

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

ADVANCED THEATRE

(Formerly Advanced Drama)

Course Number	5702
Department	Visual & Performing Arts
Prerequisite	Successful completion of Drama/Introduction to Theatre Arts and/or teacher approval
Length of Course	One (1) year/two (2) semester
Grade Level	10 - 12
Credit	5 units per semester/10 total units/Fine Arts credit
Repeatable	May be repeated for an additional twenty (20) credits
Board Approved	May 23, 2002

Description of Course - This course offers students an extensive knowledge of the theatre. This course will also examine theatre history, both contemporary and classical. Advanced Theatre will cultivate problem solving techniques and the ability to synthesize dramatic literature into performable works of art. A wide variety of theatre and drama forms will be explored. This course is aligned with the State of California Visual and Performing Art Standards.

Rational for Course - Throughout history, mankind in every culture and every society has created theatre of some kind. The theatre work they created is presented in a wide variety of ways and satisfies many different purposes. Theatre has been used in most cultures and civilizations to communicate ideas, customs, traditions, and beliefs. The value of instruction and exposure to the art of theatre and drama is immeasurable in the humanizing process.

Standard 1 - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to theatre.

- 1.1 Objective: Students will observe their environment, formal and informal works of theatre, film/video, and electronic media and respond using the elements and vocabulary of the theatre.
 - 1.1.1 Performance Indicator: Students will learn to use and develop a working knowledge of the vocabulary of theatre, such as genre, style, acting values, theme, and design to describe theatrical experiences.
 - 1.1.2 Performance Indicator: Students will identify the use of metaphor, subtext, and

symbolic elements in scripts and theatrical productions, presentations, and exercises.

- 1.1.3 Performance Indicator: Students will develop and refine the skills of acting and directing.
- 1.1.4 Performance Indicator: Students will recognize and apply the principles of drama/theatre.
- 1.1.5 Performance Indicator: Students will research, analyze, or serve as the dramaturge for dramatic and theatrical presentations, such as plays, in collaboration with the instructor, director, designer, or playwright.
- 1.1.6 Performance Indicator: Students will recognize that analysis is an important component of advanced acting study.

Standard 2 - Creative Expression: Creating, Performing, and Participating in Theatre.

- 2.1 Objective: 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.
 - 2.1.1 Performance Indicator: Students will make acting choices, using script analysis, character research, reflection, and revision to create characters from classical contemporary, realistic, and nonrealistic, dramatic texts, and performance activities.
 - 2.1.2 Performance Indicator: Students will develop and refine performance techniques.
 - 2.1.3 Performance Indicator: Students will study the works of playwrights in order to become proficient in using basic elements of formal acting including characterization, conflict, motivation, setting.
 - 2.1.4 Performance Indicator: Students will create and develop movement sequences based on various themes and ideas.
 - 2.1.5 Performance Indicator: Students will exhibit self confidence, discipline, and poise before an audience.
 - 2.1.6 Performance Indicator: Students will participate in activities that promote positive

creative thinking and problem solving skills.

- 2.1.7 Performance Indicator: Students will 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.
- 2.1.8 Performance Indicator: Students will study the works of playwrights in order to develop a practical understanding of character and dramatic action development.
- 2.1.9 Performance Indicator: Students will create and utilize materials essential to character analysis and dramatic action development.
- 2.1.10 Performance Indicator: Student will explore and present creative ideas in individual and group presentations.
- 2.1.11 Performance Indicator: Students will work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.
- 2.1.12 Performance Indicator: Students will recognize the collaborative tasks necessary for theatrical projects.
- 2.1.13 Performance Indicator: Students will be introduced to basic elements of technical theatre.
- 2.1.14 Performance Indicator: Students will recognize the value of using technology in the development of and assessment in advanced dramatic activities.
- 2.1.15 Performance Indicator: Students will use video and other technologies in both performance and assessment activities.
- 2.1.16 Performance Indicator: Students will recognize that the ability to complete quality projects and performances fosters self confidence.

