

Course Revision

Revisions are required when a school:

- Changes the course title, transcript abbreviation or course code/number
- Changes grade level
- Reduces course length (i.e. from year to semester)
- Eliminates honors status

Revisions are NOT required when a school:

- Updates course materials
- Makes minor shifts in course content

➤ **Begin revision**

Theater

CORE Butte Charter School (054171)

Basic Course Information

Abbreviations:

Abbreviation	Course code
a-g Theater	
a-g Theatre	

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline

Visual & Performing Arts ("f")

Theater

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
✓	✓		

Course learning environment:

Classroom	Online
✓	

Is this course an integrated course?

Yes

Course Description

Overview:

Theater will focus on production as a collaborative art. It is designed to develop students' ability to express themselves individually and collaboratively and to solidify their basic understanding of the elements, functions, and processes of production as an art form. Students will participate in writing, script analysis, directing, design, acting, self-evaluation, and critique. Students will gain an understanding of various genres, historical/cultural periods and styles in the theatrical tradition through reading, writing, and research. Post-secondary education requirements for and career opportunities in the Arts, Media, and Entertainment industry will be researched, discussed, and explored.

Students will:

Analyze and critique various theatrical works to evaluate aesthetics and effectiveness using the language of theater.

Apply processes, skills, and language in writing, designing, acting, and directing to create various theatrical works.

Utilize industry-standard technology to write, organize, and create various theatrical works and videos.

Understand major historical/cultural developments and their impact on the theatrical tradition.

Demonstrate the ability to individually and collaboratively evaluate, assess, and solve difficult production issues to create theatrical works of various types, styles, and genres.

Utilize the skills of self-expression, communication, and time management in other content areas.

Explore post-secondary requirements for and career opportunities in the arts, media, and entertainment industry.

Begin the development of a portfolio.

Students will be demonstrating the fulfillment of the creative expression expectation. Students are required to write and develop original material during the course, thereby satisfying the “creating” component. Examples of this include the development of the Partner Pantomime Performance, the writing of the Storytelling Performance, the writing of the original Shakespearean Soliloquy, Writing Original Scenes, the writing of the Short Film Project, etc. Students will be given multiple ways to participate in Theater as an art.

Prerequisites:

Prerequisite	Required / Recommended
none	Recommended

Co-requisites:

Corequisite	Required / Recommended
none	Recommended

Course content:

Unit 6

Rehearsal, Pitch, and Performance of Original Short Plays

Students will learn the basic vocabulary of: pitch meeting, elevator pitch, and business plan. Students will discuss careers such as writer.

Key Assignment: Students will rehearse, pitch, and perform their original ten- twelve minute plays incorporating all aspects of their technical design elements. An emphasis on the aesthetic and potential commercial valuation of a project as a business model is discussed. Prospective locations for public performance are identified in the local community and approaches for approaching or developing production companies are discussed and debated.

Unit 5

Costume Design

Students will learn a basic vocabulary of: costume plot, costume list, pull/rent/buy/borrow/build list, fittings, wardrobe master, costume crew, and quick change. Students will be instructed on how to participate as costume designers. Students will learn the differences between a wardrobe master and costume crew, as well as what function a costume plot, costume list, and pull/rent/buy/borrow/build list serve. As students create costume sketches for their plays, they will be encouraged to consider the affect of color, texture, and pattern have on the way the audience perceives the character and situation in the play.

Key Assignment: Students will create sketches and design a costume plot and costume list for the above-mentioned script. An emphasis on the affect of color, texture, pattern on the way the audience perceives character will be present in an effort to connect to the visual arts. Various careers in the costume design industry are discussed along with the education requirements for each.

Lighting Design

Students will learn a basic vocabulary of: acting areas, lighting areas, key light, fill light, lighting key, lighting plot, instrument. Students will be introduced to the concepts of lighting areas, lighting plots, and instrument schedules. Students will also learn: basic three-point lighting (key, fill, back light) for video, specular and diffuse reflection and additive color mixing. The emphasis will be on the impact that light can have on mood as well how light can impact costumes and sets. The affect of color and pattern on the way the audience perceives setting will be present in an effort to connect to the visual arts. Students will create a basic lighting plot and instrument schedule for their original plays.

Key Assignment: Students will develop a basic lighting plot and instrument schedule for their original short play. An emphasis on the affect of color and pattern on the way the audience perceives setting will be present in an effort to connect to the visual arts. Various careers in theater and film lighting design are discussed along with the education requirements for each.

