



Burlington County Institute of Technology

Medford Campus

Career and Technical Programs

Career Cluster: *Arts, A/V Technology & Communications*
Program Name: *Drama & Dramatics, Theatre Arts, General*
Program Title: *Theater*
CIP Code: *500501*

Board Approval Date: January, 2024



Program of Study

→ Grade 9

- ◆ Introduction to Acting I
- ◆ Introduction to Acting II

→ Grade 10

- ◆ Acting I
- ◆ Advanced Acting
- ◆ Introduction to Technical Theatre

→ Grade 11 (Pathways)

- ◆ Dance Improvisation/Composition
- ◆ Musical Theatre Dance I
- ◆ Monologue Audition/Acting the Song
- ◆ Musical Theatre Dance
- ◆ Acting for the Performer
- ◆ Technical Theatre
- ◆ Theatre History

→ Grade 12

- ◆ Contemporary Theatre
- ◆ Directing I
- ◆ Dance Technique I



- ◆ Dance Technique II

→ Program Descriptor

- ◆ The Theatre Program is designed for the serious-minded individual who plans on a performing arts career in theatre. Students who complete this program will be prepared to pursue various careers in theatre including Acting, Musical Theatre, Directing, Technical Theatre, and Theatre Business. The program will immerse students in Acting Technique, Dramatic Theory, and Technical Theatre & Theatre Business.
- ◆ Acting Technique includes the ongoing and rigorous study of modern acting methods and techniques as well as basic vocal and movement techniques for the actor. The unit(s) culminates with performances to help actors apply their technique while gaining a sense of audience/performer relationship. Through daily exercises, the student will learn proper vocal production and movement warm-ups. These are designed to cultivate openness, spontaneity, and body awareness. The student will learn the techniques of vocal variation and how to support the breath during dramatic speeches and scene work. The student will learn basic and advanced modern acting techniques for various styles of theatre. Further, they will develop an acute sense of stage-worthy blocking and movement to strengthen their power on stage. To further develop their sense of body, voice and imagination, improvisation and pantomime units will add to the growing repertoire of techniques in their advancement.
- ◆ Dramatic Theory includes becoming proficient in theatre history and contemporary theatre by analyzing and critiquing drama in reading, acting preparation, and live, videotaped, or classroom performances. The unit(s) will culminate in the student being able to write a well-thought-out, structured and valid criticism as well as being able to analyze the plays they are performing. The study of theory helps students more fully understand and realize their acting techniques and how theatre has evolved over time. Students will explore how to assess the quality of artistic standards while reading a play or watching a performance using a set of individual-based criteria. They will also analyze a play's structure, genre, and dramaturgical components.



- ◆ Technical Theatre & Theatre Business will introduce students to the basics of Technical Theatre and Stage Management. The students will demonstrate the basic principles of technical theatre – safety, types of stages, stage layout, and terminology. They will learn the roles of stage manager, house manager, director, technical director and producer, as well as the basic techniques in applying makeup. The students will gain hands-on experience by working in BCIT productions, and some may serve as stage managers, assistant stage managers, light/sound board operators or run crew for public performances.
- ◆ Rowan University and the BCIT Academy of Performing Arts will partner to provide students with the unique and exciting opportunity to earn college credit while completing their senior year of high school. Through this innovative program, seniors will receive dual-enrollment in a series of courses through which they will receive college credit and focused instruction in their career major area through Rowan University's Performing Arts Department. The students will engage in a final performance project that will encapsulate all the skills and concepts covered in the Academy of Performing Arts curriculum. Students will be invited to participate in an on-campus structured learning experience at Rowan University during the summer months as well as during the school year. Faculty members from the Rowan University Performing Arts Department will serve as artists-in-residence on the campus of BCIT to provide our students will instruction, direction and guidance in this Career Major area.

→ Program Outcome

- ◆ Graduates of the Academy of Performing Arts theatre program will possess the skills and competencies required to audition and gain acceptance into a collegiate performing arts program. Further, students will have the skills and knowledge to pass the National Competency Testing Institute Performing Arts assessment.

→ Work Based Learning Opportunities

- ◆ Career Preparation: Simulated Workplace Experience

→ Industry Valued Credentials

- ◆ OSHA 10

→ Post-Secondary Articulations

- ◆ Rowan University(?)



Course Descriptions

1. Grade 9

- a. Introduction to Acting I: This course uses Robert Cohen's Acting I book to teach the expectations of the performing arts program and profession and the importance of discipline and trust while creating a safe and comfortable environment to explore their artistry. Students generate an understanding of effective physical and vocal warm-ups, the importance of relaxation before working, and establish a basic acting technique using the GOTE (Goal, Other, Tactics, Expectations) approach to acting.
- b. Introduction to Acting II: This course uses Robert Cohen's Acting I book to further the understanding of acting technique. Students will demonstrate an understanding of effective vocal production, including vocal variety and articulation. They will identify and become aware of personal vocal and physical inhibitors in order to neutralize or use them when performing a character. Students will continue to develop their observation skills, create original interpretations of scripted roles and demonstrate a working knowledge of theatre terminology and acting methods in discussion, projects and productions.

2. Grade 10

- a. Acting I: This course uses Uta Hagen's Challenge for the Actor book to further the understanding and application of Stanislavski's method of acting, the magic IF and the answering of the essential 9 questions. Students will develop, communicate and sustain artistic choices through Uta Hagen's acting exercises and establish a process of character analysis and identify physical, emotional, and social dimensions of characters. The students will begin to develop and establish their own acting technique and approach to build on as they further develop their craft.
- b. Advanced Acting: This course explores Anne Bogart's viewpoints, Stanislavski's method, the application of improvisation to strengthen characterization, and Shakespearean acting. The students will develop ensemble support for each other as actors and overcome any self-consciousness if necessary through



the use of improvisational games and exercises by exploring Anne Bogart's Viewpoints. The students will complete exercises reinforcing Stanislavski's acting method using the book Stanislavski in Practice: Exercises for Students by Nick O'Brien as a guide. The students will also approach Shakespeare's text using Robert Cohen's Acting in Shakespeare book. The students will further use improvisation in their approach to creating believable purpose-driven characters through improvised scenes and actioning.

- c. Introduction to Technical Theatre: This course gives students a basic overview of several aspects of technical theatre. Students will learn basic terminology and the jobs and duties involved with lighting, sound, stage management, the fly system, and stage crew. Students will demonstrate the basic principles of technical theatre - safety, types of stages, stage layout, and terminology and further hands-on experience by serving as stage managers, light and sound board operators, or running crew for public performances.

3. Grade 11

- a. Monologue Audition/Acting the Song: This course focuses on establishing an audition process for performing monologues and songs. The students will use Karen Kohlhaas' approach from the Monologue Audition book to create dynamic and believable characters and performances. Students will perform several monologues in mock auditions by applying this technique, using the technique to develop, communicate and sustain their artistic choices while continuing to perfect their process of character analysis through the identification of the physical, emotional, and social dimensions of the characters they portray. Students will also be given the option to apply and establish a technique for acting through a song. Using the book What Do I Do With My Hands?: A Guide to Acting for the Singer by Rhonda Carlson, the students will establish an approach and technique to acting through singing that creates real purposeful and believable characters and performances.
- b. Acting for the Performer (non-Theatre major course): This course uses Robert Cohen's Acting I book to teach the expectations of the performing arts program and profession and the importance of discipline and trust while creating a safe and comfortable environment to explore their artistry. Students generate an understanding of effective physical and vocal warm-ups, the importance of relaxation before working, and establish a basic acting technique using the GOTE (Goal, Other, Tactics, Expectations) approach to acting. This culminates with the students applying this acting technique to their chosen discipline (vocal, instrumental, or dance).



- c. Technical Theatre: This course gives students a more hands-on approach to several aspects of technical theatre. Students will learn terminology and the jobs and duties involved with the production of a musical by helping with the construction and staging of the school's Spring Musical. Students will assist in set building, painting, prop construction, and lighting. Students will demonstrate the basic principles of technical theatre - safety, types of stages, stage layout, and terminology and further hands-on experience by serving as stage managers, light and sound board operators, electricians, or running crew for the public performances. Students will identify different technical equipment used in the theatre and learn the various technical and design positions: Stage Manager, Assistant Stage Manager, Run Crew, Technical Director, Lighting Designer, Costume Designer, and Set Designer.
- d. Theatre History Students will demonstrate an understanding of how traditional theatre began and develop an awareness of theatre's timeline and the significance of global history to theatrical genres. Students will explore:
 - i. Ancient Theatre
 - ii. Greek Theatre
 - iii. Roman Theatre
 - iv. Middle Ages
 - v. Renaissance
 - vi. Royal Era
 - vii. Restoration Theatre
 - viii. Romanticism
 - ix. Realism

Students will demonstrate by means of written reports and presentations, knowledge of specific elements of the theatrical period(s) studied, interpret information that would include, but not limited to, the impact of social/cultural events and forces on the theatre, the emergence of representative directors, playwrights and designers, the development of theatrical spaces, and technical conventions of the period(s).

