

# Wallenpaupack Area School District

## Planned Course Curriculum Guide

### High School Fine Arts Department: Theatre

### Name of Course: Advanced Theatre I & II\*

**Course Description:**

These students can continue to develop performance and directing skills. Working together in small and large groups, the students will increase their knowledge and abilities as solo performers, ensemble members, directors, designers and audience members. Students will work on numerous projects from contemporary theatre and classical theatre (including Shakespeare). Projects will give students the opportunity to exercise creative and problem-solving skills as they increase their self-reliance and poise.

\*Both courses meet at the same time. Students who take Advanced Theatre II will have varied content of scripts for reading/analysis, process drama topics, and play topics. All projects have multiple options. Students must choose a different project option from the previous course. The final project has more detailed requirements for the Advanced Theatre II student.

**Initial Creation Date (if applicable) and Revision Dates:**

**Revision Date: September 27, 2023**

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> Advanced Theatre I & II	<b>GRADE/S:</b> 11-12
<b>UNIT 1:</b> Forum Theatre	<b>TIMEFRAME:</b> 4 weeks

<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 9.1.12. A, B, C, G, H 9.4.12 A, B
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>• Identify history of Forum Theatre and it’s uses</li> <li>• Analyze research and create an original work using it</li> <li>• Create character and perform as characters to a live audience</li> <li>• Evaluate their performances, reflect, and improve</li> <li>• Constructively critique their classmates and use those critiques to alter their performances.</li> <li>• Use deductive reasoning to adjust their reactions in real time with solutions they are given by the live audience.</li> </ul>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Research problems current 7<sup>th</sup> graders face—create survey</li> <li>• Develop an idea for a Forum Theatre Play</li> <li>• Write the play</li> <li>• Edit the play</li> <li>• Audition for the play</li> <li>• Rehearse the play: create blocking, set, technical elements</li> <li>• Identify and understand Forum Theatre</li> <li>• Create Forum portion of the play</li> <li>• Test out all options with an audience</li> <li>• Perform Forum Theatre Play for all 7<sup>th</sup> graders in WASD, WHSD, WWSD</li> </ul>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <ul style="list-style-type: none"> <li>• Survey creation</li> <li>• Play writing</li> <li>• Participation in rehearsals</li> <li>• Discussion throughout process and end</li> <li>• Set and Blocking Planning/execution</li> <li>• Technology Planning/execution</li> <li>• Line memorization</li> <li>• Question/Response for Forum</li> </ul>

- Improvisation during Forum
- Performances for 7<sup>th</sup> graders
- Self-Evaluation

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

- Potential to research role of director
- Take on role and responsibilities of director
- Potential to research role of stage manager
- Take on role and responsibilities of stage manager
- Potential to research role of technical director
- Take on role and responsibilities of technical director
- Potential to research role of intimacy director
- Take on role and responsibilities of intimacy director
- Potential to research role of joker
- Take on role and responsibilities of joker

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

Forum Theatre Benefits: Worksheet

Theatre of the Oppressed by Augusto Boal

Online Forum Theatre Info: <https://participedia.net/method/149>

**KEY VOCABULARY:** Forum Theatre, Joker, Bystander, Oppressor, Victim, Point of No Return, Improvisation, Spect-actor

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> Advanced Theatre I & II	<b>GRADE/S:</b> 11-12
<b>UNIT 2:</b> Mock Audition/Interview	<b>TIMEFRAME:</b> 2 weeks

<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 9.1.12. A, B, C, G 9.3.12. A
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>• Identify requirements for a professional artistic resumé or business resumé</li> <li>• Develop a working professional artistic resumé or business resumé</li> <li>• Analyze performance pieces to determine which pieces will showcase the student’s talents best</li> <li>• Rehearse pieces to develop character, intention, vocal consistency/ability for quality presentation</li> <li>• Assess past projects and create a portfolio of creative works</li> <li>• Display individual successes/projects and communicate those successes</li> <li>• Develop people skills to interview/audition as genuinely as possible</li> <li>• Evaluate one’s performance/interview objectively</li> </ul>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Research quality artistic or business resúés</li> <li>• Create own working resumé based on requirements</li> <li>• Find audition pieces appropriate for audition process (length, content, age of character, age of piece, appropriate for character type)</li> <li>• Research background information on audition pieces (read the play or musical, know the characters, understand the composer and reasoning for creating the piece)</li> <li>• Rehearse the pieces: create movement, memorize words, explore emotions/intentions</li> <li>• Examine past projects, make connections for interview requirements</li> <li>• Assemble portfolio with all requirements (Letter of intent, resumé, organized projects or works with detailed explanations, photos, images, videos, etc)</li> <li>• Understand the “dos and don’ts” of auditioning and interviewing</li> <li>• Perform for class or Interview in front of class</li> </ul>

