

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) November 26, 2007	
1. Course Title Theatre Arts I	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input checked="" type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> Intro <input type="checkbox"/> Advanced <input checked="" type="checkbox"/> College Prep Elective
2. Transcript Title(s) / Abbreviation(s)	
3. Transcript Course Code(s) / Number(s)	
4. School Pioneer Valley High School	
5. District Santa Maria Joint Union High School District	
6. City Santa Maria, CA	10. Grade Level(s) for which this course is designed <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
7. School / District Web Site	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Course List Contact Name: Shawnah Van Gronigen Title/Position: Theater Arts teacher Phone: 805-922-1305 Ext.: 5202 E-mail: svangronigen@smjuhsd.org	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
13. Is this an Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course <input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain: _____	

15. Is this course modeled after an UC-approved course from another school outside your district? Yes No

If so, which school(s)? Roosevelt High School , Fresno, CA

Course title at other school __ Theatre Arts I

16. Pre-Requisites

None

17. Co-Requisites

None

18. Is this course a resubmission? Yes No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

Theatre Arts I is an elective course open to 9-12th grade students introducing students to and focusing on the basic skills of theatre arts. The course has four major content areas: 1) Acting: developing dramatic elements, actions, and characterization; 2) Theatre History: understanding the development of theatre in historical context; 3) Play reading and Playwriting: using creative writing skills and basic playwriting techniques to create original theatre pieces while exposing students to important works of dramatic literature; 4) Technical Theatre/Career Applications: introducing students to basic aspects of technical theatre such as set design, costuming, and make-up while explaining technical theatre as a career pathway. The course addresses all 5 strands of the California Visual and Performing Arts Standards.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

1. Students will demonstrate the ability to communicate effectively through challenging written and verbal assignments.
2. Students will demonstrate the ability to use critical thinking skills in solving challenging problem solving assignments.
3. Students will demonstrate the ability to work together collaboratively on group assignments.

21. Course Objectives

1. *Students will use and understand vocabulary unique to theatre arts such as: articulation, projection, intonation, motivation, blocking, etc. (Theater VPA Standard 1.1)*
2. *Students will observe student performances and respond to them using critical thinking skills and appropriate vocabulary. (Theater VPA Standard 1.2 and English Language Arts Standard 3.1)*
3. *Students will participate in a variety of verbal and non- verbal communication activities. (Theater VPA Standard 2.1)*
4. *Students will improvise and /or write dialogue and scenes. (Theater VPA Standard 2.2 and English Language Arts Standard 3.10)*
5. *Students will select, memorize, analyze and perform monologues and scenes from a variety of theatrical periods. (Theater VPA Standard 2.3 and English Language Arts Standard 2.5,3.5, 3.12)*

6. *Students will research and analyze how theater began and how it develops and continues to develop as a reflection of culture. (Theater VPA Standard 3.2 and English Language Arts Standard 3.5)*
7. *Students will recognize key figures in the development of theater (Thespis, Sophocles, Seneca, Shakespeare, Moliere, Ibsen, etc.) (Theater VPA Standard 3.3 and English Language Arts Standard 3.12)*
8. *Students will demonstrate aesthetic judgment by analyzing and critiquing works of theater by attending outside performances and observing classic films. (Theater VPA Standard 4.1 and English Language Arts Standard 3.1)*
9. *Students will explore interdisciplinary applications of the Theater arts. (Theater VPA Standard 5.1)*
10. *Students will learn to work collaboratively and meet deadlines by completing group projects. (Theater VPA Standard 5.2)*

22. Course Outline (See Attached Course Outline/Key Assignments)

23. Texts & Supplemental Instructional Materials

Required Text:

Basic Drama Projects, Fran Averett Tanner (2004) Perfection Learning.

The Glass Menagerie or A Raisin in the Sun

Resources/References

History of the Theatre, Oscar G. Brockett and Franklin J. Hildy (2007) Pearson Education.

Theatre History Explained, Neil Fraser (2004) The Crowood Press.

Plays Onstage, Ronald Wainscott and Kathy Fletcher (2006) Pearson Education.

Stages of Drama: Classical to Contemporary Masterpieces of the Theatre, C.Klaus, M. Gilbert, Bradford Field (1981) Scott, Foresman and Company.

Playwriting: The First Workshop, Kathleen George (1994) Focal Press.

Improvisation for the Theater, Viola Spolin (1999) Northwestern University Press.