4. Grade 12

- a. Contemporary Theatre: Students will demonstrate an understanding of contemporary theatre, starting with the early 20th century, and develop an awareness of theatre's timeline and the significance of global history to theatrical genres. Students will explore the great playwrights and performances since



the age of Realism. Students will demonstrate by means of written reports and presentations, knowledge of specific elements of the theatrical period(s) studied, interpret information that would include, but not limited to, the impact of social/cultural events and forces on the theatre, the emergence of representative directors, playwrights and designers, the development of theatrical spaces, and technical conventions of the period(s).

- b. Directing I: Students will learn the basic process involved in directing a performance. Students will demonstrate an understanding and establish a directing process that includes choosing a play, developing a well-written director's concept, exploring different theatrical elements to further their concept and perspective, understanding the collaborative process with the designers of a production, cast and block a production and have the production performed for an audience. The students will further learn basic terminology and techniques involved with directing in the theatre and how to devise original works based on their individual perspectives and life experiences.
- c. Dance Technique I (see Dance Curriculum)
- d. Dance Technique II (see Dance Curriculum)



Curriculum Maps

Course: Safety

Unit: OSHA 10

Length: 1 Week

Standards

- 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
- 9.3.12.AC-CST.5 Apply practices and procedures required to maintain jobsite safety.
- 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HU-ED.5 Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.
- 9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.
- 9.3.LW-ENF.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
- 9.3.MN.3 Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.
- 9.3.MN-HSE.3 Demonstrates a safety inspection process to assure a healthy and safe manufacturing environment.
- 9.3.MN-HSE.5 Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practices.
- 9.3.12.TD.5 Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.



- 9.3.12.TD-HSE.1 Describe the health, safety and environmental rules and regulations in transportation, distribution and logistics workplaces.
- 9.3.12.TD-OPS.3 Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.

Essential Question(s)

- Why is it important to practice safety?
- What do safe practices look like in my industry?
- How can I keep myself and others safe?

Content

- Walking working surfaces
- Emergency action plans
- Fire protection
- Electrocution hazards
- Personal protective equipment
- Hazard communication
- Materials handling, storage, use and disposal.

Skills

- Explain why OSHA is important to workers.
- Explain workers rights under OSHA
- Discuss employer responsibilities under OSHA.
- Discuss the use of OSHA standards.
- Explain how OSHA inspections are conducted.
- Utilize helpful worker safety and health resources.
- Identify hazards in the workplace associated with walking and working surfaces.



- Identify best practices for eliminating or controlling hazards associated with walking and working surfaces in the workplace.
- Recognize employer requirements to protect workers from walking and working surface hazards.
- Recognize benefits of an Emergency Action Plan.
- Identify elements of the Fire Protection Plan.
- Identify conditions under which evacuation actions may be necessary in an emergency situation.
- Identify conditions under which shelter-in-place may be necessary in an emergency situation.
- Identify characteristics of an effective emergency escape route.
- Recognize the five types of fire extinguishers, including the types of fires they can extinguish.
- Review requirements for proper maintenance of portable fire extinguishers.
- Identify major electrical hazards.
- Describe types of electrical hazards.
- Describe electrical protection methods.
- Recognize employer requirements to protect workers from electrical hazards.
- Recall employer responsibilities toward affected employees regarding PPE.
- Identify when face and head protection should be used.
- Recall which types of hand and foot protection should be used in a specific situation.
- Recognize the differences between respirator types.
- Identify the differences between full-body protection levels.
- Identify the employer's responsibilities under the HCS, including training requirements.
- Identify components of a Hazard Communication program.
- Describe requirements of the different types of Hazard Communication labels.
- Locate pertinent information about chemicals on labels, including other forms of hazard communication, to ensure "right to understanding" provisions of GHS requirements.
- Identify types of material handling equipment.
- Describe hazards associated with material handling activities (e.g., storage, use, and disposal).
- Identify methods to prevent hazards associated with material handling equipment.
- Recognize employer requirements to protect workers from material handling hazards
- Identify the main causes of machinery accidents.



- Recognize basic machinery parts that expose workers to hazards.
- Recognize workplace situations involving machinery that requires guarding.
- Identify the requirements for safeguards.
- Identify types of machine guards including types of devices used to safeguard machines.
- Identify strategies to control chemical hazards.
- Identify strategies to control biological hazards.
- Identify strategies to control physical hazards.
- Identify strategies to control ergonomic hazards.
- Identify OSHA requirements pertaining to bloodborne pathogens.
- List the potential routes of exposure from bloodborne pathogens.
- Identify the risks associated with Human Immunodeficiency Virus (HIV), Hepatitis B, and Hepatitis C Virus.
- Identify methods of preventing transmission of bloodborne pathogens & managing occupational exposures.
- Restate methods of the safe disposal of sharps.
- Recount steps which should be taken in the event of an exposure to a potential bloodborne pathogen.
- Recognize risk factors associated with work-related musculoskeletal disorders (MSD)s.
- Identify good posture.
- Describe safe lifting techniques.
- Identify ergonomic control methods for eliminating/reducing work-related MSDs.
- Identify the number one cause of death for U.S. teens.
- List eight risk factors for young drivers.
- Identify the biggest risk factor for young drivers.
- Define distracted driving.
- Provide examples and/or causes of distracted driving.
- Identify the biggest risk factor for distracted driving
- Discuss the risk of having other young passengers in the car.
- List some actions employers should take to keep employees safe while driving.
- List some actions employees can take to safely drive on the job.
- Define the term violence.
- Recall who is at risk for encountering workplace violence.



- Describe workplace violence prevention strategies.
- Identify how to StartSafe and StaySafe to prevent or lessen workplace violence.
- Recognize the costs of workplace accidents.
- Recognize the benefits of implementing an effective safety and health program.
- Describe the elements of an effective safety and health program.
- Identify three methods to prevent workplace hazards.

Assessments

- OSHA 10 Assessment and Certificate

Course: CTE

Unit: Career Awareness

Length: Woven Throughout

Standards

- 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.



- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans)
- 9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education
- 9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income
- 9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
- 9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments. •
- 9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. •
- 9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding). •
- 9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
- 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return



- 9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.
- 9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
- 9.2.12.CAP.23: Identify different ways to obtain capital for starting a business

Essential Question(s)

- How does one prepare for a career?
- How does one improve marketability?
- Why is career planning important?
- What are the risks in starting a business?

Content

- There are strategies to improve one's professional value and marketability.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- An individual's income and benefit needs and financial plan can change over time.
- Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans
- Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
- There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals

Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.



- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Assessments

- Career Research Project
- Resume/Cover Letter

Course: Introduction to Acting I

Length: Semester

Standards

- 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.
- 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.
- 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.



Essential Question(s)

- How do the principles and expectations of the performing arts program and profession shape an actor's development and approach to acting?
- In what ways do discipline and trust contribute to creating a safe and comfortable environment for artistic exploration in acting?
- How do effective physical and vocal warm-ups impact an actor's performance readiness and overall performance quality?
- Why is relaxation important before acting, and how does it affect an actor's performance?
- How does the GOTE (Goal, Other, Tactics, Expectations) approach influence an actor's understanding and portrayal of a character?

Content

- Overview of the Performing Arts Program and Profession:
 - Understanding the structure and expectations of the performing arts program.
 - Insight into the acting profession, including career paths and industry standards.
- Importance of Discipline and Trust in Acting:
 - Developing discipline as a foundational aspect of acting and performance.
 - Building trust among peers to create a safe and comfortable environment for artistic exploration.
- Effective Physical and Vocal Warm-Ups:
 - Learning and practicing various physical warm-up exercises to prepare the body for performance.
 - Vocal warm-up techniques to improve clarity, projection, and expression.
- Relaxation Techniques:
 - Techniques for achieving relaxation before performances and rehearsals.
 - Understanding the importance of relaxation in enhancing performance quality and reducing anxiety.
- Basic Acting Technique - GOTE Approach:
 - Introduction to the GOTE (Goal, Other, Tactics, Expectations) framework for acting.
 - Application of GOTE in scene study and character development.
- Safe and Comfortable Environment for Artistic Exploration:



- Establishing a classroom environment that encourages risk-taking and vulnerability in acting.
- Fostering a supportive community where students feel comfortable expressing their artistry.
- Scene Study and Character Analysis:
 - Practicing scene study as a means to apply acting techniques.
 - Basic principles of character analysis and development.
- Understanding and Applying Acting Terminology:
 - Familiarity with key acting terms and concepts as outlined in Robert Cohen's "Acting I."
 - Applying these terms in practical settings and discussions.
- Reflective and Critical Thinking in Acting:
 - Encouraging self-reflection on performances and exercises.
 - Developing the ability to provide and receive constructive feedback.