- Self-evaluation of performance/interview
- Constructive Criticism for other classmates

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Resumé research
- Resumé writing
- Participation in rehearsals
- Discussion throughout process and end
- Planning of audition/interview
- Planning of, creation of portfolio
- Line memorization
- Performance for class
- Self-Evaluation
- Constructive Criticism for Classmates

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

- Potential to research role of director
- Take on role and responsibilities of director
- Potential to research role of stage manager
- Take on role and responsibilities of stage manager
- Potential to research role of business manager
- Take on role and responsibilities of business manager
- Potential to research role of casting agent
- Take on role and responsibilities of casting agent
- Research college requirements for potential college auditions/interviews
- Use actual college requirements to prepare for real, personal auditions/interviews
- Use actual business requirements to prepare for real, personal job interviews

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

Artistic Resume Template  
 Business Resume Template  
 Rubrics for various auditions or interview  
 Collegiate “Dos and Don’ts”: The College Audition Blog, Florida State University,  
 Online Resources: College/University Arts Program Audition Requirements  
 Example interview questions

**KEY VOCABULARY:** artistic resumé, business resumé, portfolio, letter of intent, accompaniment, monologue

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> Advanced Theatre I & II	<b>GRADE/S:</b> 11-12
<b>UNIT 3:</b> Contemporary Script Analysis & Scene Study	<b>TIMEFRAME:</b> 4 weeks

<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 9.1.12. A, B, C, E, F, G, H 9.2.12 A, D, E 9.3.12. A, G 9.4.12 A
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>• Identify basic plot points from a contemporary play</li> <li>• Analyze key plot points and write a script analysis</li> <li>• Display clear understanding of character traits and choices through performance</li> <li>• Discuss and breakdown analysis of a contemporary script</li> <li>• Reflect on personal response to play reading</li> <li>• Rehearse a scene from the play</li> <li>• Develop a specific character</li> <li>• Perform a scene from the play</li> </ul>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Read/act out a contemporary play in class</li> <li>• Analyze unknowns throughout the reading process: vocabulary, character development, symbols, themes, setting, main objective, inciting incident, historical context, author connections, form, mode, directorial choices.</li> <li>• Write a critical analysis based on the above findings</li> </ul>

- Plan and rehearse a scene from the play focus on character development, staging, setting, theme, and collaboration with group
- Perform a scene from the play in groups

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- In-class participation: Reading aloud
- In-class participation: Answering questions
- In-class participation: script analysis writing
- Discussion throughout process
- Script Analysis Paper
- Participation of group rehearsals for scene work
- Performance of group scene

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

- Viewing a staged production of this play
- Viewing a filmed production of this play
- Critiquing a staged or filmed production of this play
- Doing further analysis on a major theme, specific, character, or historical context found within the reading of the play.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

- Script Analysis Template & Rubric
- Script
- Online research articles identifying author info, symbols, themes, character breakdowns, etc
- Professional Theatre Critiques of past productions (variety of positive and negative critiques)
- Stage History: Famous or Unique directorial choices/productions or adaptations

**KEY VOCABULARY:** analysis, exposition, mood & atmosphere, rising action, climax, falling action, conclusion, protagonist, antagonist, symbolism, theme, initial or inciting incident, preliminary situation, supporting characters, minor characters

**Wallenpaupack Area School District Curriculum**

<b>COURSE:</b> Advanced Theatre I & II	<b>GRADE/S:</b> 11-12
<b>UNIT 4:</b> Period Script Analysis	<b>TIMEFRAME:</b> 2-3 weeks

**PA COMMON CORE/NATIONAL STANDARDS:** 9.1.12. A, B, C, E, F, H 9.2.12 A, D, E 9.3.12. A, G  
9.4.12 A

**UNIT OBJECTIVES (SWBATS):**

- Identify basic plot points from a period play
- Analyze key plot points and write a script analysis
- Display clear understanding of character traits and choices through performance
- Discuss and breakdown analysis of a period script
- Reflect on personal response to play reading

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Read/act out a period play in class
- Analyze unknowns throughout the reading process: vocabulary, character development, symbols, themes, setting, main objective, inciting incident, historical context, author connections, form, mode, directorial choices.