Standard 3 - Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of a given art.

- 3.1 Objective: 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.

- 3.1.1 Performance Indicator: Students will analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.
- 3.1.2 Performance Indicator: Students will recognize major themes in drama/theatre presentations.
- 3.1.3 Performance Indicator: Students will engage in guided dramatic activities, which analyze the impact of theatre on society.
- 3.1.4 Performance Indicator: Students will perform, design, or direct theatre pieces in specific theatrical styles, including, but not limited to, classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
- 3.1.5 Performance Indicator: Students will engage in dramatic activities which explore the dramatic action of classical plays and other theatrical/dramatic presentations.
- 3.1.6 Performance Indicator: Students will compare and contrast specific styles and forms of world theatre. For example: differentiate between Elizabethan comedy and Restoration farce.
- 3.1.7 Performance Indicator: Students will recognize and apply details concerning historical periods in drama/theatre in guided activities.
- 3.1.8 Performance Indicator: Students will write about and or discuss specific styles and forms of world theatre.
- 3.1.9 Performance Indicator: Students will research and perform dramatic works, such as scenes, poetry and monologues in various historical and cultural contexts using accurate and consistent physical mannerisms and dialect.
- 3.1.10 Performance Indicator: Students will recognize and respond to the many cultural themes rooted in drama/theatre.
- 3.1.11 Performance Indicator: Students will recognize the importance of diverse cultures and consider their impact on our global society.

Standard 4 - Aesthetic Valuing: Responding to, Analyzing and Critiquing Theatrical Experiences.

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

- 4.1.1 Performance Indicator: Students will use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
- 4.1.2 Performance Indicator: Students will demonstrate the ability to analyze their own performances and the works of others.
- 4.1.3 Performance Indicator: 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.
- 4.1.4 Performance Indicator: Students will formulate and implement criteria for judging theatre aesthetically.
- 4.1.5 Performance Indicator: Students will actively engage in authentic assessment strategies such as portfolios (including multimedia), projects, and performance.
- 4.1.6 Performance Indicator: Students will develop a thesis based on research as to why people create theatre.
- 4.1.7 Performance Indicator: Students will demonstrate reflective thinking by writing research assignments.
- 4.1.8 Performance Indicator: Students will present creative ideas through presentations based on reflective thinking.

Standard 5 - Connections, Relationships, Applications: Connecting and applying what is learned theatre, film/video, and electronic media to other forms and subject areas and to careers.

- 5.1 Objective: Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and create 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.
 - 5.1.1 Performance Indicator: Students will 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.
 - 5.1.2 Performance Indicator: Students will reflect on, and make connections between the information and skills covered in class as compared to the skills and information covered in other classes, or places of employment.

- 5.1.3 Performance Indicator: Students will make meaningful connections between cross-curricular content and write about these connections.
- 5.1.4 Performance Indicator: Students will demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play, scene or other theatrical presentations.
- 5.1.5 Performance Indicator: Students will learn and use valuable time management skills.
- 5.1.6 Performance Indicator: Students will learn and use presentation organization skills.
- 5.1.7 Performance Indicator: Students will communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment or problem solving skills.
- 5.1.8 Performance Indicator: Students will engage in drama/theatrical activities, which will allow them to learn and use the skills necessary to create an ensemble.
- 5.1.9 Performance Indicator: Students will engage in drama/theatrical activities, which will allow them to learn and use the leadership and artistic skills necessary to make appropriate choices about acting, production and directing.
- 5.1.10 Performance Indicator: Students will develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.
- 5.1.11 Performance Indicator: Students will learn and utilize audition and tryout techniques.
- 5.1.12 Performance Indicator: Students will learn how to prepare resumes as related to the performing arts.
- 5.1.13 Performance Indicator: Students will learn how to present organized ideas with confidence and poise.