Skills

- Understand Performing Arts Program and Profession:
 - Demonstrate knowledge of the structure and expectations of the performing arts program.
 - Articulate an understanding of the acting profession, including potential career paths and industry norms.
- Develop Discipline and Trust in Acting:
 - Exhibit discipline in all aspects of acting practice and performance.
 - Build and maintain trust among peers to create a supportive environment for artistic exploration.
- Execute Effective Physical and Vocal Warm-Ups:
 - Perform physical warm-up exercises proficiently to prepare the body for acting.
 - Apply vocal warm-up techniques to enhance speech clarity, projection, and expressive abilities.
- Utilize Relaxation Techniques:
 - Employ relaxation methods effectively before performances and rehearsals.
 - Recognize the role of relaxation in improving performance and reducing performance anxiety.
- Apply the GOTE Approach in Acting:
 - Utilize the GOTE (Goal, Other, Tactics, Expectations) framework effectively in scene work and character development.



- Analyze and interpret character motivations and objectives using the GOTE approach.
- Create a Safe and Comfortable Artistic Environment:
 - Contribute to a classroom atmosphere conducive to risk-taking and vulnerability in acting.
 - Support peers in a manner that fosters a sense of community and artistic freedom.
- Conduct Scene Study and Character Analysis:
 - Perform scene studies, demonstrating the application of acting techniques and character analysis.
 - Develop and portray characters with depth and understanding.
- Understand and Apply Acting Terminology:
 - Accurately use key acting terms and concepts from Robert Cohen's "Acting I."
 - Incorporate acting terminology into practical activities and class discussions.
- Engage in Reflective and Critical Thinking:
 - Reflect critically on personal acting performances and exercises.
 - Provide and receive constructive feedback, fostering a culture of continuous improvement in acting.

Assessments

- Performance Assessment:
 - Description: Students will participate in a scene study or monologue performance, utilizing the techniques and principles learned in class, particularly the GOTE approach. They will be assessed on their ability to portray a character convincingly, their use of physical and vocal techniques, and their application of relaxation methods and warm-up exercises prior to the performance.
 - Assessment Aspects: Clarity of character portrayal, effectiveness of physical and vocal expression, demonstration of learned acting techniques, and overall engagement with the scene or monologue.
 - Written and Reflective Assessment:
 - Description: This assessment involves a written component where students answer questions related to the key concepts and theories discussed in class, such as the role of discipline and trust in acting, the importance of warm-ups, and the GOTE framework. Additionally, students will write a reflective piece on their personal growth and learning in the course, highlighting how their understanding and approach to acting have evolved.
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- Assessment Aspects: Understanding and articulation of acting concepts and theories, depth of reflection on personal development, and ability to connect classroom learning with practical acting experiences.

Course: Introduction to Acting II

Length: Semester

Standards

- 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.
- 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.
- 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.

Essential Question(s)



- How do advanced acting techniques enhance the portrayal of complex characters and scenes?
- In what ways does effective vocal production, including variety and articulation, impact an actor's performance?
- How can identifying and managing personal vocal and physical inhibitors improve an actor's portrayal of a character?
- What role do observation skills play in creating original and nuanced interpretations of scripted roles?
- How does a comprehensive understanding of theatre terminology and various acting methods contribute to an actor's overall skill set and performance quality?

Content

- Advanced Acting Techniques:
 - Deeper exploration of acting techniques introduced in Cohen's "Acting I."
 - Application of these techniques in more complex acting exercises and performances.
- Effective Vocal Production:
 - Techniques for producing clear, strong, and varied vocal tones.
 - Exercises in vocal variety to enhance expression and character portrayal.
- Articulation and Diction:
 - Exercises focused on improving clarity of speech and diction.
 - Techniques for effectively articulating in different character roles and styles.
- Identifying Personal Vocal and Physical Inhibitors:
 - Self-awareness exercises to identify personal vocal and physical limitations.
 - Strategies to neutralize or utilize these inhibitors in character performance.
- Enhanced Observation Skills:
 - Techniques for observing and analyzing human behavior and emotions.
 - Application of observation skills to develop more nuanced character interpretations.
- Original Interpretations of Scripted Roles:
 - Practice in creating unique and original interpretations of scripted characters.
 - Exercises focusing on bringing personal creativity and insight into scripted roles.
- Understanding of Theatre Terminology:



- Continued study of theatre terminology and its application in discussions and performances.
- Introduction to more advanced and specific theatrical terms and concepts.
- Familiarity with Acting Methods:
 - Exploration of various acting methods and styles.
 - Understanding and applying different acting methodologies in performances.
- Participation in Projects and Productions:
 - Involvement in class projects and productions to demonstrate a working knowledge of acting techniques and theatre practices.
 - Opportunities to showcase acting skills in a variety of performance settings.
- Critical Discussion and Analysis:
 - Engaging in discussions about acting methods, character development, and performance techniques.
 - Analyzing performances critically, both as an actor and an observer.

Skills

- Apply Advanced Acting Techniques:
 - Utilize and demonstrate advanced acting techniques from Robert Cohen's "Acting I."
 - Integrate these techniques into complex acting exercises and performances.
- Master Effective Vocal Production:
 - Produce clear and strong vocal tones using a variety of vocal techniques.
 - Demonstrate vocal variety and articulation in character portrayal.
- Improve Articulation and Diction:
 - Exhibit improved clarity in speech and diction through dedicated practice.
 - Apply effective articulation techniques in various acting roles and styles.
- Identify and Manage Personal Inhibitors:
 - Recognize personal vocal and physical limitations affecting performance.
 - Develop strategies to either neutralize or effectively utilize these inhibitors in performances.
- Enhance Observation Skills:
 - Apply observation skills to understand and analyze human behavior and emotions.
 - Use these observations to inform and deepen character interpretations.



- Create Original Character Interpretations:
 - Develop and present unique interpretations of scripted characters.
 - Showcase personal creativity and insight in interpreting scripted roles.
- Understand and Use Theatre Terminology:
 - Accurately use advanced theatre terminology in class discussions and performances.
 - Understand the application of specific theatrical terms and concepts.
- Explore and Apply Various Acting Methods:
 - Experiment with and apply different acting methods and styles.
 - Understand the theoretical underpinnings of various acting methodologies.
- Participate in Acting Projects and Productions:
 - Actively participate in class projects and productions, demonstrating a working knowledge of acting and theatre practices.
 - Display competence and versatility in a variety of performance settings.
- Engage in Critical Discussion and Performance Analysis:
 - Participate in critical discussions about acting methods, character development, and performance techniques.
 - Analyze and critique performances, both as an actor and as an observer.

Assessments

- Character Interpretation and Performance Assessment:
 - Description: Students will perform a scene or monologue where they apply the advanced acting techniques learned in class. The performance should demonstrate their ability to create an original interpretation of a scripted role, incorporating effective vocal production, articulation, and physicality. Students will be assessed on their understanding and application of character development principles, their use of vocal and physical techniques, and their overall performance quality.
 - Assessment Aspects: Originality and depth of character interpretation, clarity and variety in vocal production, physical embodiment of the character, and overall engagement and believability in the performance.
 - Written Examination and Reflective Analysis:
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- Description: This assessment includes a written examination covering key concepts, theories, and terminology discussed in the course, alongside practical acting methodologies. Additionally, students will submit a reflective analysis of their own performance and growth in the class. This analysis should detail their process of character development, how they applied class techniques to their performance, and their personal learning outcomes.
 - Assessment Aspects: Accuracy and depth of understanding in the written examination, insightful reflection on personal growth and application of acting techniques, and ability to critically analyze their performance process and outcomes.

Course: Acting I

Length: Semester

Standards

- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
- 1.4.12acc.Cr2b: Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- 1.4.12acc.Cr3a: Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
- 1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.



Essential Question(s)

- How do the principles of Stanislavski's method enhance an actor's ability to create realistic performances?
- In what ways do Uta Hagen's Essential 9 Questions facilitate deep character analysis and development?
- How does the application of effective vocal and physical techniques influence the portrayal of a character?
- Why is it important for an actor to develop and communicate clear artistic choices in a performance?
- How can an actor's personal acting technique evolve through the application of learned methods and exercises in various acting scenarios?

Content

- Understanding Stanislavski's Method:
 - Fundamental principles of Stanislavski's system of acting.
 - Application of the "magic IF" concept to enhance realism in acting.
- Answering Uta Hagen's Essential 9 Questions:
 - Understanding and application of Hagen's 9 questions for character development.
 - Using these questions as a framework for deep character analysis.
- Development and Communication of Artistic Choices:
 - Techniques for making and communicating clear artistic choices in performance.
 - Strategies for sustaining these choices throughout a performance.
- Uta Hagen's Acting Exercises:
 - Practicing Hagen's specific acting exercises to improve acting skills.
 - Applying these exercises to build a strong foundation in acting technique.
- Process of Character Analysis:
 - Techniques for analyzing characters in depth, including their physical, emotional, and social dimensions.
 - Strategies for using this analysis to inform performance choices.
- Identifying Physical, Emotional, and Social Dimensions of Characters:
 - Exercises to explore and express the physicality of a character.
 - Techniques for accessing and portraying a character's emotional life.