Theatre Games for Young Performers, Maria Novelly, Meriwether Publishing.

112 Acting Games, Gavin Levy, Meriwether Publishing.

Theatre Games and Beyond, Amiel Schotz, Meriwether Publishing.

Additional Materials:

Numerous scene selection books, monologue selection books, and published scripts.

Selected films used for instructional purposes.

24. Key Assignments (See Attached Course Outline/Key Assignments)

Course Outline/Key Assignments

Theatre Arts 1

Topics/Units	Key Activities/Assignments
<p>Content Area: <i>Acting</i></p> <ol style="list-style-type: none"> 1. Development of theatre vocabulary such as focus, concentration, blocking, acting values, genre, and theme in order to convey ideas. 2. Development of vocal expression such as projection, articulation, vocal color, and intonation for effective communication skills. 3. Pantomime Unit: Students perform individual and group pantomimes focusing on: <ul style="list-style-type: none"> Physical Movement Facial Expression Story Telling Focus/Concentration 4. Improvisation Unit: Students perform individual and group improvisations focusing on: <ul style="list-style-type: none"> Spontaneity Listening Group Dynamics Sensory Awareness Plot Development Physical Movement 5. Creating a Character: Students study how to develop a character both for performing and for written assignments such as scene writing. Students focus on both internal and external traits. 6. Scene Production: 7. Performance evaluations, critiques, and reviews. 	<p>Student notebooks for theatre terms. (VPA Standard-Theatre: 1.1)</p> <p>Daily vocal warm-up activities and exercises.</p> <p>Musical Pantomime Assignment: At the conclusion of the Pantomime Unit, which includes viewing several films of Charlie Chaplin, students create a 2-minute story pantomime with appropriate musical accompaniment. (2.1)</p> <p>Discussion of the “Rules of Improvisation” based on the book <i>Improvisation for the Theater</i> by Viola Spolin and <i>Rules of Comedy</i> by Mike Myers. (1.1)</p> <p>Numerous group improvisation activities to develop techniques and confidence. (2.1)</p> <p>The Improve Olympics: Students divide into teams and compete in five different improvisational games as the culminating activity in the Improvisation Unit. (2.1)</p> <p>Original Monologues: Students write and perform an original monologue modeling them after published monologues we have performed in class and focusing on dramatic elements. (2.1)</p> <p>Monologues from published material: Students read, choose, interpret, memorize, and perform two contrasting monologues from two different styles or genres. Students focus on projection, articulation, expression, word color, dialect, pitch, and intonation. (VPA 2.3, 3.1, ELA 2.5,3.4)</p> <p>Blocking Exercise: Students learn stage directions, stage positions, and creative use of space through this exercise.</p> <p>Partner Scenes: After reading an assigned play, students choose, interpret, rehearse, block, memorize, and perform a scene with a partner focusing on character development, appropriate blocking, vocal qualities, and script analysis. (VPA 2.1, ELA 3.10)</p> <p>Original Scenes: Individual students write an original scene modeled after the ones read in class focusing on basic dramatic structure, dialogue, action, and scenic elements. Students rehearse both in class and outside of class and perform in front of an audience. (2.2, 3.1)</p> <p>Complete evaluations of each monologue and scene based on a scoring guide. Students apply terminology of evaluation in drawing conclusions about the quality of the works observed. (1.2)</p>

