

COURSE TITLE:

THEATRE

LENGTH:

FULL YEAR

GRADES 9 – 12

SCHOOLS:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

Approved by the Rutherford Board of Education
June 9, 2014

Revised by the RBOE June 15, 2015

Rutherford High School
Rutherford, NJ
THEATRE

INTRODUCTION/OVERVIEW/PHILOSOPHY

There is a universal need for expressive communication. The world today will open for one able to express himself while one without expressive skill will be left behind. **Theatre** helps students to become multidimensional communicators by imitating and symbolizing human action in order to explore thought, feeling and behavior. The course shows that theatre is a metaphoric representation of human behavior. It is a collaborative, artistic creation that allows man to understand and communicate with his fellow man in a meaningful way. It encourages students to share spirit. The mastery of basic theatrical skills leads the student to basic understanding of the human condition that is studied in all other areas and lived every day.

The course is designed to help students interpret emotions, analyze situations and create responses. Students are asked to open themselves to new experiences, identify the feelings and reactions that are produced and integrate that information into character portrayal. Beginning with basic improvisation, students acquire skill in observation, concentration, sense recall, emotional response, improvisation, pantomime, imagination and self-discipline. Movement in the form of stage direction, motivated movement and stage movement is added. Vocal diction, projection and interpretation are used to show emotion. Character analysis leads to informed opinions regarding emotional response. Through scene study, understanding and empathy for another are developed. In addition, decorum of rehearsal and production is developed, as well as a beginning appreciation of the elements of production design.

Theatre fulfills the state requirement of one year of arts. It is open to all four levels of the student population and may be followed up by other theatre courses if students wish to pursue further work in this creative area. By the end of the course, students will have developed basic internal and external resources, explored basic creative potential, investigated basic social, cultural and historical contexts in which they live and expanded their basic critical acumen. The curriculum adheres to the New Jersey Core Curriculum Content Standards in the area of Visual and Performing Arts.

STANDARDS AND OBJECTIVES

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, please visit the following website:
<http://www.state.nj.us/education/cccs/standards/1/index.html>

All standards cited in course outline are through Grade 12.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
C. Theatre	
1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
A. History of the Arts and Culture	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras .
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
C. Theatre	
1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres .
1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
A. Aesthetic Responses	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
B. Critique Methodologies	
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras .
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

COURSE OUTLINE

What Is Theatre?

- Terms for theatre interior
- Types of theatre spaces
- Stage Directions

Theatre History

- Greek, Roman, Medieval Theatre
- Renaissance and Reformation
- Elizabethan and Shakespeare
- Restoration
- Eighteenth Century
- Nineteenth Century
- Twentieth Century
- Theatre Today

Varieties of Drama

- Comedy vs. Tragedy
- Aristotle and Modern Tragedy
- Comic Devices -- exaggeration, incongruity, anticipation, incompleteness, ambiguity, recognition, protection, and relief
- Types of Comedy -- Low (farce, burlesque, parody); High (comedy of manners, satire)
- Other Types of Drama -- fantasy, romantic comedy, sentimental comedy, melodrama, play of ideas or social drama, psychological drama, the whodunit, allegory.

Creating a Character

- Objective
- Superobjective
- Spine
- Intentions
- Back-story
- Scoring a Role

Vocal Instrument

- Tongue Twisters
- Accents (including our own!)
- Speaking on stage
- The four processes of speech
- Four properties of Tone

Improvisation

- Character centered vs. Situation Centered

- The Motivated Sequence
- Establishing a Character
- Group vs. Individual

Drama Structure

- Essential Parts of Drama
- Aristotle and key elements of the play
- Plot Structure

Monologue Performances

- Scoring a role
- Memorization
- Rehearsal process
- Reading the monologue
- Writing the monologue
- Performing the monologue

Scene Performances

- Scoring role
- Memorization
- Rehearsal process
- Stage Movement
- Props & Costumes
- Expectations of working with partners