- Understanding the social context and background of characters.
- Developing Personal Acting Technique:
 - Encouraging students to begin establishing their own unique approach to acting.
 - Understanding the importance of developing a personal technique that can evolve over time.
- Introduction to Theatre Terminology and Concepts:
 - Familiarity with key acting and theatre terms related to the course content.
 - Understanding the theoretical concepts underpinning acting methods and exercises.
- Application in Scene Work:
 - Applying learned techniques and concepts in scene studies and performances.
 - Practicing the incorporation of character analysis into performance.
- Reflection and Self-Evaluation:
 - Encouraging students to reflect on their progress and performances.
 - Techniques for self-evaluation and constructive self-criticism in acting.

Skills

- Apply Stanislavski's Method:
 - Demonstrate an understanding of the principles of Stanislavski's acting system.
 - Effectively apply the "magic IF" to enhance realism in acting scenarios.
- Utilize Uta Hagen's Essential 9 Questions:
 - Competently answer and apply Hagen's 9 questions in the process of character development.
 - Use these questions as a framework for in-depth character analysis.
- Develop and Communicate Artistic Choices:
 - Make clear and deliberate artistic choices in performance.
 - Sustain and communicate these choices effectively throughout a performance.
- Practice Uta Hagen's Acting Exercises:
 - Perform Hagen's specific acting exercises to improve foundational acting skills.
 - Apply these exercises to develop a robust acting technique.
- Conduct Thorough Character Analysis:
 - Analyze characters, exploring their physical, emotional, and social dimensions.



- Use this analysis to inform and enrich performance choices.
- Explore Character Physicality and Emotionality:
 - Effectively convey the physical aspects of a character.
 - Access and portray a character's emotional life authentically.
- Develop Personal Acting Technique:
 - Begin to establish and articulate a personal approach to acting.
 - Understand the importance of evolving one's own acting technique.
- Understand Theatre Terminology and Concepts:
 - Accurately use and understand key acting and theatre terminology related to the course.
 - Grasp theoretical concepts behind acting methods and exercises.
- Apply Techniques in Scene Work:
 - Incorporate learned techniques and character analysis into scene studies and performances.
 - Demonstrate an ability to adapt and apply acting techniques to different scenarios.
- Reflect and Self-Evaluate:
 - Reflect on personal progress and performances to identify areas of strength and improvement.
 - Engage in self-evaluation and practice constructive self-criticism in acting.

Assessments

- Character Analysis and Performance Assessment:
 - Description: Students will be assigned a character from a play or script and asked to apply Uta Hagen's 9 questions for in-depth character analysis. Following the analysis, students will perform a monologue or scene as that character, demonstrating their understanding of Stanislavski's method, as well as their ability to develop and communicate artistic choices through vocal and physical techniques.
 - Assessment Aspects: Depth and insight of the character analysis, clarity and effectiveness of artistic choices in performance, and overall authenticity and engagement in the portrayal of the character.
 - Written Examination and Reflective Journal:
 - Description: This assessment includes a written examination covering key concepts, theories, and terminology discussed in the course, including aspects of Stanislavski's method and Uta Hagen's
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exercises. In addition, students will submit a reflective journal detailing their process of developing a character, applying techniques learned in class, and their personal growth and challenges encountered during the course.

- Assessment Aspects: Accuracy and depth of understanding in the written examination, insightful reflection on the process of character development, application of acting techniques, and personal learning outcomes in the reflective journal.

Course: Advanced Acting

Length: Semester

Standards

- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 1.4.12adv.Cr2a: Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- 1.4.12adv.Cr2b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.
- 1.4.12adv.Pr4a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
- 1.4.12adv.Pr4b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.



Essential Question(s)

- How do Anne Bogart's Viewpoints contribute to an actor's spatial awareness and ensemble dynamics in performance?
- In what ways does mastery of Stanislavski's method enhance an actor's ability to create authentic and nuanced characters?
- How does the practice of improvisation aid in character development and overcoming performance anxiety?
- What specific challenges does Shakespearean text present to actors, and how can these be effectively addressed through acting techniques?
- How does the application of actioning and other advanced acting techniques influence the believability and depth of character portrayal in performance?

Content

- Anne Bogart's Viewpoints:
 - Understanding the principles of Anne Bogart's Viewpoints in acting.
 - Application of these viewpoints in performance to enhance spatial awareness and ensemble interaction.
- Stanislavski's Method:
 - Deepening knowledge of Stanislavski's acting techniques.
 - Practicing Stanislavski's method through exercises from "Stanislavski in Practice: Exercises for Students" by Nick O'Brien.
- Improvisation for Characterization:
 - Utilizing improvisational games and exercises to develop characters.
 - Exploring how improvisation can aid in overcoming self-consciousness and building ensemble support.
- Shakespearean Acting:
 - Approaching Shakespeare's text and understanding its unique demands.
 - Applying techniques from Robert Cohen's "Acting in Shakespeare" to perform Shakespearean roles effectively.



- Ensemble Support and Collaboration:
 - Building ensemble cohesion and support among actors through practical exercises.
 - Developing collaborative skills essential for ensemble acting.
- Overcoming Self-Consciousness:
 - Techniques and exercises to help actors overcome self-consciousness and fully engage in their roles.
 - Encouraging risk-taking and vulnerability in performance.
- Character Development through Improvisation:
 - Creating purpose-driven characters through improvised scenes.
 - Understanding the role of improvisation in organic character development.
- Actioning in Performance:
 - Learning the technique of actioning to bring depth and specificity to characters.
 - Applying actioning to enhance the believability and objectives of a character.
- Analyzing and Interpreting Texts:
 - Skills for breaking down and interpreting complex texts, especially in the context of Shakespearean and modern drama.
 - Understanding the playwright's intentions and bringing them to life through performance.
- Reflective Practice and Personal Growth:
 - Engaging in self-reflection to assess personal growth as an actor.
 - Identifying areas for improvement and setting goals for ongoing development.

Skills

- Apply Anne Bogart's Viewpoints:
 - Demonstrate an understanding of Anne Bogart's Viewpoints and their application in performance.
 - Utilize these viewpoints to enhance spatial awareness and ensemble dynamics in acting.
- Master Stanislavski's Method:
 - Deepen proficiency in Stanislavski's acting techniques through practical exercises.
 - Apply Stanislavski's method to create authentic and nuanced character portrayals.
- Develop Skills in Improvisation:
 - Use improvisational games and exercises to strengthen characterization.



- Overcome self-consciousness and enhance spontaneity and creativity in performance.
- Perform Shakespearean Texts Effectively:
 - Understand and articulate the unique challenges of Shakespearean acting.
 - Apply specific techniques for interpreting and performing Shakespearean roles.
- Foster Ensemble Collaboration:
 - Develop and demonstrate strong ensemble collaboration and support in performances.
 - Work effectively as part of an acting ensemble, contributing to group dynamics.
- Overcome Performance Anxiety:
 - Implement techniques to overcome self-consciousness and performance anxiety.
 - Engage fully in character and performance without inhibition.
- Create Characters through Improvisation:
 - Craft believable, purpose-driven characters using improvisation.
 - Demonstrate the ability to develop characters organically through improvised action.
- Utilize Actioning in Performance:
 - Apply the technique of actioning to add depth and specificity to character objectives.
 - Use actioning to enhance character believability in scenes.
- Analyze and Interpret Complex Texts:
 - Break down and interpret texts, particularly in the context of Shakespearean and modern drama.
 - Understand and convey the playwright's intentions through performance.
- Reflect on Personal Acting Growth:
 - Engage in reflective practice to assess and articulate personal growth as an actor.
 - Identify personal strengths and areas for improvement in acting skills.

Assessments

- Performance and Characterization Assessment:
 - Description: Students will perform a scene or monologue, applying the techniques and methods learned in class, including Anne Bogart's Viewpoints, Stanislavski's method, and improvisation. The performance should showcase their ability to interpret complex texts, particularly Shakespearean, and their skill in creating nuanced, purpose-driven characters.
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- Assessment Aspects: Depth and authenticity of character portrayal, effective use of learned acting techniques, adaptability and creativity in improvisation, and overall engagement and expressiveness in the performance.
- Reflective Portfolio and Theoretical Examination:
 - Description: This assessment includes a portfolio consisting of reflective journals and character analyses, documenting the students' process and personal growth throughout the course. Additionally, a theoretical examination will test students' understanding of key concepts, such as Bogart's Viewpoints, Stanislavski's method, actioning techniques, and approaches to Shakespearean acting.
 - Assessment Aspects: Insight and depth in reflective writing, comprehensive understanding and application of acting theories and techniques, and the ability to critically analyze and articulate the process of character development and performance.

Course: Introduction to Technical Theatre

Length: Semester

Standards

- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 1.4.12adv.Pr4a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.



- 1.4.12adv.Pr4b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.

Essential Question(s)

- What are the key roles and responsibilities in each area of technical theatre, such as lighting, sound, and stage management?
- How do the principles of lighting and sound design contribute to the overall impact of a theatrical production?
- What are the critical safety protocols and procedures in technical theatre operations?
- How do different types of stages and stage layouts affect the technical aspects of a theatre production?
- In what ways can hands-on experience in technical roles during public performances enhance understanding and skills in technical theatre?

