety of vocal effects such as unison, echoing, rhythm, call and response, with variations in pitch, rate, inflection, as well as projection. These small group exercises will culminate in each student selecting a poem or reading using these oral interpretation techniques.

Unit 5: Ensemble Work

Ensemble work is at the heart of acting. In an ensemble effort, there are no stars, only individual actors collaborating to create a drama/theatre work together. Building on the improvisational skills from Theatre Arts 1, ensemble work is based on remaining open to each other, saying "Yes, and," listening, taking risks, showing not telling, and trusting one another. Students will learn that being a contributing member of an ensemble is key to an actor's success.

Summary of Key Assignments, Labs, and/or Activities

Through a series of exercises designed to require a group effort, students will practice coming to a consensus, responding to each other's prompts and problem solving together to find a solution. From simple games like "The Knot" to staging a short open scene with partners to performing as a distinct character in a scene, such as the "poker game" in *The Odd Couple*, students will work together in a variety of random small groups with their peers.

Unit 6: Technical Theatre

In this unit, students will learn that theatre is a collaborative art form and it depends upon people working together. For every actor on stage, a dozen or more may be working backstage to create

the environment and effects that support and enhance the performance. Students will continue to build on their knowledge of theatre safety rules and the elements of technical theatre including: basic set construction, props, lighting, sound, costumes, hair and makeup, and the crews that perform tech during a production performance.

Summary of Key Assignments, Labs, and/or Activities

Students will work on a design project where they can demonstrate their increased understanding of how design choices affect the audience's experience of a production. Students pick a play or fairy tale to focus on and use a variety of aesthetics to fit the atmosphere of the production.

Unit 7: Dialogues and Short Monologues

Students will work individually and in groups to write and perform short scenes. Performances will include characterization, conveying character intent/objectives, relationships, and emotional state, staged within a defined cultural context/environment. Students will demonstrate an increased understanding of text, subtext, and context. Students will deepen their knowledge of projection, inflection, and enunciation in order to enhance performance.

Summary of Key Assignments, Labs, and/or Activities

Students will work with play texts to understand background and motivation of specific characters. They will then memorize a short monologue to perform, in character, for the class. Students will be assessed on their acting techniques, their understanding of the character, as well as their depiction of the character, both emotionally and physically.

Unit 8: Scene Work

Utilizing concepts students have studied in previous units, students will synthesize what they learned and produce performances based on selected scenes from a variety of plays, both famous and amateur. Students will demonstrate increased skills in characterization, playwright intent, and staging. This unit will culminate with a demonstration of acting concepts learned with a performance before the class.

Summary of Key Assignments, Labs, and/or Activities

Students will be assigned a specific scene to analyze and perform with a partner or small group. Each student will analyze and evaluate the text for underlying meaning in the subtext, as well as interpret how the scene should be staged. They will create and write a background for the character they are portraying, and explain the character's motivation, objective, actions, stakes, and subtext being used. The students will then incorporate their increased level of understanding of the character into their performance of the scene in front of the class.

Unit 9: Research and Historical Context

Students will study the history of theatre through lecture, discussion, reading, research, video clips, and projects. They will be introduced to the characteristics of different time periods of theatre, including, but not limited to, Greek theatre, Renaissance theatre, Modern theatre, and Theatre of the Absurd. Students will use basic research methods to better understand the social and cultural background of a drama/theatre work. Students will explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

Summary of Key Assignments, Labs, and/or Activities

Students will research one aspect of historical theatre to present to the class. Using databases and physical texts, students will explore the aspect of theatre and analyze how it has influenced theatre today.

**California Arts Standards for Public Schools - Prekindergarten Through Grade Twelve
The California Arts Standards - Theatre Arts***Creating*

Prof.TH:Cr1

- a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- b. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
- c. Explore the impact of technical theatre elements on design choices in a drama/theatre work.

Prof.TH:Cr2

- a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.
- b. Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

Prof.TH:Cr3

- a. Rehearse and revise a devised or scripted drama/theatre work using theatrical conventions.
- b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- c. Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

Performing

Prof.TH:Pr4

- a. Examine how character relationships assist in telling the story of a drama/theatre work.
- b. Shape character choices using given circumstances in a drama/theatre work.

Prof.TH:Pr5

- a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- b. Use researched technical theatre elements to increase the impact of design for a drama/theatre production.

Prof.TH:Pr6

- a. Perform a rehearsed, scripted short drama/theatre work for a specific audience.

Responding

Prof.TH:Re7

- a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Prof.TH:Re8

- a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- b. Identify and compare cultural contexts and contexts that may influence the evaluation of a drama/theatre work.
- c. Understand how multiple aesthetics, preferences, and beliefs shape participation in and observation of a drama/theatre work.

Prof.TH:Re9

- a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
- b. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.
- c. Analyze and evaluate the aesthetics and effect of the technical theatre elements in a drama/theatre work.

Connecting

Prof.TH:Cn10

- a. Investigate how cultural contexts, community ideas, and personal beliefs impact a drama/theatre work.

Prof.TH:Cn11.1

- a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
- b. Practice ethical responsibility to oneself and others during the production process and when recording, posting, and sharing through the internet, social media and other communication formats.

Prof.TH:Cn11.2

- a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using research methods.

b. Use basic research methods to better understand the social and cultural background of a drama/theatre work.

Instructional Methods and/or Strategies

- Individualized instruction
- Small group discussion
- Large group discussion and debate
- Reading, writing, listening homework
- Direct Instruction: lecture, reading, in-class research, in-class critical analysis
- Self-directed and collaborative learning projects to include individual projects and critique. In addition, critiques of other theatre artists in the classroom, the local community and beyond.
- Leveled instruction: scaffolding, assessing student prior knowledge to inform instruction
- Developing and applying theatre criticism reflecting on attendance at live theatre performances
- Writing critiques of students' own and other theatre artists' works
- An analytical presentation on culturally significant artists and their works
- Personal daily journal

Assessment Methods and/or Tools

Authentic assessment is an effective method for assessing understanding, skills, and the ability to engage in the artistic processes. This type of assessment happens in real time, as the student demonstrates knowledge, skill, and is engaged in the process, such as a student improvising a scene, performing in a specific theatre genre or style, interpreting the artistic intent of a theatre performance, or comparing the similarities of two different performances of the same text. Authentic assessment provides students the opportunity to demonstrate their understanding through the genuine application of the knowledge and skills necessary to engage in each of the artistic processes: Creating, Performing, Responding, and Connecting.

Assessment tools can take many forms, such as selected response, open response, portfolios, open-ended, performance, performance criteria, criterion-referenced, performance/authentic assessment, analytical and holistic scoring rubrics. Assessments will be project-based or designed as performance tasks to showcase student originality and creativity.