

Orange Unified School District  
**THEATRE ARTS 3**  
Year Course

**GRADE LEVEL:** 10-12

**PREREQUISITES:** Theatre Arts 1 & 2, or by audition

**INTRODUCTION TO THE SUBJECT:**

Theatre Arts is a collaborative program that enhances communication through script writing, direction, acting, design, and production. Students build their communication skills through participation in acting exercises, theatre games, and scenes from plays. Students will further develop acting techniques and stage terminology, while developing confidence, self-awareness, and an appreciation of the theatre.

**COURSE CONTEXT:**

Theatre Arts 3 is an advanced course that prepares students for theatre workshop, college theatre courses, or the world of work in the performing arts industry. Theatre Arts 3 is the third in a series of theatre courses (Theatre Arts 1, 2, 3, Workshop) offered to performing arts students.

**HISTORY OF COURSE DEVELOPMENT:**

Theatre Arts 3 was developed by a committee of theatre arts instructors representing the district high schools. UC personnel were consulted about the format requirements for the "F" requirement approval. This course has been developed for all of OUSD high schools.

**COURSE GOALS AND/OR STUDENT OUTCOMES:**

Students will gain experience by:

Exploring theatrical materials and experiencing theatrical techniques as they further develop knowledge of the elements of theatre and the principles of stage production.

Demonstrating the skills and processes of creating original works and interpreting published literature.

Researching and writing about the role and development of theatre and film/video in past and present cultures throughout the world, noting diversity as it relates to theatre.

Analyzing theatrical performances and making aesthetic judgments about his/her own theatrical performance, as well as their peers.

Applying what they have learned about theatre, film/video across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills.

**COURSE OBJECTIVES:**

**BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

Meet the following Theatre Standards, Grades 9-12 Proficient from the Visual and Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre* (Standard 1.0, Grades 9-12 Proficient). *Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.*

Students will identify and apply vocabulary of the theatre as it responds to productions.

Students will research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.

Students will analyze the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

Students will observe the environment and respond, using movement and voice.

Students isolate and refine spatial qualities that affect characterization.

CREATIVE EXPRESSION

*Creating, Performing, and Participating in Theatre.* *Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.*

Students will make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Students will work collaboratively to design, produce, and/or perform scenes or plays from a variety of theatrical periods and styles from classical to contemporary realism.

Students will perform scenes or plays from a varied repertoire, demonstrating voices, dialects, and body movements of a variety of characters.

Students demonstrate specific interpretations and organize rehearsals for informal or formal productions.

### HISTORICAL AND CULTURAL CONTEXT

*Understanding the Historical Contributions and Cultural Dimensions of Theatre. Students analyze the role of development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.*

Students will describe the ways in which theatre reflects and influences cultures.

Students will identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.

Students read, explore, and perform scenes or plays reflecting specific historical and contemporary contexts.

Students can assess through research, observation, and/or reflective journals the cultural effects of various media.

Students analyze the relationship of changes in theatre (e.g., acting, design, architecture, and theme) to societal changes in various cultures.

### AESTHETIC VALUING

*Responding to Analyzing, and Critiquing Theatrical Experiences. Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.*

Students will compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

Students will report on how a specific actor uses drama to convey meaning in his or her performance.

Students apply the terminology of evaluation in drawing conclusions about the quality of works read or seen.

Students will use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.

Students will 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.

### CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

*Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They learn about careers in and related to theatre.*

Students will describe how skills acquired in theatre may be applied to other content areas and careers.

Students will manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

Students will demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist.

Students will be able to express how performing arts permeate all human activity.

Students will communicate creative, design, and directorial choices to the ensemble members, using leadership skills, aesthetic judgement, or problem-solving skills.

Students will develop advanced or entry-level competencies for entry into college level courses or a career in an artistic or technical field in the theatrical arts.

### **COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

#### **FIRST SEMESTER**

	<b><u>WEEKS</u></b>
I. Introduction to the Course	2
A. Create and participate in a variety of ensemble building exercises, including, but not limited to, name games, trust exercises, body awareness, stage placement, and vocal exercises	
B. Review theatrical terminology and theatrical genre	Ongoing
II. Research and Perform a Monologue Using Accurate and Consistent Physical Mannerisms and Dialect	2
A. Students will demonstrate skills such as, but not limited to, stage directions, body positions, focal points, creating a character, and use of space	
III. Research and Perform Two Scenes From Contrasting Styles, Time Periods, or Genres	5
A. Make acting choices, using script analysis, character research, reflection, and revision to create a believable character	
IV. Research in Order to Perform, Design or Direct Pieces in Specific Theatrical Styles, Including Classics By Such Playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Checkhov	9
A. Demonstrate understanding of physical mannerisms, dialects and styles of the time period	Ongoing

- |    |   |                                |
|----|---|--------------------------------|
| V. | Read and Analyze Scenes and Plays Through, But Not Limited to, Discussion, Written Play Analysis, and Performance | <b><u>WEEKS</u></b><br>Ongoing |
|----|---|--------------------------------|

**SECOND SEMESTER**

- |     |  |         |
|-----|--|---------|
| I.  | Create an Ensemble Production for Public Performance, Including Cross-Curricular and Community Performance   | 18      |
| A.  | Develop and demonstrate competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills |         |
| B.  | Develop an understanding of careers in and related to theatre  |         |
| C.  | Demonstrate an understanding of the skills required producing a theatrical performance   |         |
| 1.  | Create rehearsal schedules   |         |
| 2.  | Set deadlines  |         |
| 3.  | Organize priorities  |         |
| 4.  | Identify needs and resources   |         |
| II. | Demonstrate an Understanding of the Aesthetic Values of Theatre  | Ongoing |
| A.  | Perform self-critiques   |         |
| B.  | Critique fellow classmate's performances   |         |
| C.  | Compare traditional interpretations of a play with a non-traditional interpretation and defend the merits of the different interpretations                             |         |
| D.  | Report on how a specific actor used drama to convey meaning in his or her performance  |         |

**DATE OF LAST CONTENT REVISION:**     November 2001

**DATE OF BOARD APPROVAL:**           February 14, 2001

**DATE OF CURRENT REVIEW:**           May 2006 – No Changes to Course

**Addendum**

**THE CALIFORNIA CONTENT STANDARDS FOR STANDARDS**

- 1.0 ARTISTIC PERCEPTION**  
**Processing, Analyzing, and Responding to Sensory Information Through the Language And Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

***Development of the Vocabulary of Theatre***

- 1.1 Use the vocabulary of theatre, such as *genre, style, acting values, theme, and design*, to describe theatrical experiences.

***Comprehension and Analysis of the Elements of Theatre***

- 1.2 Research, analyze, or serve as the dramaturgy for a play in collaboration with the director, designer, or playwright.
- 1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

**2.0 CREATIVE EXPRESSION**  
**Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

***Development of Theatrical Skills***

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and non-realistic dramatic texts.

***Creation/Invention in Theatre***

- 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.
- 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.

**3.0 HISTORICAL AND CULTURAL CONTEXT**  
**Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

***Role and Cultural Significance of Theatre***

- 3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.

### ***History of Theatre***

- 3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.
- 3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
- 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

## **4.0 AESTHETIC VALUING** **Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

### ***Critical Assessment of Theatre***

- 4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
- 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.

### ***Derivation of Meaning from Works of Theatre***

- 4.3 Develop a thesis based on research as to why people create theatre.

## **5.0 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**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

### ***Connections and Applications***

- 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.

### ***Careers and Career-Related Skills***

- 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

- 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.
- 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