Content

- Basic Terminology of Technical Theatre:
 - Understanding key terms and concepts used in technical theatre.
 - Familiarity with the language specific to different technical areas like lighting, sound, and stage management.
- Overview of Lighting in Theatre:
 - Basic principles of stage lighting.
 - Roles and responsibilities of lighting technicians, including operation of lighting equipment.
- Fundamentals of Sound in Theatre:
 - Understanding the basics of sound design and operation in theatre.
 - Responsibilities involved in managing and operating sound equipment.
- Stage Management Basics:
 - Role and duties of a stage manager in a theatrical production.
 - Skills required for effective stage management, including organization and communication.



- Working with the Fly System:
 - Basic understanding of the fly system and its use in theatre productions.
 - Safety protocols and operating procedures for the fly system.
- Stage Crew Responsibilities:
 - Duties and functions of the stage crew in a production.
 - Understanding the collaboration and coordination needed among crew members.
- Technical Theatre Safety:
 - Importance of safety in technical theatre operations.
 - Safety practices and protocols specific to lighting, sound, and stage operations.
- Types of Stages and Stage Layout:
 - Different types of stages (proscenium, thrust, arena, etc.) and their characteristics.
 - Understanding the layout of a stage and its components.
- Hands-On Experience in Technical Roles:
 - Opportunities for students to serve in roles such as stage managers, light and sound board operators, or running crew.
 - Practical experience in technical theatre during public performances.
- Application of Technical Theatre Principles:
 - Implementing learned principles in real-world theatre settings.
 - Demonstrating proficiency in various technical roles during live performances.

Skills

- Understand Technical Theatre Terminology:
 - Accurately use and understand key technical theatre terms and concepts.
- Demonstrate Knowledge of Lighting in Theatre:
 - Explain the basic principles of stage lighting.
 - Operate basic lighting equipment under supervision.
- Understand Fundamentals of Sound in Theatre:
 - Describe the basics of sound design and operation in a theatrical setting.
 - Assist in managing and operating sound equipment for productions.



- Perform Stage Management Duties:
 - Undertake basic stage management responsibilities in a production environment.
 - Demonstrate organizational and communication skills essential for effective stage management.
- Operate the Fly System Safely:
 - Understand the function and operation of the fly system.
 - Follow safety protocols and procedures when using the fly system.
- Fulfill Stage Crew Responsibilities:
 - Execute duties of the stage crew effectively in a theatrical production.
 - Collaborate and coordinate with team members to ensure smooth stage operations.
- Adhere to Technical Theatre Safety Practices:
 - Apply safety practices in technical theatre operations, particularly in lighting, sound, and stage management.
- Identify Types of Stages and Understand Stage Layout:
 - Recognize different types of stages and their characteristics.
 - Understand and describe the layout and components of a stage.
- Gain Hands-On Experience in Technical Roles:
 - Serve in roles such as stage manager, light/sound board operator, or running crew during public performances.
 - Apply practical skills in a live theatre environment.
- Apply Technical Theatre Principles in Real Settings:
 - Implement technical theatre principles in actual performance settings.
 - Show proficiency in various technical theatre roles during live performances.

Assessments

- Practical Technical Theatre Project:
 - Description: Students will participate in a technical theatre project where they are assigned specific roles, such as lighting technician, sound operator, stage manager, or part of the running crew. The project will involve preparing for and executing a live or simulated theatre production. Students will be
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assessed on their ability to apply technical theatre principles, adhere to safety protocols, and effectively fulfill their assigned roles.

- **Assessment Aspects:** Proficiency in technical role execution, application of safety practices, teamwork and communication with other crew members, and overall contribution to the success of the production.
- **Written Examination and Reflective Journal:**
 - **Description:** This assessment includes a written examination covering key concepts and terminology in technical theatre, including lighting, sound, stage management, and stage layouts. In addition, students will submit a reflective journal documenting their experiences and learnings from their practical involvement in technical theatre roles. The journal should reflect on challenges faced, skills developed, and insights gained.
 - **Assessment Aspects:** Understanding and correct use of technical theatre terminology, insight and depth in the reflective journal, and ability to connect theoretical knowledge with practical experience.

Course: Monologue/Acting for the Song

Length: Semester

Standards

- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 1.4.12adv.Pr4a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
- 1.4.12adv.Pr4b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
- 1.4.12adv.Cr3a: Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.



- 1.4.12adv.Cr3b: Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
- 1.4.12adv.Cr3c: Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.

Essential Question(s)

- How can Karen Kohlhaas' approach be applied to create dynamic and believable characters in monologue performances?
- What are the key techniques for effectively performing monologues and songs in mock auditions?
- How does character analysis influence the portrayal and depth of characters in both monologues and song performances?
- In what ways can acting techniques enhance the performance of a song to create purposeful and believable characters?
- How does integrating vocal performance and acting skills affect the overall impact of a song or monologue performance?

Content

- Karen Kohlhaas' Approach for Monologues:
 - Understanding the techniques and strategies from Karen Kohlhaas' "Monologue Audition."
 - Application of these techniques to create dynamic and believable monologue performances.
- Performing Monologues in Mock Auditions:
 - Practicing monologues in a mock audition setting.
 - Applying Kohlhaas' approach to develop, communicate, and sustain artistic choices in monologue performance.
- Character Analysis Process:
 - Techniques for analyzing and understanding the physical, emotional, and social dimensions of characters.



- Applying this analysis to enhance the depth and believability of character portrayal in monologues.
- Techniques for Acting Through a Song:
 - Optional exploration of techniques for acting while singing.
 - Using Rhonda Carlson's "What Do I Do With My Hands?: A Guide to Acting for the Singer" as a resource.
- Establishing a Technique for Acting in Song:
 - Developing an approach to convey character and emotion effectively while singing.
 - Creating purposeful and believable characters in song performances.
- Mock Auditions for Song Performances:
 - Performing songs in a mock audition setting.
 - Demonstrating the ability to combine singing with effective acting techniques.
- Integration of Vocal and Acting Skills:
 - Combining vocal performance skills with acting techniques.
 - Enhancing overall performance quality through this integration.
- Feedback and Self-Evaluation:
 - Receiving constructive feedback on performances.
 - Engaging in self-evaluation to identify strengths and areas for improvement.
- Performance Preparation and Technique:
 - Preparing for performances with attention to vocal health and acting readiness.
 - Fine-tuning performance techniques for auditions and live performances.
- Personal Artistic Development:
 - Developing a personal artistic approach to monologue and song performance.
 - Encouraging individual style and expression in performance.

Skills

- Apply Karen Kohlhaas' Monologue Techniques:
 - Utilize techniques from Karen Kohlhaas' "Monologue Audition" to create dynamic monologue performances.
 - Demonstrate the ability to develop and communicate clear artistic choices in monologues.



- Perform Monologues in Mock Auditions:
 - Successfully perform monologues in a mock audition setting, applying learned techniques.
 - Showcase the ability to sustain character and artistic choices throughout the audition process.
- Analyze and Portray Characters Effectively:
 - Conduct in-depth analysis of the physical, emotional, and social dimensions of characters.
 - Apply this analysis to enhance the believability and depth of character portrayal.
- Develop Acting Techniques for Song Performance:
 - If opting for song performance, establish and apply techniques for acting through singing.
 - Use strategies from Rhonda Carlson's book to create purposeful and believable characters in song.
- Combine Singing with Effective Acting:
 - Integrate vocal performance skills with acting techniques in song performances.
 - Perform songs in a way that conveys character and emotion effectively.
- Participate in Song Mock Auditions:
 - Perform songs in mock auditions, demonstrating acting and singing integration.
 - Show proficiency in combining vocal and acting skills under audition conditions.
- Receive and Utilize Feedback:
 - Accept and incorporate constructive feedback to improve performances.
 - Engage in self-evaluation to identify personal strengths and areas for growth.
- Prepare for Live Performances:
 - Prepare for live performances with attention to both vocal health and acting readiness.
 - Refine performance techniques for auditions and public performances.
- Develop a Personal Artistic Approach:
 - Cultivate a personal style and approach in both monologue and song performance.
 - Show creativity and individuality in performance choices.

Assessments

- Monologue and Song Performance Assessment:
 - Description: Students will perform a monologue and, if they choose, a song in a mock audition setting. These performances should demonstrate the application of techniques learned from Karen Kohlhaas'
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approach and, for songs, from Rhonda Carlson's methods. The assessment will focus on the student's ability to create dynamic and believable characters, their articulation of the character's physical, emotional, and social dimensions, and the integration of vocal performance with acting skills.

- Assessment Aspects: Depth of character portrayal, clarity of artistic choices, effectiveness in communicating the character's dimensions, and overall performance quality in both monologue and song (if applicable).
- Reflective Journal and Theoretical Understanding Exercise:
 - Description: Students will maintain a reflective journal throughout the course, documenting their process of preparing for monologue and song performances, including character analysis and application of techniques. Additionally, a theoretical exercise will assess their understanding of key concepts and techniques from Kohlhaas' and Carlson's methods. The exercise may include written responses, analysis of scripts, or discussion of techniques.
 - Assessment Aspects: Insight and depth in reflective journal entries, understanding of theoretical concepts, ability to apply these concepts to practical scenarios, and articulation of personal growth and learning in the course.

