



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE

CONTENT AREA: Theater

COURSE/GRADE LEVEL(S): Theater I

CONTENT AREA: Theater

COURSES/GRADE LEVEL(S): Theater I

High school students range in age from 14 to 18. With this wide range of ages comes a wide range of abilities and interests. Research has clearly shown that students greatly benefit academically, socially, and personally from participation in the Performing Arts. Skills learned through the discipline of Theater will transfer to study skills, communication skills, and cognitive skills useful in every content area of the curriculum. The study of Theater can significantly contribute to the intellectual, physical, creative, and emotional development of a student. Valuable qualities such as commitment to a long-term goal, self-discipline, responsibility, cooperation, and teamwork, as well as self-expression and aesthetic perception are among the lifetime benefits derived by the student.

I. Course Overview

The CHS curricular Theater program allows students to fulfill their creative interests while engaging in the study of history, culture, and literature, while making kinesthetic applications to the acting process. Students are given the opportunity to interpret and perform in a positive and enriching atmosphere of group cooperation. Individual and ensemble performance skills including character interpretation, confidence, critique, and appropriate rehearsal/performance etiquette are stressed. The program covers a wide variety of theater repertoire including (but not limited to) Shakespeare, Comedy, Drama, classical and contemporary works.

THEATER ARTS I (2500)

Grade Level(s): 9, 10, 11, 12

Fall Semester: 2.5 Credits

Prerequisite: None

This course is designed to introduce students to the vast world of Theater. The main focus of Theater Arts I is building confidence through the acting process and becoming aware of each student's physical, emotional, and vocal expressions. The students explore self-expression through characters in participatory exercises, theater games, improvisations, movement, vocal work and scene performance. Students also become familiar with the basics of technical theater by learning stage geography, common theater terminology, and the process of mounting a production.

II. NJCCC Standards

- 1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of theatrical works.
- 1.2 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.
- 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.
- 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.

21st Century Skills

9.1 21st Century Life Skills; Critical Thinking and Problem-Solving (A): All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

9.3 21st Century Life Skills; Career Awareness, Exploration & Preparation (C): All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

9.4 21st Century Life Skills; Career and Technical Education (C): All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

III. Learning Objectives

- Theatre and the arts play a significant role in human history and culture.
- Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
- Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
- Collaboration and teamwork enable groups to achieve common goals with greater efficiency.
- Leadership abilities develop over time through participation in groups that are engaged in challenging activities.
- Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
- Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
- Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
- Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
- Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- Art and art-making reflect and affect the role of technology in a global society.
- Career choices are determined through personal interests and talents.

IV. Essential Questions

- How has theatre played an important role in history and culture?
- How do actors portray the physical, emotional and social aspects of characters?
- What design and technical elements and expertise are necessary to create a production?
- How do you recognize and solve problems in theatre production?
- How do cultural and historical events impact the creation of plays and the audiences who see them?
- How has musical theatre changed over the past 75 years?
- How does theatre impact a person's attitude toward learning, personal expression, and connection to the wider world?
- How can communication with people from different cultures enhance our understanding of others' points of view?
- How does learning about other global communities foster creativity and innovation?
- What choices does an actor need to make to create a performance?
- How does an actor select appropriate songs and monologues for auditions?
- How does an actor make physical, vocal, and emotional choices to create a character?
- How do actors, directors, designers, and theatre technicians work together to create a production?
- How does one develop self-awareness and confidence?
- What careers are there in theatre and the performing arts?
- What skills are necessary for a career in theatre and the performing arts?
- What training is available and necessary for a career in theatre and the performing arts?
- How do you evaluate the various elements in a theatrical production?

V. Key Performance and Benchmark Tasks

- Perform improvised, structured scenes with clear characters, setting, and objectives
- Demonstrate knowledge of acting vocabulary in scene performance
- Evaluate and reflect on own performance and the performances of other students.
- Research and create presentation about western or non-western theatre production
- Perform scenes in the styles of western and non-western theatre.
- Identify character's objective, obstacle, & motivation
- Apply script analysis techniques
- Work independently with partner or group
- Memorize lines
- Rehearse independently
- Perform two (or more) character scenes from a modern or contemporary play
- Analyze language, action and characters in Classical plays
- Perform scenes and monologues from Classical Theatre
- Perform a solo monologue
- Written and verbal evaluations of peer performances
- Written/oral self-reflections of personal performances
- Guided critique of student performances.
- Demonstrate theater etiquette in class performances (performer and audience member)
- Criticism and analysis of theatrical productions and videos

VI. Instructional Materials

- Assorted handouts and scene
- Theater Game Cards
- Videos of performances of Western and non-Western productions from various historical periods.
- Various play scripts and scene excerpts
- Guest Instructors/Workshops

