

SMMUSD VAPA CURRICULUM for NINTH-TWELTH GRADE ADVANCED

<p>Theatre</p> 	<p align="center">CONTENT GOAL</p>	<p align="center">ACTIVITIES/ SKILLS</p>	<p align="center">MATERIALS/ RESOURCES</p>	<p align="center">ASSESSMENTS</p>
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STANDARD 1: ARTISTIC PERCEPTION: Processing, Analyzing, And Responding To Sensory Information Through The Language And Skills Unique To Theatre.

<p align="center">ARTISTIC PERCEPTION</p>	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Students will use the vocabulary of theatre, such as genre, style, acting values, theme, and design to describe theatrical experiences</p> <p><i>Comprehension and Analysis of Elements of Theatre</i></p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.3 Identify the use of metaphor, subtext and symbolic elements in scripts and theatrical productions</p>	<p>View taped theatrical performances and films to discuss genre, style, theme acting values</p> <p>Serve as a designer, Stage Manager, Technical Crew member, or Assistant Director on a high school production</p> <p>Presentations on the role and choices of designer, director, or dramaturg for a particular play</p>	<p>Taped Theatrical performances</p> <p>Variety of films from different genres</p> <p>Internet</p> <p>Guest Professionals</p>	<p>Video assessment</p> <p>Student critique</p> <p>Teacher observations</p> <p>Written Assignments</p> <p>Tests and Quizzes on terminology</p>
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STANDARD 2: CREATIVE EXPRESSION: Creating, Performing And Participating In Theatre.

<p>CREATIVE EXPRESSION</p>	<p><i>Development of Theatrical Skills</i> 2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts</p> <p><i>Creation/ Invention in Theatre</i> 2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action</p> <p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights</p>	<p>In pairs, students choose a scene and analyze its given circumstances, utilize the 5 W's, and make acting choices present scenes to class</p> <p>Hand in script with blocking and acting choices</p> <p>Direct other students in scenes</p> <p>Improvise moments before scenes</p> <p>Write dialogue and scenes in dramatic structure based on improvised scenes in class</p> <p>Composition Work: Give students a list of elements they have to incorporate into a theatrical piece (i.e. lines of a script, costume piece, a beginning, middle and end, and a theme, and only give them 20 minutes until they have to perform it for the class)</p>	<p>Library access</p> <p>Internet</p> <p>Variety of plays</p> <p>Lists for composition work</p>	<p>Videotape assessment</p> <p>Written assignment</p> <p>Journaling</p> <p>Teacher observations</p> <p>Student Critique</p>
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STANDARD 3: Historical And Cultural Context: Understanding The Historical Contributions And Cultural Dimensions Of Theatre.

<p align="center">HISTORICAL AND CULTURAL CONTEXT</p>	<p><i>Role and Cultural Significance of Theatre</i> 3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect</p> <p><i>History of Theatre</i> 3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society</p> <p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classis by such playwrights as Sophocles, Lope de Vega, Aphra Behn, Moliere, and Chekhov</p> <p>Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.</p>	<p>Discuss and analyze theatre, film in the greater political, social, and economic atmospheres in which they are (and have been) created</p> <p>Perform monologues in historical and cultural contexts using accurate and consistant physical mannerism and dialect</p> <p>Create and write character biography for monologues</p> <p>Watch different types of theatre, film, TV, and Internet and discuss its audience impact and how it has affected theatre audiences</p> <p>Choose a scene and have students perform it in different genres and styles. Can be done with preparation or in improvised situations</p> <p>Create Venn Diagram to discuss comparisions and contrasts of different styles and periods.</p> <p>Watch and analyze different adaptations of the same play</p>	<p>CD player</p> <p>Variety of plays</p> <p>Internet</p> <p>Film and TV Scripts</p> <p>Dialect tapes</p> <p>DVD's of past and current theatrical productions</p>	<p>Videotape assessment</p> <p>Teacher Observation</p> <p>Peer Critiques</p> <p>Written assignments</p> <p>Performance Rubrics</p>
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STANDARD 4: AESTHETIC VALUING: Responding To, Analyzing, And Critiquing Theatrical Experiences

<p>AESTHETIC VALUING</p>	<p><i>Critical Assessment of Theatre</i></p> <p>4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature</p> <p>4.2 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work</p> <p><i>Derivation of Meanings from Works of Theatre</i></p> <p>4.3 Develop a thesis based on research as to why people create theatre</p>	<p>Create written formulas and guidelines for writing a play in each genre or style</p> <p>Read and analyze director playbooks</p> <p>Develop a thesis based on research as to why people create theatre culturally, historically, politically, and aesthetically</p> <p>Discuss the concept of “target audiences”</p> <p>Discuss and research different theatre companies mission statements</p> <p>Watch and Discuss a wide variety of theatre presentations (i.e. one-person shows, Impact Theatre, Performance Art, etc.) in light of intention and impact</p> <p>Research and Present on different theatre practitioners</p>	<p>Library access</p> <p>Internet</p> <p>Variety of plays</p> <p>Film scripts</p> <p>Taped theatrical performances</p>	<p>Videotape assessment</p> <p>Student critique</p> <p>Teacher Observation</p> <p>Written essays</p>
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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in theatre, film/video, and electronic media to other art forms and subject areas and to careers.

<p align="center">CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p><i>Connections and Applications</i></p> <p>5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/ video, and electronic media</p>	<p>Create a mock trial for history class based on a historical judicial decision (i.e. Roe vs Wade or Brown vs Board of Education) Using theatre, film/video and electronic media. Recreate a moment in scientific history in a theatrical production</p>	<p>Variety of plays CD Player DVD Player and Projector and screen or TV</p>	<p>Videotape assessment Journaling Student Critique</p>
	<p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities</p> <p>5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills</p> <p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts</p>	<p>Create a production book for a current high school production or chosen play. Book should include a rehearsal schedule including full tech calls, indicated blocking, and set / lighting etc diagrams</p> <p>Create theatre ensembles that involve all of its members in the understanding and application of the several skills involved in the creation and execution of a specific theatrical / film / video project</p> <p>Create an artistic resume</p> <p>Intern/volunteer at an arts organization</p> <p>Interview art professionals</p>	<p>Variety of music Variety of props and costume pieces Space for movement and staging Internet Arts Guest speakers</p>	<p>Written assignments Teacher Observations Completed intern hours w/employer evaluation</p>