Sound Design and Production

Students will learn a basic vocabulary of: recorded sounds, created sounds, found sounds, sound effects libraries, music licensing, and cues. Students will understand how music can influence a theatrical work, which connects theater and video to music as an expressive art form. Students will understand how music impacts a theatrical work. The emphasis will be on how sound effects the mood of a theatrical work, and the impact that sound design has on the way the audience perceives the value of the work. Examples of excellent sound design will be presented. A comparison of a scene with no music and a scene with music will be demonstrated. Students will be introduced to the differences between recorded sounds, created sounds, and found sounds. Also, students will be shown a music and sound effects library. The importance of music and sound licensing will be suggested. Copyright law and ethics in sound and music production will be discussed.

Key Assignment: Students will delegate responsibilities to create sound effects and original music for their play and prepare a CD(s) with all cues ready for production. Digital sound creation software will be utilized. An emphasis on sound recording and engineering as a career pathway will be discussed. Various careers in sound design and production are discussed along with the education requirements for each. Copyright law and ethics in sound and music production will be discussed.

Promoting a Show

Students will learn the basic vocabulary of: publicists, news release, feature story, media kit, and marquee. Students will learn the meaning of a business plan, how to do a meeting pitch, and elevator pitches are introduced.

Key Assignment: Students will choose one of the original plays from their class period to promote, evaluating the aesthetic qualities and social significance of the play. The potential for professional acceptance based on the understood professional standards will be ascertained and persuasively argued. This information will be presented to the class in a two-minute presentation, utilizing a visual aid, and delivered to the instructor in the form of a web-page, promoting the play production in a simulated business environment.

Unit 4

Why People Laugh

Students will learn basic vocabulary of: surprise, superiority, incongruity, ambivalence, and configuration. Students will begin to understand the psychological response to humor. Students will gain a deeper understanding of comedy and the confidence to approach it.

Key Assignment: Students will work with a partner to write and perform five comic scenes, each reflective of a different reason people laugh. An emphasis will place on the writing itself rather than memorization and the quality of the performance as students will have to write the scene during one period and perform it the next.

Writing a Review of a Play

Students will learn basic vocabulary of: setting, theme, style, language, lighting, sound, costumes, props, makeup, effect, fairness, the five Ws, and summary. Students will review the vocabulary and language of theater that they have learned thus far (setting, theme, style, lighting, sound, costumes, props, makeup, effect, the five W's, etc) to review a live performance of a play. The theatrical language and concepts are reviewed and students are introduced to the format of a play review. Students are encouraged to make judgements and value the aesthetic qualities of the play. The career of a critic is the subject of discussion.

Key Assignment: Students will attend a live performance of a feature-length play and write a review following acceptable standards for review structure: the five Ws, a brief summary and identification of themes, discussion of acting, technical aspects, direction, and choreography. They will use the vocabulary learned so far in the course to describe the experience. Career paths as a critic are discussed along with the education requirements for each.

Set Design

Students will learn basic vocabulary of: ground plan, front elevation, 3-D model, scale, thumbnail sketches, rendering, backing, mask, production model, stage crew, and shifting crew. Students will understand the affect of color and pattern on the way the audience perceives setting will be present it in an effort to connect to the visual arts. Students will be instructed on how to participate as designers with special emphasis on careful design in their work, they will learn about types of stages, the shorthand of blocking, and the possibility of abstract set design.

Key Assignment: Students will create color renderings to scale of a ground plan and front elevation, and construct a 3-D model of the set design for the script they wrote in the last project. An emphasis on the affect of color, texture, line, and shape on the way the audience perceives character will be present in an effort to connect to the visual arts. Various careers in the set design industry are discussed along with the education requirements for each.

Prop Design

Students will learn basic vocabulary of: set dressing, prop plot, set props, decorative props, hand props, prop table, properties master, prop crew, and pulling. Students will understand the affect of color and pattern on the way the audience perceives setting will be present it in an effort to connect to the visual arts. Students will be continued to be instructed on how to participate as designers. Students are introduced to the differences between set props, decorative props, and hand props. They learn what a prop table is, who the property master is, and what the prop crew and pulling crew are.

Key Assignment: Students will design a prop plot, including set props, decorative props, and hand props for the play they previously wrote. Groups will collaborate to gather and store their props. Various careers in the prop design, construction, and management industry are discussed along with the education requirements for each.