Course: Acting for the Performer

Length: Semester

Standards

- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.



- 1.4.12adv.Cr2a: Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- 1.4.12adv.Cr2b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

Essential Question(s)

- How do the expectations and standards of the performing arts program influence a performer's development and approach to their art?
- In what ways do physical and vocal warm-up exercises impact a performer's readiness and effectiveness?
- How does the GOTE (Goal, Other, Tactics, Expectations) approach to acting enhance a performer's ability to create and portray characters?
- How can acting techniques be effectively integrated into different performing arts disciplines such as vocal, instrumental, or dance?
- What role does reflective practice and feedback play in the growth and development of a performer in their chosen discipline?

Content

- Overview of the Performing Arts Program and Profession:
 - Understanding the structure, expectations, and professional standards of the performing arts program.
 - Recognizing the importance of discipline and trust in developing as a performer.
 - Creating a Safe and Comfortable Artistic Environment:
 - Techniques for creating an environment conducive to artistic exploration and risk-taking.
 - Building trust among peers to support and enhance the learning experience.
- Effective Physical and Vocal Warm-Ups:
 - Learning various physical warm-up exercises to prepare the body for performance.
 - Understanding and practicing vocal warm-ups to improve clarity, projection, and vocal health.



- Importance of Relaxation Techniques:
 - Recognizing the role of relaxation in improving performance and reducing anxiety.
 - Practicing relaxation techniques to enhance focus and performance readiness.
- Basic Acting Techniques - GOTE Approach:
 - Introduction to the GOTE (Goal, Other, Tactics, Expectations) framework for acting.
 - Applying the GOTE approach to develop a basic understanding of acting techniques.
- Application of Acting Technique to Chosen Discipline:
 - Adapting and applying acting techniques to the student's chosen discipline (vocal, instrumental, or dance).
 - Understanding how acting skills can enhance performance in their specific art form.
- Character Development and Analysis:
 - Techniques for creating and portraying a character within the context of their discipline.
 - Analyzing characters to understand their motivations, backgrounds, and objectives.
- Integrating Acting with Other Performance Skills:
 - Combining acting skills with vocal, instrumental, or dance techniques.
 - Understanding the importance of holistic performance that integrates various skills.
- Performance and Presentation Skills:
 - Developing skills for effective public performance and presentation.
 - Practicing performance techniques in front of an audience.
- Reflective Practice and Feedback:
 - Engaging in reflective practice to assess personal growth and performance.
 - Learning to give and receive constructive feedback to enhance artistry.

Skills

- Understand Performing Arts Program Expectations:
 - Grasp the structure, expectations, and standards of the performing arts program.
 - Recognize the importance of discipline and trust in the development of their artistry.
- Create a Supportive Artistic Environment:
 - Foster a safe and comfortable environment for artistic exploration.



- Build and maintain trust among peers to enhance the collective learning experience.
- Implement Effective Warm-Up Techniques:
 - Perform physical warm-up exercises to prepare the body for artistic activity.
 - Practice vocal warm-ups to improve vocal quality, projection, and health.
- Utilize Relaxation Techniques:
 - Apply relaxation methods to improve focus and reduce performance anxiety.
 - Recognize the impact of relaxation on overall performance readiness.
- Apply the GOTE Approach to Acting:
 - Understand and utilize the GOTE (Goal, Other, Tactics, Expectations) framework in basic acting exercises.
 - Integrate the GOTE approach into their acting practice within their chosen discipline.
- Adapt Acting Skills to Specific Art Forms:
 - Apply acting techniques to enhance performances in their primary discipline (vocal, instrumental, or dance).
 - Demonstrate how acting can complement and enrich their primary artistic expression.
- Develop Characterization Skills:
 - Create and portray characters effectively within their discipline.
 - Analyze character motivations and backgrounds to inform their performance.
- Integrate Acting with Performance Skills:
 - Combine acting skills with their primary artistic discipline for holistic performances.
 - Show an understanding of how acting enhances the expressiveness of their art form.
- Demonstrate Performance and Presentation Skills:
 - Perform confidently in front of an audience, applying learned techniques.
 - Showcase enhanced performance skills through integrated artistic expression.
- Engage in Reflective Practice:
 - Reflect on personal artistic growth and the effectiveness of their performances.
 - Provide and receive constructive feedback to continue improving as a performer.

Assessments



- Integrated Performance Assessment:
 - Description: Students will prepare and perform a piece from their chosen discipline (vocal, instrumental, or dance), integrating acting techniques learned in the course. The performance should demonstrate their ability to apply the GOTE approach, character analysis, and expressive skills in conjunction with their primary art form.
 - Assessment Aspects: Effectiveness in integrating acting techniques with primary performance skills, depth and authenticity of character portrayal, and overall artistic expression and performance quality.
- Reflective Journal and Theoretical Understanding Exercise:
 - Description: This assessment includes maintaining a reflective journal throughout the course, documenting the application of acting techniques to their chosen discipline, challenges faced, and insights gained. Additionally, a theoretical exercise will test students' understanding of key concepts from the course, such as the GOTE approach, warm-up exercises, relaxation techniques, and the integration of acting in different performing arts disciplines.
 - Assessment Aspects: Depth and insight in reflective journal entries, understanding of theoretical concepts and their practical application, and the ability to articulate personal growth and learning in the course.

Course: Technical Theatre

Length: Semester

Standards

- 1.4.12adv.Pr4a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.



- 1.4.12adv.Pr4b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
- 1.4.12adv.Pr5b: Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
- 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
- 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

Essential Question(s)

- What are the key technical theatre terms and how do they apply to different aspects of theatrical production?
- How do various roles and responsibilities in a musical production interconnect to achieve a cohesive performance?
- What techniques and safety protocols are essential in set building, painting, and prop construction?
- How does the understanding and operation of lighting and sound equipment impact the overall quality of a theatrical production?
- What are the distinctive roles and creative contributions of positions like Stage Manager, Technical Director, Lighting Designer, Costume Designer, and Set Designer in a theatrical production?

Content

- Technical Theatre Terminology:
 - Understanding key terms and concepts used in technical theatre.
 - Familiarity with the language specific to different technical areas like lighting, sound, stage management, and set design.
- Roles and Duties in Musical Production:
 - Overview of various roles and their responsibilities in the production of a musical.
 - Understanding the collaborative nature of technical roles in a theatrical production.



- Set Building and Painting:
 - Techniques and skills required for set construction and scenic painting.
 - Safety protocols and best practices in set building and painting.
- Prop Construction:
 - Basics of creating and managing props for theatrical productions.
 - Utilizing creativity and resourcefulness in prop design and construction.
- Lighting in Theatre:
 - Fundamentals of stage lighting, including equipment and design principles.
 - Roles and responsibilities of lighting technicians and designers.
- Hands-On Experience in Technical Roles:
 - Practical experience as stage managers, light and sound board operators, electricians, or running crew.
 - Application of technical theatre principles in real-world settings, particularly during the school's Spring Musical.
- Safety in Technical Theatre:
 - Importance of safety in all aspects of technical theatre.
 - Adhering to safety practices and protocols during construction and live performances.
- Understanding Different Types of Stages and Layouts:
 - Recognition of various stage types (proscenium, thrust, arena, etc.) and their layouts.
 - Adapting technical skills to different stage configurations.
- Technical Equipment in Theatre:
 - Identification and understanding of different technical equipment used in theatre.
 - Learning the functionality and application of various technical tools and devices.
- Technical and Design Positions:
 - Overview of roles like Stage Manager, Assistant Stage Manager, Run Crew, Technical Director, Lighting Designer, Costume Designer, and Set Designer.
 - Understanding the specific duties and creative input required for each technical and design position.

Skills

- Master Technical Theatre Terminology:



- Accurately use and understand key technical theatre terms and concepts.
- Understand Roles and Duties in Musical Production:
 - Comprehend the various roles and responsibilities in the production of a musical.
 - Appreciate the collaborative nature of working in a technical theatre team.
- Demonstrate Skills in Set Building and Painting:
 - Apply techniques for set construction and scenic painting.
 - Adhere to safety protocols in set building and painting activities.
- Construct Props Effectively:
 - Design and create props suitable for theatrical productions.
 - Employ creativity and practical skills in prop construction.
- Operate Lighting Equipment:
 - Understand the basics of stage lighting, including equipment operation.
 - Assist in the setup and design of lighting for theatrical productions.
- Gain Hands-On Technical Experience:
 - Perform various technical roles such as stage manager, light and sound board operator, electrician, or running crew during the school's Spring Musical.
 - Apply technical theatre principles in practical, real-world settings.
- Prioritize Safety in Technical Theatre:
 - Implement safety practices in all aspects of technical theatre work.
 - Understand the importance of safety in preventing accidents and ensuring smooth production.
- Adapt to Different Types of Stages and Layouts:
 - Recognize and adapt technical skills to various stage types and their configurations.
 - Understand how stage layout impacts technical and design choices.
- Identify and Use Technical Equipment:
 - Identify different technical equipment used in theatre.
 - Learn to operate and manage various technical tools and devices.
- Understand Technical and Design Positions:
 - Understand the roles and creative contributions of positions such as Stage Manager, Assistant Stage Manager, Run Crew, Technical Director, Lighting Designer, Costume Designer, and Set Designer.