Set Design and Construction

- Set pieces and names
- Tool names and functions
- Cut lists
- Painting techniques
- Set dressing and props

Lighting and Sound

- Types of lights
- Types of soundboards
- Types of microphones
- Properties of light
- Properties of sound

Resume Writing and Audition Ideas

- What casting directors look for
- Writing resumes
- Headshots
- Preparing an audition piece

Stand Up Comedy

- Types of comedy – observational vs. joke based
- Delivery methods
- Watching examples
- Performance

Television and Radio Acting

- Soap Opera
- Sitcom
- Drama

PROFICIENCY LEVELS

This is an elective course and is open to all students in Grades 9 - 12.

METHODS OF ASSESSMENT**Student Assessment**

The teacher will provide a variety of assessments, including:

- Rubrics for peer, self, and teacher evaluation
- Written and oral self evaluation
- Written tests and quizzes
- Written or oral play reviews
- Written and oral character analyses
- Written and oral play analyses
- Performance evaluations

Curriculum/Teacher Assessment

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program, including:

- Teacher/departamental meetings
- Teacher observations
- Completed projects
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

GROUPING

Theatre is designed for heterogeneously grouped students in grades 9 –12.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Theatre is a full year elective course.

RESOURCES

- Speakers/actors/directors/professionals
- Access to the stage and all the stage's accouterments.
 - Costumes
 - Make up
 - Set pieces
- Filmed professional performances (assorted)
- Scripts (assorted)
- Scene books (assorted)

METHODOLOGIES

A wide variety of methodologies will be used in Theatre due not only to the nature of the course, but also to the heterogeneously grouped class population. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes in parenthesis refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers.

- Cooperative learning groups (9.1.12.A.1) (9.1.12.A.2) (9.1.12.B.1) (9.1.12.B.2) (9.1.12.B.3) (9.1.12.C.5) (9.1.12.D.1) (9.1.12.E.1) ((9.1.12.F.2)
- Differentiated instruction methods (9.1.12.A.1) (9.1.12.A.2) (9.1.12.B.1) (9.1.12.B.2) (9.1.12.B.3) (9.1.12.C.5) (9.1.12.D.1) (9.1.12.E.1) ((9.1.12.F.2)
- Workshop approach (9.1.12.A.1) (9.1.12.A.2) (9.1.12.B.1) (9.1.12.B.2) (9.1.12.B.3) (9.1.12.C.5) (9.1.12.D.1) (9.1.12.E.1) ((9.1.12.F.2)
- Individual assignments (9.1.12.A.1) (9.1.12.A.2) (9.1.12.B.1) (9.1.12.B.2) (9.1.12.B.3) (9.1.12.D.1) (9.1.12.E.1) ((9.1.12.F.2)
- Whole class instruction (9.1.12.A.1) (9.1.12.A.2) (9.1.12.B.1) (9.1.12.B.2) (9.1.12.B.3) (9.1.12.D.1) (9.1.12.E.1) ((9.1.12.F.2)
- Small group instruction (9.1.12.A.1) (9.1.12.A.2) (9.1.12.B.1) (9.1.12.B.2) (9.1.12.B.3) (9.1.12.C.5) (9.1.12.D.1) (9.1.12.E.1) ((9.1.12.F.2)
- Technology-aided instruction (9.1.12.A.1) (9.1.12.A.2) (9.1.12.B.1) (9.1.12.B.2) (9.1.12.B.3) (9.1.12.D.1) (9.1.12.E.1) ((9.1.12.F.2)
- Peer-to-peer instruction (9.1.12.A.1) (9.1.12.A.2) (9.1.12.B.1) (9.1.12.B.2) (9.1.12.B.3) (9.1.12.C.5) (9.1.12.D.1) (9.1.12.E.1) ((9.1.12.F.2)
- Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)

SUGGESTED ACTIVITIES

The instructor will include a variety of activities for learning, both teacher- and learner-based, including:

- Exercises of relaxation and focus
- Block scenes
- Character analysis
- Performance of at least two (2) two-character scenes
- Performance of at least two (1) monologues
- Perform weekly improvisations
- Creation of a set design
- Creation of a costume plot/design
- Creation of a lighting plot/design

INTERDISCIPLINARY CONNECTIONS

Theatre has virtually unlimited possibilities for interdisciplinary connections. Visual and practical arts can be involved with set design and construction (art and math skills); music can be created, orchestrated and performed for production; dance can be included in production interpretation; creative writing skills are developed through both analysis and interpretation of scenes and characters (literary analysis); psychological and period pieces require research in the historical and social sciences.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

CURRICULUM MAP – THEATRE

September	October	November	December	January
What Is Theatre? <ul style="list-style-type: none"> Terms for theatre interior Types of theatre spaces Stage Directions Theatre History <ul style="list-style-type: none"> Greek, Roman, Medieval Theatre Improvisation <ul style="list-style-type: none"> Character centered vs. Situation Centered The Motivated Sequence Establishing a Character Group vs. Individual <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>	Theatre History <ul style="list-style-type: none"> Renaissance and Reformation Vocal Instrument <ul style="list-style-type: none"> Tongue Twisters Accents (including our own!) Speaking on stage The four processes of speech Four properties of Tone Creating a Character <ul style="list-style-type: none"> Objective Superobjective Spine Intentions Back-story Scoring a Role Varieties of Drama <ul style="list-style-type: none"> Comedy vs. Tragedy Aristotle and Modern Tragedy Comic Devices Comedy Other Types of Drama <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>	Theatre History <ul style="list-style-type: none"> Elizabethan and Shakespeare Drama Structure <ul style="list-style-type: none"> Essential Parts of Drama Aristotle and key elements of the play Plot Structure Monologue Performances <ul style="list-style-type: none"> Scoring a role Memorization Rehearsal process Reading the monologue Writing the monologue Performing the monologue <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>	Theatre History <ul style="list-style-type: none"> Restoration Scene Performances <ul style="list-style-type: none"> Scoring role Memorization Rehearsal process Stage Movement Props & Costumes Expectations of working with partners <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>	Theatre History <ul style="list-style-type: none"> Eighteenth Century Monologue Performances <ul style="list-style-type: none"> Scoring a role Memorization Rehearsal process Reading the monologue Writing the monologue Performing the monologue <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>

February	March	April	May	June
Theatre History <ul style="list-style-type: none"> Nineteenth Century Scene Performances <ul style="list-style-type: none"> Scoring role Memorization Rehearsal process Stage Movement Props & Costumes Expectations of working with partners <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>	Theatre History <ul style="list-style-type: none"> Twentieth Century Set Design and Construction <ul style="list-style-type: none"> Set pieces and names Tool names and functions Cut lists Painting techniques Set dressing and props Monologue Performances <ul style="list-style-type: none"> Scoring a role Memorization Rehearsal process Reading the monologue Writing the monologue Performing the monologue <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>	Theatre History <ul style="list-style-type: none"> Theatre Today Lighting and Sound <ul style="list-style-type: none"> Types of lights Types of soundboards Types of microphones Properties of light Properties of sound Scene Performances <ul style="list-style-type: none"> Scoring role Memorization Rehearsal process Stage Movement Props & Costumes Expectations of working with partners <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>	Stand Up Comedy <ul style="list-style-type: none"> Types of comedy – observational vs. joke based Delivery methods Watching examples Performance Television and Radio Acting <ul style="list-style-type: none"> Soap Opera Sitcom Drama <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>	Resume Writing and Audition Ideas <ul style="list-style-type: none"> What casting directors look for Writing resumes Headshots Preparing an audition piece Final Exam <ul style="list-style-type: none"> Complete Scene Complete Set Design Complete Costume Design Complete Lighting Design <p><i>*Students will participate in weekly improvisation activities and theatre games.</i></p>