	<p>Students read professional, published, newspaper reviews of popular movies to see the structure of a review. Students look for “hook”, implied opinion, exposition, synopsis, etc.</p>
<p>Content Area: <i>Play Reading and Playwriting</i></p> <p>1. Play Reading Unit:</p> <ul style="list-style-type: none"> • Short stories • Scene books • Published plays • Films <p>2. Scene Writing/Playwriting Unit:</p> <ul style="list-style-type: none"> • Improvisations • Monologues • Scenes 	<p>Students will read, interpret, and analyze one play per semester such as <i>The Glass Menagerie</i> or <i>A Raisin in the Sun</i>. Students will analyze characters and their motivations, discuss themes, setting and cultural contexts, interpret dialogue, and plot dramatic structure looking for exposition, rising action, conflict, climax, and resolution. (VPA 3.2, ELA 3.1, 3.2, 3.3, 3.5, 3.10)</p> <p>Students choose a scene from a published play or book of scenes by perusing through several books.</p> <p>Text/Subtext Assignment: Students work in pairs with prepared, short, nonsensical scenes and add subtext to each line of text. (1.3)</p> <p>Students watch the film <i>Taming of the Shrew</i> and compare it to the modern interpretation of <i>Ten Things I Hate About You</i>. Students compare the traditional interpretation with the modern one and discuss the values of each. Students write a reflective essay supporting their opinions. (VPA 4.1, ELA 2.3)</p> <p>Students begin the playwriting process by improvising situations/scenarios and developing them into short scenes to be performed in front of the class. (2.2)</p> <p>Students read short stories and turn them into short plays by replacing narration with dialogue.</p> <p>Original Monologue Assignment: Students write original monologues based on their original characters and then perform them in front of class. (2.1)</p> <p>Cornell Notes in class notebook.</p> <p>Modern Day Dithyramb Assignment: After notes on ancient Greek theatre and the ancient dithyrambs, students work in groups of six to write and perform a modern version of a dithyramb. (3.3)</p>
<p>Content Area: <i>Theatre History</i></p> <ul style="list-style-type: none"> • Ancient Beginnings • Greek Theatre • Asian Theatre • Italian Renaissance • Elizabethan Theatre • Modern Theatre 	<p>Compare/Contrast Different Styles of Theatre Structures: Students research, then draw or make a model of an ancient Greek theater or a “Wooden O” from Elizabethan theatre and present their findings to class. (3.3, 3.4)</p> <p>Compare/Contrast Different Acting Styles: Students research and then present their finding to class in a presentation. (3.3, 3.4)</p> <p>Compare/Contrast Different Playwrights: Students research famous playwrights from each time period such as Sophocles, Aristophanes, Euripides, Shakespeare, Moliere, Ibsen,</p>

	<p>Tennessee Williams, Arthur Miller, etc. and discuss how these playwrights reflected the culture of their time. (VPA 3.3, 3.4, ELA 3.5, 3.12)</p> <p>Guest Speaker: Gale McNealey, professional Commedia dell'arte performer, presents the art form and the stock characters to the students and the students get to experiment with the different characters and their masks. (3.3)</p> <p>Film Presentations: Students watch films on Japanese Kabuki Theatre, Shakespearean plays, and modern and post modern classics. (VPA 3.3, 4.1, ELA 3.5)</p> <p>Stage terminology worksheet with visit to a working theatre. (1.1, 5.1)</p> <p>Guest Speaker: Michael Dempsey, Technical Director of Pacific Conservatory of the Performing Arts, speaks to students about career choices in theatre. (5.1)</p>
<p>Content Area: <i>Technical Theatre and Practical Applications.</i></p> <p>Basic Stage Terminology: Students learn terminology used in theatres.</p> <p>Career Paths: Students learn practical applications for learning the skills of drama.</p> <p>Play Production: Students experience the entire rehearsal and production process.</p> <p>Play Evaluations: Students observe theatrical performances and document observations through class discussions and play critiques.</p>	<p>Group play production in class for an invited audience: Students read, cast, rehearse both inside and outside of class, memorize, and perform a play for an invited audience. (5.2)</p> <p>Field Trips: Students attend a theatrical performance either on campus or at another venue and write a critique based on aesthetic value of the production. (1.2, 4.1,5.0)</p> <p>Prompt Book Assignment: Students work in pairs to create a professional prompt book for a chosen play. Students read the entire script then design the set, draw an elevation and ground plan for the set, cast the play and design a make-up morgue, design costumes for the main characters, and block one scene. (2.3, 3.2, 5.2)</p>

25. Instructional Methods and/or Strategies

Lecture
Demonstration
Discussion
Teacher Guided Practice
Student Guided Practice/Collaborative Learning Group
Independent Practice

26. Assessment Methods and/or Tools

Tests/Quizzes
Reflective Writing Assignments (essays, critiques, evaluations, reviews)
Homework Assignments
Individual Groups projects
Performances
Participation
Attendance

Each assignment is given a point value and each assignment falls into one of three categories: Participation, Performance, Class work and Homework.

Category #1 Participation: This category includes daily attendance, participation in group warm-ups, pantomimes, and improvisations, in-class rehearsals, and class verbal evaluations.

Category #2 Performance: This category includes major performance assignments such as the Musical Pantomime, Improv Olympics, monologues, scenes, blocking assignments, and the end of the year final which is the group play performance.

Category #3 Class work/ Homework: This category includes grades on the History of Theater tests/quizzes, play evaluations, reviews, critiques, mastery of memorized lines, reflective essays on the plays read in class, and the Prompt Book Assignment

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)