- Appreciate the specific duties and skills required for each technical and design role.

Assessments

- Practical Technical Theatre Project:
 - Description: Students will participate in a hands-on technical theatre project, such as assisting with the construction and staging of the school's Spring Musical. They will be assigned specific roles in set building, painting, prop construction, lighting, or as part of the stage crew. The assessment will focus on their ability to apply technical theatre principles, adhere to safety protocols, and effectively fulfill their assigned roles in a real-world setting.
 - Assessment Aspects: Proficiency in technical role execution, application of safety practices, teamwork and collaboration with other crew members, and overall contribution to the success of the production.
- Written Examination and Reflective Journal:
 - Description: This assessment includes a written examination covering key concepts, terminology, and the roles and responsibilities in technical theatre. In addition, students will submit a reflective journal documenting their experiences and learnings from their hands-on involvement in technical theatre roles during the production. The journal should reflect on challenges faced, skills developed, and insights gained.
 - Assessment Aspects: Understanding and correct use of technical theatre terminology, depth of insight in the reflective journal, ability to connect theoretical knowledge with practical experience, and articulation of personal growth and learning in the course.

Course: Theatre History

Length: Semester

Standards



- 1.4.12adv.Re8a: Research and synthesize cultural and historical information related to devised or scripted theatre work to support or evaluate artistic choices.
- 1.4.12adv.Re8b: Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
- 1.4.12adv.Re8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

Essential Question(s)

- How has theatre evolved from ancient times to the present day, and what key factors have influenced its development?
- In what ways did Greek and Roman theatre lay the foundations for modern theatrical practices and conventions?
- How did social and cultural events during the Middle Ages, Renaissance, and Royal Era shape the evolution of theatre?
- What were the significant contributions and impacts of movements like Romanticism and Realism on theatre?
- How have the roles of playwrights, directors, and designers evolved over different historical periods in theatre?

Content

- Origins of Traditional Theatre:
 - Understanding the beginnings of theatre and its evolution over time.
 - Awareness of how global history has influenced theatrical genres.
- Ancient Theatre:
 - Overview of the earliest forms of theatre and their cultural significance.
 - Key characteristics and contributions of ancient theatrical traditions.
- Greek Theatre:



- Study of Ancient Greek theatre, including its structure, themes, and playwrights.
- Exploration of Greek theatrical conventions and their impact on modern theatre.
- Roman Theatre:
 - Understanding the development of Roman theatre and its differences from Greek theatre.
 - Significant playwrights, plays, and architectural contributions of Roman theatre.
- Middle Ages:
 - Examination of theatre during the Middle Ages, including liturgical and vernacular drama.
 - Impact of the medieval period on the development of theatre.
- Renaissance Theatre:
 - Exploration of the Renaissance period in theatre, focusing on key figures and innovations.
 - Study of the revival of classical ideals and the emergence of new theatrical forms.
- Royal Era:
 - Analysis of theatre during the Royal Era, including patronage and influence of royal courts.
 - Notable playwrights, actors, and theatrical developments of the period.
- Restoration Theatre:
 - Examination of theatre in the Restoration period, particularly in England.
 - Key playwrights, styles, and social impacts of Restoration theatre.
- Romanticism:
 - Understanding Romanticism in theatre, including its themes, styles, and key figures.
 - The transition from neoclassical ideals to the emphasis on emotion and individualism.
- Realism:
 - Study of the Realism movement in theatre, focusing on its principles and leading playwrights.
 - Impact of realism on modern theatre and its portrayal of everyday life.
- Interpretation of Theatrical History:
 - Ability to interpret and analyze the impact of social and cultural events on the development of theatre.
 - Understanding the emergence of key directors, playwrights, and designers in different periods.
- Development of Theatrical Spaces and Conventions:
 - Exploration of the evolution of theatrical spaces and technical conventions over time.
 - Recognizing how changes in theatre architecture and design have influenced theatrical performance.



Skills

- Understand the Origins and Evolution of Theatre:
 - Trace the development of traditional theatre from its beginnings to modern times.
 - Recognize how global historical events have influenced theatrical genres.
- Explore Ancient Theatre:
 - Describe the key characteristics and cultural significance of ancient theatrical traditions.
- Analyze Greek Theatre:
 - Understand the structure, themes, and contributions of Ancient Greek theatre.
 - Identify key Greek theatrical conventions and their legacy in modern theatre.
- Examine Roman Theatre:
 - Differentiate between Roman and Greek theatre in terms of style, content, and architecture.
 - Discuss significant contributions of Roman theatre to the theatrical world.
- Study Theatre in the Middle Ages:
 - Explore the characteristics and importance of theatre during the Middle Ages.
 - Analyze the impact of medieval drama on the evolution of theatre.
- Investigate Renaissance Theatre:
 - Examine the revival of classical ideals and innovations in Renaissance theatre.
 - Identify key figures and developments from the Renaissance period.
- Understand Theatre in the Royal Era:
 - Analyze the influence of royal patronage on theatre during the Royal Era.
 - Recognize notable playwrights and theatrical trends of the period.
- Explore Restoration Theatre:
 - Understand the characteristics and social impacts of Restoration theatre.
 - Examine key playwrights and styles of the Restoration period.
- Interpret Romanticism in Theatre:
 - Grasp the themes and stylistic elements of Romanticism in theatre.
 - Understand the transition from neoclassical ideals to Romanticism.
- Analyze Realism in Theatre:



- Study the principles and impact of the Realism movement in theatre.
- Recognize how realism influenced the portrayal of everyday life in modern theatre.
- Interpret Information on Theatrical History:
 - Analyze the impact of social and cultural events on theatre development.
 - Understand the contributions of directors, playwrights, and designers across different periods.
- Understand Theatrical Spaces and Conventions:
 - Explore the evolution of theatrical spaces and technical conventions.
 - Recognize how changes in space and design have influenced performance.

Assessments

- Research Project and Presentation:
 - Description: Students will conduct a research project on a specific period or movement in theatre history, such as Greek Theatre, Renaissance Theatre, or Realism. This project will include a written report and an oral presentation. The assessment will focus on the student's ability to analyze and interpret the historical, cultural, and social influences on the theatre of that period, along with its key contributors and innovations.
 - Assessment Aspects: Depth of research, accuracy of historical information, ability to connect societal influences with theatrical developments, clarity, and effectiveness of the presentation, and the quality of written material.
 - Cumulative Written Examination:
 - Description: This assessment consists of a comprehensive written examination covering all the periods and movements studied in the class, such as Ancient Theatre, Roman Theatre, Middle Ages, Restoration Theatre, and others. The exam will test students' knowledge of key historical facts, significant figures, theatrical innovations, and the impact of social and cultural events on the evolution of theatre.
 - Assessment Aspects: Accuracy and breadth of knowledge on theatre history, understanding of the contributions of different eras to modern theatre, and ability to recall and articulate key concepts and information from the course.
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Course: Contemporary Theatre

Length: Semester

Standards

- 1.4.12adv.Cn11a: Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
- 1.4.12adv.Cn11c: Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.
- 1.4.12adv.Re9b: Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
- 1.4.12adv.Re9c: Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.
- 1.4.12adv.Re8a: Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
- 1.4.12adv.Re8b: Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
- 1.4.12adv.Re8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences

Essential Question(s)

- How did the transition from 19th-century theatre to early 20th-century styles influence the development of contemporary theatre?
- What are the defining characteristics and impacts of post-Realism movements in theatre?
- How have major social and cultural events shaped the themes and practices of contemporary theatre?
- In what ways have influential contemporary playwrights, directors, and designers contributed to the evolution of theatrical styles and methods?



- What role does contemporary theatre play in reflecting and addressing current societal issues and challenges?

Content

- Overview of Early 20th Century Theatre:
 - Transition from 19th-century theatre styles into the early 20th century.
 - Key movements, styles, and figures that marked the beginning of contemporary theatre.
- Development Post-Realism:
 - Exploration of theatrical styles and movements that emerged after Realism.
 - Study of significant plays and playwrights that defined post-Realism theatre.
- Impact of Social and Cultural Events:
 - Understanding how major social and cultural events influenced contemporary theatre.
 - Analysis of theatre as a reflection of societal changes and issues.
- Great Playwrights of the Contemporary Era:
 - Study of influential playwrights in contemporary theatre and their works.
 - Exploration of the themes, styles, and innovations introduced by these playwrights.
- Notable Performances and Productions:
 - Examination of groundbreaking performances and productions in contemporary theatre.
 - Understanding the evolution of theatrical performance in the modern era.
- Contemporary Directors and Designers:
 - Identification and study of significant directors and designers in contemporary theatre.
 - Analysis of their contributions to the development and evolution of theatre.
- Theatrical Spaces and Technical Conventions:
 - Exploration of modern developments in theatrical spaces and design.
 - Understanding how technical advancements have impacted theatre production.
- Integration of Diverse Theatrical Forms:
 - Study of how contemporary theatre integrates various art forms and technologies.
 - Exploration of experimental and avant-garde movements in theatre.
- Global Influences on Contemporary Theatre:



- Understanding the influence of global trends and cross-cultural exchange on theatre.
- Exploration of contemporary theatre movements around the world.
- Contemporary Theatre's Societal Role:
 - Analysis of the role of contemporary theatre in society.
 - Discussion on how theatre addresses contemporary issues and challenges.

