

# Theatre Arts I Curriculum Guide

**Course #845**  
**Revised May 2008**  
**Credits: CP-A 1.12**

## **No Prerequisites**

**Course Description:** The purpose of this course is to improve the communication process by participating in theatre activities designed to increase each students= organization, concentration, critical thinking, creativity, memorization, confidence, and self-awareness as well as introducing them to the craft of acting on a theatrical stage. Students will develop individual and ensemble performance techniques through the use of exercises in physical and technical awareness such as pantomime and improvisation. They will also become aware of the physical aspects of the theatre and will trace the history of the theatre as they read, interpret, observe, perform, and discuss scenes and plays from a variety of periods. This is a performance class and the curriculum will include student involvement in actual staging and acting.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economic status.

**Course Objective:** After the completion of Theatre Arts I, all students will have had instruction, practice and performance utilizing all of the elements of study outlined in the course description. The successful completion of all the activities will provide the student with an introductory view of the foundations of theatre performance and study.

**CCCS Addressed: Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 of the Visual and Performing Arts.**

## **Unit 1: Theatre Games/Ice-Breakers**

**3 weeks**

### **Unit Goals:**

1. Observe, evaluate and perform various theatre games and exercises to stimulate a positive working environment in the classroom.
2. Identify and discuss objectives set for Theatre Arts I.
3. Develop classroom rules and a work ethic for study and performance.
4. Begin development of self-awareness, confidence, energy and concentration.

## **Unit 2: Pantomime and Body Movement**

**7 weeks**

### **Unit Goals:**

1. Define and discuss the principles of pantomime.
2. Identify and discuss the benefits of pantomime to strengthening an actors= skills.
3. Learn, perform and critique individual and group pantomimes ranging in various levels of difficulty.
4. Define and practice walking, sitting, crossing, turning, falling and maintaining good posture appropriate to the stage.
5. Identify and practice areas, planes, levels and body positions on a proscenium stage.
6. Compare and contrast the various types of stages.

## **Unit 3: Improvisation**

**5 weeks**

### **Unit Goals:**

1. Define and discuss the principles of improvisation.
2. Discover and compare the benefits of improvisation to enhancing the skills of an actor.
3. Perform, improve and evaluate improvisational exercises ranging in various levels of difficulty.

## **Unit 4: Beginning of Characterization and Scene Analysis**

**12 weeks**

### **Unit Goals:**

1. Read, interpret and analyze whole and parts of dramatic scripts, taking into account initial reactions, the plot, playwright=s intent, audience reaction, character, pace, climax, relationships and brainstorming alternative artistic choices.
2. Define and practice necessary and interpretative actions within a scene and/or play.
3. Analyze the physical, emotional, and social dimensions of characters found in dramatic text.
4. Demonstrate exercises designed to discover and improve the benefits of excellent voice control and strong oral interpretation.
5. Discover and practice listening, reacting and motivating within a scene.
6. Discover and practice projecting varied emotion and ranging age within a scene.
7. Prepare, memorize, create, stage, perform and sustain given roles/characters in various scenes and/or monologues.
8. Define and demonstrate artistic discipline to achieve excellence in a rehearsal or performance setting.
9. Define and practice proper use of constructive criticism by evaluating their own and others collaborative efforts and choices in a performance.
10. Explore the audition process.

## **Unit 5: Introduction to Theatre History and Terminology**

**3 weeks**

### **Unit Goals:**

1. Define and identify basic drama terminology.
2. Identify and label the physical aspects of the theatre.
3. Define the responsibilities and tasks of the director, producer, stage manager, set designer...etc.
4. Identify key actors, directors, choreographers, playwrights...etc. in the professional field of the performing arts.

## **Unit 6: Production**

**4 weeks**

### **Unit Goals:**

#### **Final Exam Preparation and Performance**

1. Students will assume a role within a scene for their final exam performance based on their class performance throughout the year. Groups will be divided based on ability, character description and scene criteria.
2. Students will be expected to memorize, analyze, costume, stage, accessories and interpret a scene for performance. Each student will be evaluated with a detailed rubric appropriate to the role they are performing.

### **Implementation of Technology**

Students will have the opportunity to have their performances videotaped, as an exercise to see themselves performing. Following each scene, the students will constructively critique themselves and their fellow peers according to the scene's objectives.

### **Other Requirements:**

1. Students will observe and critique amateur and professional productions.
2. Students will develop appropriate rehearsal etiquette for each unit and learn to utilize each daily class period to the fullest extent.
3. Students will practice the correct use of constructive criticism as well as working effectively in a group activity repeatedly throughout the year.

### **Materials and Methods to be used:**

1. Lecture and Demonstration
2. Stage, Television, and Film excerpts and performances appropriate to each unit.
3. Various professional texts/scripts copied for lecture, exercises and performances.

### **Evaluation:**

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|----------------------------------|-----|
| Participation                    | 30% |
| Tests/Projects/Assignments       | 30% |
| Mid-term Exam (Revised May 2008) | 20% |
| Final Exam (Revised May 2008)    | 20% |