Unit 3

Theater History Presentation

Students will learn basic vocabulary of: Roman Theater, Golden Age of Greece, Medieval Theater, Renaissance Theater, Kabuki Theater, French Neoclassical, Restoration Drama, Commedia Del Arte, and related student-taught vocabulary. Students will research a particular period of Theater history and present samples of the work as a performance and presentation, attempting to imitate the style of the period. They will also analyze the trends of the period. Students will be introduced to major historical movements in the theater.

Key Assignment: Small groups will research, develop, and deliver PowerPoint presentations illustrating biographical information of key figures, perform stylistically accurate samples from several major works, and provide a description of the trends in world theatrical history from a selected culture and time period. Each group will prepare an activity and quiz based on their presentation for the whole class.

Short Film Project

Students will learn the basic vocabulary of: mark, boom mic, digital video, tripod, green screen, compositing, color correction, cutting, rendering, exporting, and compressing. Students will discuss careers that involve storytelling, such as: salespeople, comedians, etc. Students will be instructed how to serve as crew members. Students will be introduced to writing, acting, serving on a crew, and editing for a video production.

Key Assignment: Students will collaborate to write, act, shoot, and edit two- minute videos for delivery on the web.

Creating an Original Soundtrack

Students will learn basic vocabulary of: sound design, loop, timeline, track, editing, mixing, and mastering. Students will understand how music can influence a theatrical work, which connects theater and video to music as an expressive art form. Students will continue to refine their videos by creating an original soundtrack using music creation software to arrange existing musical loops.

Key Assignment: Students will create an original musical composition for the video created in the last project using music creation software to arrange existing loops, completing their last project and connecting theater to music as an expressive art form.

Online Portfolio

Students will learn basic vocabulary of: bio, resume, demo reel, and freelance. Students will discuss a career as an actor in the context of how a typical audition functions and the need for self-promotion. Students begin to understand the importance of self-marketing in the arts, media, and entertainment industry sector. Topics will include biography, resumes, and demo reels. The emergence of the internet as a vehicle for self-promotion will be explored. Students will build a web page to promote their work.

Key Assignment: Students will write a bio, begin a resume, and upload completed video projects to a web page for portfolio purposes. Websites like the Internet Movie Database (imdb.com) will be introduced and explored. The importance of portfolio in a career in the arts will be discussed

Unit 2

Traditional vs. Non-Traditional Interpretation

Students will learn the basic vocabulary of: plot, theme, costume, prop, setting, scenery, location, style, romanticism, and realism. Students will analyze and interpret how modern American society influenced a non-traditional interpretation of one of Shakespeare's plays. Students will begin to understand the cultural and historical context of a modern interpretation.

Key Assignment: Students will analyze through discussion and written response how a contemporary film adaptation one of Shakespeare's plays has been influenced by modern American society.

Writing Original Scenes

Students will learn the basic vocabulary of: genre, basic dramatic structure, inciting incident, rising action, climax, falling action, denouement, protagonist, antagonist, symbol, allegory, theatrical style, and realism. Students will explore the historical contributions of playwrights such as Chekhov, Beckett, O'Neill, and Muller as they relate to various theatrical styles. Students review basic dramatic structure but begin to dig deeper with an understanding of different theatrical styles and how genre and allegory can impact stories and their meaning. Students will be encouraged to choose a genre and style and include allegory in their writing. Students will be introduced to industry-standard writing software and professional formatting. The writer's career will be discussed.

Students will be introduced to samples of plays from various theatrical styles. Through discussion and guided practice, students will learn to compare and contrast these differing genres.

Key Assignment: Students collaborate to write an original script using industry-standard script-writing software.

The Directors Role in Design

The students will learn the basic vocabulary of: arena, proscenium, thrust, stage composition, abstract, direct emphasis, duo-emphasis, planes, diagonals, and triangles. Students will be instructed to consider how the design choices made by the director can place or redirect emphasis in a scene and affect meaning. Students will plan all of the movement within the scene, placing emphasis where appropriate. The career of a director will be discussed.

Key Assignment: Students will design a ground plan for the set and complete a directors prompt book containing all blocking using blocking shorthand, placing focus where appropriate.

Original Scene Rehearsal and Performance

Students will learn the basic vocabulary of: memorization, cue line, body position, shared position, keeping open, rehearsal, and stage (v). Students will rehearse and perform their designed scenes, refining their awareness and understanding of proper movement and vocal performance techniques and their ability to collaborate in small groups.