Skills

- Understand Early 20th Century Theatre Developments:
 - Trace the transition from 19th-century theatre to early 20th-century styles and movements.
 - Identify key figures and changes that marked the beginning of contemporary theatre.
- Analyze Post-Realism Theatrical Movements:
 - Understand and describe the styles and movements that emerged after Realism.
 - Study and interpret the works of significant playwrights from this era.
- Assess the Impact of Social and Cultural Events:
 - Analyze how major social and cultural events have influenced contemporary theatre.
 - Explore how theatre has reflected and responded to societal changes.
- Study Great Contemporary Playwrights:
 - Examine the contributions of influential playwrights in contemporary theatre.
 - Understand the themes, styles, and innovations introduced by these playwrights.
- Evaluate Notable Performances and Productions:
 - Analyze groundbreaking performances and productions in contemporary theatre.
 - Discuss the evolution of theatrical performance in the modern era.
- Understand the Roles of Contemporary Directors and Designers:
 - Identify and study the impact of significant directors and designers in contemporary theatre.
 - Assess their contributions to theatre's development and evolution.
- Explore Modern Theatrical Spaces and Technical Conventions:
 - Investigate developments in contemporary theatrical spaces and design.
 - Understand how technical advancements impact theatre production.
- Recognize Integration of Diverse Forms in Contemporary Theatre:



- Study how contemporary theatre incorporates various art forms and technologies.
- Explore the influence of experimental and avant-garde movements.
- Acknowledge Global Influences on Theatre:
 - Comprehend the global trends and cross-cultural influences on contemporary theatre.
 - Explore the diversity of contemporary theatre movements worldwide.
- Analyze Contemporary Theatre's Societal Role:
 - Reflect on the role of contemporary theatre in addressing modern societal issues.
 - Discuss how theatre engages with contemporary challenges and themes.

Assessments

- Research Project and Presentation:
 - Description: Students will conduct a research project on a specific movement, style, or key figure in contemporary theatre, such as a post-Realism movement, a groundbreaking contemporary playwright, or a significant theatrical production. This project will include a comprehensive written report and an oral presentation. The assessment will focus on the student's ability to analyze and articulate the historical context, key characteristics, and overall impact of their chosen topic on contemporary theatre.
 - Assessment Aspects: Depth and accuracy of research, clarity and coherence of the written report, effectiveness of the oral presentation, and the ability to critically analyze and discuss the significance of the topic in the context of contemporary theatre.
 - Cumulative Written Examination:
 - Description: This assessment consists of a comprehensive written examination covering all the topics studied in the class, such as early 20th-century theatre developments, post-Realism movements, the influence of social and cultural events on theatre, and the contributions of contemporary playwrights, directors, and designers. The exam will test students' understanding of key concepts, historical developments, and their ability to analyze and interpret the evolution of contemporary theatre.
 - Assessment Aspects: Comprehensive knowledge of contemporary theatre history, understanding of the impact of different movements and figures, and the ability to recall, articulate, and critically engage with key concepts and information from the course.
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Course: Directing I

Length: Semester

Standards

- 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.
- 1.4.12adv.Re9a: Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
- 1.4.12adv.Re9b: Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
- 1.4.12adv.Re9c: Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.
- 1.4.12adv.Cn11a: Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
- 1.4.12adv.Cn11c: Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.

Essential Question(s)

- What are the key components and steps in the directing process for a theatrical production?
- How does a director effectively select a play and develop a concept that enhances the script's themes and intentions?
- What strategies can a director use to collaborate effectively with designers and the production team?
- How do casting and blocking choices impact the overall effectiveness of a theatrical performance?
- In what ways can a director integrate personal perspectives and life experiences into the creation of original theatrical works?



Content

- Basics of the Directing Process:
 - Understanding the fundamental steps involved in directing a theatrical performance.
 - Overview of the director's role and responsibilities in a production.
- Play Selection:
 - Criteria and considerations for choosing a play to direct.
 - Analyzing the script and understanding its themes, style, and requirements.
- Developing a Director's Concept:
 - Crafting a well-thought-out director's concept for a production.
 - Techniques for translating a conceptual vision into practical execution.
- Exploring Theatrical Elements:
 - Utilizing various theatrical elements (such as set, lighting, costume, and sound) to enhance the director's concept.
 - Understanding how these elements contribute to the overall storytelling and audience experience.
- Collaboration with Designers and Production Team:
 - Effective communication and collaboration with designers (set, costume, lighting, sound) and the production team.
 - Integrating design elements into the director's vision and concept.
- Casting and Blocking a Production:
 - Processes and strategies for casting actors for a production.
 - Techniques for effective blocking, including stage movement and actor positioning.
- Directing for Performance:
 - Preparing and directing a production for performance in front of an audience.
 - Managing rehearsals, giving feedback, and refining the production.
- Basic Directing Terminology and Techniques:
 - Familiarity with common directing terms and techniques used in theatre.
 - Understanding the technical aspects of directing, such as staging, pacing, and rhythm.
- Devising Original Works:



- Techniques for creating original theatrical works based on personal perspectives and life experiences.
- Encouraging creativity and individuality in directing and storytelling.
- Reflecting on Directing Practice:
 - Developing the ability to self-reflect on directing choices and processes.
 - Learning to incorporate feedback and constructive criticism into directing practice.

Skills

- Understand the Directing Process:
 - Grasp the fundamental steps involved in directing a theatrical performance.
 - Recognize the director's role and responsibilities in a production.
- Select Appropriate Plays:
 - Choose suitable plays for directing based on various criteria and script analysis.
 - Understand the play's themes, style, and production requirements.
- Develop a Director's Concept:
 - Create a clear and compelling director's concept for a production.
 - Translate conceptual ideas into practical execution.
- Utilize Theatrical Elements:
 - Apply various theatrical elements (set, lighting, costume, sound) to support the director's concept.
 - Understand how these elements contribute to storytelling and audience experience.
- Collaborate with Designers and Production Team:
 - Effectively communicate and collaborate with the production team and designers.
 - Integrate design elements into the overall vision of the production.
- Cast and Block a Production:
 - Conduct casting processes and select actors for roles effectively.
 - Implement blocking techniques, including stage movement and actor positioning.
- Prepare for Public Performance:
 - Direct a production for a live audience, managing rehearsals and providing feedback.
 - Refine the production through the rehearsal process.
- Learn Directing Terminology and Techniques:



- Acquire knowledge of basic directing terminology and techniques.
- Understand technical aspects of directing such as staging, pacing, and rhythm.
- Devise Original Theatrical Works:
 - Create original works of theatre based on personal perspectives and life experiences.
 - Showcase creativity and individuality in directing and storytelling.
- Reflect on Directing Practices:
 - Engage in self-reflection on directing choices and outcomes.
- Incorporate feedback to improve directing skills and techniques.

Assessments

- Directing Project and Performance:
 - Description: Students will choose a play or scene, develop a director's concept, and direct a short performance or staged reading, incorporating their vision and interpretation. This project includes casting, collaborating with designers (if applicable), blocking, and rehearsing the piece. The final performance will be assessed based on the clarity and execution of the director's concept, effectiveness of casting and blocking, and the overall impact of the performance.
 - Assessment Aspects: Creativity and coherence of the director's concept, effectiveness of communication and collaboration with the cast and crew, quality of casting and blocking decisions, and the overall presentation and impact of the final performance.
 - Written Analysis and Reflection:
 - Description: Students will submit a written analysis of a professionally directed play or production, focusing on directing choices, use of theatrical elements, and interpretation of the script. Additionally, they will write a reflective essay on their own directing project, discussing their process, challenges, and learning experiences. This assessment will evaluate their understanding of directing principles, their ability to critically analyze professional work, and their self-awareness as emerging directors.
 - Assessment Aspects: Depth of analysis in understanding professional directing choices, insight and self-awareness in the reflective essay, and ability to apply theoretical concepts to both professional work and personal directing experience.
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Resources

→ Course Resources

- ◆ Carlson, Rhonda: What Do I do with My Hands, 2015, Personal Dynamics Publishing, ISBN: 0989088298
- ◆ Cohen, Robert: Acting I, 2008. McGraw Hill. ISBN: 2365530939
- ◆ Cohen, Robert: Acting in Shakespeare, 2005. Smith and Kraus, ISBN: 1575254220
- ◆ Hagan, Uta: A Challenge for the Actor: 1991, Later Printing, ISBN: 0684190400
- ◆ O'Brien, Nick: Stanislavski in Practice, 2010. Routledge. ISBN 0415568439