

Theatre Arts III Course Outline

Course # 847
Credits: 5
Level CP-A 1.12
Revised May 2008

Prerequisite: Theatre Arts I and II or permission from the teacher.

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

Course Description

The purpose of this course is to further enhance and challenge skills and knowledge acquired in Theatre Arts I and II. First, the students will continue to build on and improve the communication process by participating in theatre activities designed to increase each student's organization, concentration, critical thinking, creativity, memorization, confidence, and self-awareness. Secondly, the students will continue to develop and sharpen individual and ensemble performance techniques through the use of various exercises in physical and technical awareness. They will also increase their familiarity and experience with the roles, responsibilities and skills of the actor, the director, and the playwright in regard to character development, blocking, play analysis, and moment to moment reality in a given production. Students will also explore and increase their knowledge of various technical roles in theatre such as lighting, sound, stage management, set design...etc. Students will trace the history of the theatre and they will read, interpret, observe, perform, analyze and discuss scenes and plays from a variety of periods. Once again, this is a performance class and will involve actual directing, acting, play writing, and designing.

Course Outline

Students completing a full year course in Theatre Arts III will be able to demonstrate the following skills and competencies as listed in the national standards for theatre.

Ability to define and apply theatre and drama terminology.

Ability to trace the history of theatre.

Ability to identify key actors, directors, choreographers, playwrights, designers, lyricists, and composers in the professional field of the performing arts.

Ability to explore and practice script writing by constructing imaginative scenes and collaborating with peers to refine so that story and meaning are conveyed to an audience.

Ability to define, explain, and perform various technical roles of theatre (production, stage management, lighting, set designing.)

Ability to analyze the physical, emotional, and social dimensions of characters found in dramatic texts.

Ability to compare, improve and demonstrate various acting techniques and methods.
Ability to create and sustain characters that communicate with audiences.
Ability to develop multiple interpretations and visual production choices for scripts.
Ability to justify selections of text, interpretation, and visual choices.
Ability to effectively communicate directorial choices to a small ensemble.
Ability to analyze and critique the whole and parts of dramatic performances, taking to account the context, and constructively suggest alternative artistic choices.
Ability to constructively evaluate their own and others= collaborative efforts and choices in a performance.
Ability to demonstrate artistic discipline to achieve excellence in a rehearsal or performance setting.
Ability to define and improve all aspects of the audition process.
Ability to observe and evaluate amateur and professional productions.
Ability to prepare, perform, write and direct individual and ensemble performances.

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.

Evaluation

Participation	30%
Tests/Projects/Assignments	30%
Mid-term Exam	20%
Final Exam	20%

Creativity is difficult to grade, but clearly some of you will be better than others. The idea is to learn from your peers, take constructive criticism from the teacher and the class and use it to make your performance better.

Class Rules

1. Bring appropriate clothing to wear if your outfit for the day will restrict you.
2. Don=t laugh at anyone, create a caring, comfortable atmosphere.
3. Don=t be judgmental, be creative and positive in your criticism.
4. Stay within the performing space.
5. Do be enthusiastic and eager to perform, nothing slows a class down faster than negative, lazy people.