Key Assignment: Students will work together to rehearse and perform their original four to six page scene.

Unit 1

Student assessments will be ongoing, both informal and formal. Formal assessments will include quizzes and tests on the material and/or critical or reflective essays, and specific and concise rubrics, which will guide every project. These allow students to compare their work against the expectations of the teacher, thereby enhancing critical evaluation of their own work.

Informal assessments may include written notebook answers to questions, sharing group answers with the class, discussions, and brainstorming. Informal checking for understanding will be on an ongoing basis. An emphasis will be placed on non-volunteer responses. Informal assessments will ensure that students are making progress toward each course outcome or objective.

Differentiated instruction (ex: adjusting questions, mixed-ability level grouping, open-ended assignments, peer teaching, curriculum compacting, etc) will be used in any and all group projects.

Formal (quizzes/tests, etc.) and informal (volunteer/non-volunteer questioning, etc.) checking for understanding will be used in all discussions and/or lectures.

Interdisciplinary collaboration with art and music students will be used when appropriate for larger production projects.

Peer critique/self-reflection journals will follow many projects allowing for proper metacognition.

Rubrics will be used for all key assignments.

Students in the course are expected to respond to, analyze, and critique theatrical experiences in order to satisfy the aesthetic valuing expectation. Every time students critique each other, they are making value judgements about the effectiveness of their own or others' work on the basis of intent, structure, and/or quality of the work.

Movement and Pantomime

Students will learn the basic vocabulary of: posture, gesture, space objects, pantomime, dramatic structure, exposition, complication, conflict, crises, climax, and resolution. Pantomime as an historical art form will be discussed by the class.

Key Assignment: Students will work in pairs to create a short pantomime sketch, which follows basic dramatic structure, and includes fundamental pantomime illusions. Written and oral critique of movement and dramatic structure will follow. Teamwork is the subject of a self-reflection.

Voice and The Storytelling Tradition: The Art of the West-African Griot

Students will learn the basic vocabulary of: Griot, rhythm, narrator, character voice, character placement, diaphragmatic breathing, resonance, projection, articulation, pitch, volume, tempo, phrasing, quality, and inflection. Students are introduced to the historical tradition of the West African Griot and its contribution to storytelling.

Key Assignment: Students will recount an experience from their lives acting as the narrator and at least two additional characters to retell the event, modeled after the Griot. Careers that utilize the techniques of storytelling such as comedians, salespeople, and motivational speakers will be discussed. Oral critique and written self-reflection will follow.

Creating Characters

Students will learn the basic vocabulary of: role, casting, audition, callback, resume, monologue, beat, transition, sense memory, emotional memory, action-generated emotion, motivation, objectives, obstacle, outcome, stakes, background and status quo, master gesture, leading center, subtext.

Key Assignment: Students will perform a scripted monologue of their choosing, demonstrating character development through performance and written analysis.

Original Shakespearean Soliloquies

Students will learn the basic vocabulary of: Shakespeare, the Globe, pit, tiring house, study, tarras, doublets, farthingale, ruff, breeches, and corset. Students will study Shakespeare as an historical figure and his impact on storytelling today. Students will study theaters of the period, including the acting style, costumes, and the Globe Theater.

Key Assignment: Students will write an original monologue, translate the modern language into Shakespeare, using a Shakespearean dictionary, and perform it with an attempt to demonstrate the acting style of the period.

Course Materials

Supplemental Materials

Title	Content
Supplemental Materials	DVD - The Bronze Screen: 100 Years of the Latino Influence in Hollywood
	DVD –Shakespeare’s Romeo and Juliet
	Book - Theatre: Art in Action - Dr. Robert Taylor and Dr. Robert Strickland
	Book – Comedy Writing Secrets – Mel Helitzer
	Book – The Writer’s Journey: Mythic Structure for Writers – Christopher Vogler
Book – Dramatica – Melanie Anne Phillips, Chris Huntley	

Macintosh Computer Lab

Teacher-prepared video tutorials

Online and DVD Software Tutorials

Audio/Video Editing, Script-Writing Software

Digital Video Cameras

Microphones

Digital Video Tape

CD's and DVD's

Examples of exemplary student work from previous years/other class periods

© 2015 Regents of the University of California

A-G Guide (<http://www.ucop.edu/agguide/>) | Contact Us (</agcourselist#/contact>)