

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) November 26, 2007	
1. Course Title Theatre Arts II	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 type="checkbox"/> Intro <input checked="" 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	
7. School / District Web Site	
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	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
11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
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: _____	

<p>15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>16. Pre-Requisites</p> <p>Theatre Arts I</p>
<p>17. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>19. Brief Course Description</p> <p>Theatre Arts II is an elective course open to 9-12th grade students who have completed Theatre Arts I. This course builds on the basic skills that were introduced in Theatre Arts I and brings the students into the “Advanced” level on the California Visual And Performing Arts Standards. The course continues to focus on four major content areas of theatre arts: 1) Acting: advancing the basic acting skills building on dramatic elements, actions, and characterization; 2) Theatre History: analyzing the development of theatre in historical context and exploring these genres and styles in greater depth; 3) Play reading and Playwriting: using creative writing skills and advanced playwriting techniques to create original theatre pieces while exposing students to important works of dramatic literature; 4) Technical Theatre/Career Applications: advancing students’ knowledge of technical theatre such as set, lighting and costume design, while exploring technical theatre as a career pathway and preparing audition materials. The course addresses all 5 strands of the California Visual and Performing Arts Standards.</p>

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 develop and broaden their use of vocabulary unique to theatre arts such as: genre, style, acting values, theme, design elements, intonation, cultural context, and motivation in order to describe theatrical experiences. (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 write dialogue and scenes advancing their knowledge of character development while focusing on metaphor, subtext, and symbolic elements in script writing . (Theater VPA Standard 1.2, 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 focusing on how acting styles have changed throughout the history of theatre development. (Theater VPA Standard 2.1, 2.3, 3.3, 3.4 and English Language Arts Standard 2.5,3.5, 3.12)*
6. *Students will compare and contrast specific styles and forms of world theatre. (Theater VPA Standard 3.4 and English Language Arts Standard 3.5)*

7. *Students will research key figures in the development of theater such as Thespis, Sophocles, Seneca, Shakespeare, Moliere, Ibsen, Miller, Williams and Cervantes. (Theater VPA Standard 3.3 and English Language Arts Standard 3.12)*
8. *Students will observe and analyze the impact of traditional versus non-traditional theatre and film on our culture. (Theatre VPA Standard 3.2)*
9. *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)*
10. *Students will explore interdisciplinary applications of the Theater arts. (Theater VPA Standard 5.1)*
11. *Students will learn to work collaboratively to set rehearsal schedules, meet deadlines, create designs, and identify needs and resources by completing group projects both inside and outside of class. (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.

Oedipus Rex by Sophocles

A Doll's House by Henrik Ibsen

A Streetcar Named Desire by Tennessee Williams

Don Quixote by Cervantes

Waiting for Godot by Samuel Beckett

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 2

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 acting values, genre, style, motivation, pacing, and theme in order to convey ideas about performances. 2. Development of vocal expression such as projection, articulation, vocal color, dialect, and intonation for effective communication skills. 3. Improvisation Unit: Students perform individual and group improvisations focusing on: Spontaneity Listening Skills Group Dynamics Sensory Awareness Plot Development Physical Movement 4. 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. 5. Acting Styles Throughout the Ages 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>Numerous advanced level group improvisation activities to develop acting techniques and self-confidence. (2.1)</p> <p>The Improv Olympics: Students divide into teams and compete in five different improvisational games as the culminating activity in the Improvisation Unit. (2.1)</p> <p>Contrasting Monologues Assignment: Students read, choose, interpret, memorize, and perform two contrasting monologues from two different styles or genres; usually modern and classic. Students focus on projection, articulation, expression, word color, dialect, pitch, and intonation. (VPA 2.3, 3.1, ELA 2.5,3.4)</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>Research Assignment on Styles of Acting: Students research a time period noted for its drama (Ancient Greeks, Commedia delle' arte, Elizabethan, Japanese Kabuki and Noh, Naturalism, Melodrama, Absurdism) and then perform a scene imitating that style.</p> <p>Original Scenes: Students improvise and write original scenes modeled after the ones read in class focusing on basic dramatic structure, conflict, dialogue, action, metaphor, subtext, 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</p>

<p>8. Group Play Production</p>	<p>terminology of evaluation in drawing conclusions about the quality of the works observed. (1.2)</p> <p>Students choose a one-act play to rehearse and perform in class for an invited audience. Students cast, direct, block, design, and rehearse the play on their own.</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>Content Area: <i>Theatre History</i></p> <ul style="list-style-type: none"> • Asian Theatre • Italian Renaissance • Elizabethan Theatre • Modern Theatre • Post-Modern Theatre • American Theatre • Vaudeville • Melodrama • Musical Theatre 	<p>Students will read, interpret, and analyze one play per semester such as <i>A Doll's House</i>, <i>Taming of the Shrew</i>, <i>A Streetcar Named Desire</i>, or <i>Waiting for Godot</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 continue to explore 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>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, 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>Content Area: <i>Technical Theatre and Practical Applications.</i></p> <p>Career Paths: Students learn practical applications for learning the skills of drama and explore possible careers in theatre and the film industry.</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>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>Career Research Presentation</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>Set Design Assignment: After reading an assigned play students design and create a model of their set.</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 Improv Olympics, contrasting monologues, scenes, 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 set design project.

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)