

Theatre Arts I

Instructors:

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This course is intended for the novice performer who wishes to improve performance and communication for personal enrichment or career applications. Students work on basic acting skills for the stage, such as diction, projection, movement, position, memorization, and other components involved in acting. Also, students learn basic technical language in the areas of staging, lighting, set, sound, direction, and production. Stage presence and character development is also approached through improvisational theatre methods and scene study. Students are assessed on performance and participation as well as written assignments.

Graduation Standards - Maine VPA Standards

HS.TA.1 Disciplinary Literacy: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

HS.TA.2 Creation, Performance, and Expression: Students create, perform, and express ideas through the art discipline.

HS.TA.3 Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.

HS.TA.4 Aesthetics and Criticism: Students describe, analyze, interpret, and evaluate art.

HS.TA.5 Connections: Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Unit 1**Stage Orientation and Safety**

Summary

Students learn about the features of a stage and house and the safety risks and procedures for working in the space. Students are also introduced to warm up routines for safety and optimal performance. The group is developed as a trusting space where it is safe to take risks and offer constructive criticism.

Performance Indicators Assessed in Unit

Identify and define the parts of the stage. (HS.TA.1.A)

Identify the difference between a personal opinion and an informed judgment. (HS.TA.4.C)

Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (HS.TA.5.E)

Unit 2**Improvisation and Pantomime**

Summary	Students learn how to create an effective pantomime that depicts recognizable emotions, situations, locations, or objects. These are compared to the uses of pantomime in historical theatre. Mechanical and interpersonal skills important to all performance are learned in improvised scenes that do not require scripts. Students practice offering constructive feedback and critically assessing their own work.
Performance Indicators Assessed in Unit	<p>Refine gesture and stage business in the portrayal of a role. (HS.TA.2.A)</p> <p>Improvise to address unforeseen circumstances. (HS.TA.2.C)</p> <p>Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (HS.TA.3.A)</p> <p>Apply creative thinking skills to improve or vary their own work and/or the work of others. (HS.TA.3.B)</p> <p>Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (HS.TA.5.A)</p> <p>Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (HS.TA.5.E)</p>
Unit 3	Characterization
Summary	Students learn how to create a specific character utilizing previously honed skills. Students put themselves in the place of the audience and consider how to clarify the representation of characters, objectives, and tactics. Students will view recorded performances and consider the choices made by actors and directors in representing characterization based on text.
Performance Indicators Assessed in Unit	<p>Refine gesture and stage business in the portrayal of a role. (HS.TA.2.A)</p> <p>Demonstrate development of a character's attitude and point of view. (HS.TA.2.B)</p> <p>Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (HS.TA.4.B)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (HS.TA.4.D)</p> <p>Analyze skills and concepts that are similar across disciplines. (HS.TA.5.B)</p>
Unit 4	Scene Work
Summary	Students practice acting in scenes, and view scenes by experienced and novice actors to compare interpretation.
Performance	Identify and describe the crisis, resolution, and theme of the play. (HS.TA.1.B)

<p>Indicators Assessed in Unit</p>	<p>Refine gesture and stage business in the portrayal of a role. (HS.TA.2.A)</p> <p>Demonstrate development of a character’s attitude and point of view. (HS.TA.2.B)</p> <p>Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (HS.TA.3.A)</p> <p>Apply creative thinking skills to improve or vary their own work and/or the work of others. (HS.TA.3.B)</p> <p>Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (HS.TA.3.C)</p> <p>Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (HS.TA.4.B)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (HS.TA.4.D)</p> <p>Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (HS.TA.5.A)</p> <p>Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (HS.TA.5.C)</p>
<p>Unit 5</p>	<p>Monologue Work</p>
<p>Summary</p>	<p>Students practice acting in monologues, and view monologue work by experienced and novice actors to compare interpretation. Consideration is given to the use of monologue in auditions and public speaking.</p>
<p>Performance Indicators Assessed in Unit</p>	<p>Refine gesture and stage business in the portrayal of a role. (HS.TA.2.A)</p> <p>Demonstrate development of a character’s attitude and point of view. (HS.TA.2.B)</p> <p>Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (HS.TA.3.A)</p> <p>Apply creative thinking skills to improve or vary their own work and/or the work of others. (HS.TA.3.B)</p> <p>Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (HS.TA.3.C)</p>

	<p>Research and explain how art and artists reflect and shape their time and culture. (HS.TA.4.D)</p> <p>Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (HS.TA.5.A)</p> <p>Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (HS.TA.5.C)</p>
Unit 6	Theatre Careers
Summary	Students learn about different careers in theatre available to them. They also learn about applying acting skills to other careers. There is the possibility of visiting a professional theatre or collegiate program to discover next steps after high school.
Performance Indicators Assessed in Unit	<p>Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (HS.TA.3.C)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (HS.TA.4.D)</p> <p>Analyze skills and concepts that are similar across disciplines. (HS.TA.5.B)</p> <p>Explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (HS.TA.5.D)</p>
Unit 7	Composition and Devising
Summary	Students use observations about working with dramatic texts and create their own dramatic work(s). We use methods from screenwriting and playwriting experts as well as methods of using improvisation and movement for devised work.
Performance Indicators Assessed in Unit	<p>Improvise to address unforeseen circumstances. (HS.TA.2.C)</p> <p>Identify and describe the crisis, resolution, and theme of the play. (HS.TA.1.B)</p> <p>Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (HS.TA.3.A)</p> <p>Apply creative thinking skills to improve or vary their own work and/or the work of others. (HS.TA.3.B)</p> <p>Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (HS.TA.5.A)</p> <p>Analyze skills and concepts that are similar across disciplines. (HS.TA.5.B)</p>

Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (HS.TA.5.C)

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.