<ul style="list-style-type: none"> <li>• Write a critical analysis based on the above findings.</li> </ul>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <ul style="list-style-type: none"> <li>• In-class participation: Reading aloud</li> <li>• In-class participation: Answering questions</li> <li>• In-class participation: script analysis writing</li> <li>• Discussion throughout process</li> <li>• Script Analysis Paper</li> </ul>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b></p> <ul style="list-style-type: none"> <li>• Viewing a staged production of this play</li> <li>• Viewing a filmed production of this play</li> <li>• Critiquing a staged or filmed production of this play</li> <li>• Doing further analysis on a major theme, specific, character, or historical context found within the reading of the play.</li> </ul>
<p><b>RESOURCES (Technology Based Resources, Text Resources, etc.):</b></p> <ul style="list-style-type: none"> <li>• Script Analysis Template &amp; Rubric</li> <li>• Script</li> <li>• Online research articles identifying author info, symbols, themes, character breakdowns, etc</li> <li>• Professional Theatre Critiques of past productions (variety of positive and negative critiques)</li> <li>• Stage History: Famous or Unique directorial choices/productions or adaptations</li> </ul>
<p><b>KEY VOCABULARY:</b> analysis, exposition, mood &amp; atmosphere, rising action, climax, falling action, conclusion, protagonist, antagonist, symbolism, theme, initial or inciting incident, preliminary situation, supporting characters, minor characters</p>

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> Advanced Theatre I & II	<b>GRADE/S:</b> 11-12
<b>UNIT 5:</b> Process Drama	<b>TIMEFRAME:</b> 2 weeks

<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 9.1.12 A, B, C, E, F, H 9.2.12 A, B, F, L
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>• Create a character</li> <li>• Make choices in character based on that character's traits</li> <li>• Problem-Solve in character based on that character's traits</li> </ul>

- Communicate and work together as a group in character
- Evaluate and analyze real-world problems and develop solutions/test them out in a fictitious world
- Reflect on choices throughout the drama
- Discuss choices and effects of choices

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Develop and act as a character based on a basic plotline/character profile
- Students as characters will come together in large group improvisation to solve problems as characters
- Based on the choices they make, the drama may move in various directions
- Students in character will document feelings, thoughts, background information in writing (journals, letters, diaries, etc)
- The drama will culminate to a final resolution or failure based on the choices of the characters
- The students in character will look back on their decisions and share with the group their regrets, successes, failures, admit any secrets, etc.
- As a class (out of character) we will discuss choices and effects of choices, how this drama connects to real world issues—what are the underlying themes and important issues? How did we work through them? What do you wish you had done differently? What did you do well?

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- In-class participation: Acting and reacting in character
- In-class participation: Discussion in and out of character
- Written work: journals, diaries, letters, maps, plans, etc
- Discussion/Ending evaluation

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

- Research project on historical event drama was based on
- Written plan of how this drama could have been altered based on making different choices
- Written plan of how this drama could have been altered based on portraying different characters

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

- Basic Plotline of Process Drama
- Basic Character Descriptions
- Secret character information
- Dorothy Heathcote Book: Drama for Learning
- Cecily O’Neill Book: Drama Worlds

**KEY VOCABULARY:** character, process drama, character exploration, improvisation, mantle of the expert, teacher-in-role

**Wallenpaupack Area School District Curriculum**

**COURSE:** Advanced Theatre I & II

**GRADE/S:** 11-12

**UNIT 6:** Drama to Change the World

**TIMEFRAME:** 3- 4 weeks

**PA COMMON CORE/NATIONAL STANDARDS:** 9.1.12 A, B, C, H 9.2.12 A 9.3.12 A

**UNIT OBJECTIVES (SWBATS):**

- Identify forms of theatre for purposes of teaching, helping others, making a positive change, therapy, etc.
- Understand their differences and their importance
- Create a lesson, therapy session, or short play in one of the identified forms
- Analyze the created project based on research and original intent/history
- Teach the class their lesson, session or perform their short play
- Answer questions on their project posed by the teacher and the class
- Discuss and evaluate their projects

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Watch videos and read articles of theatre of the oppressed/invisible theatre, freeze-frame forum theatre, drama for non-actors, drama therapy, and drama across the curriculum
- Discuss their historical importance and importance in the theatre world & educational world
- Provide a rubric and requirement page for projects
- Students in small groups choose 1 area to focus on for their projects
- Students then create a lesson, therapy session, or short play in one of the identified forms
- Students write up their plans, work on them in small groups, practice them, and then present or teach the class
- The class analyzes each project based on research and original intent/history
- Written portion: submitted to teacher
- Answer questions on their project posed by the teacher and the class
- Discuss and evaluate their projects as a class

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- In-class participation
- In-class participation: Discussion of specific topics
- Written work: papers, plays
- Performances or Mock-Teaching/Therapy Sessions
- Discussion/Ending evaluation

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

- Complete more than 1 project (using another form of theatre to change the world)
- Write a formal analysis of each of the projects
- Do a research project on Dorothy Heathcote or Cecily O'Neill

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

- Videos: Invisible Theatre, Forum Theatre: Freeze Frame, Drama Across the Curriculum
- Augusto Boal Book: Games for Actors and Non-Actors
- Dorothy Heathcote Book: Drama for Learning
- Cecily O'Neill Book: Drama Worlds
- Lesson Plan Templates
- Drama Therapy Plan Templates
- Project Rubrics/Requirements

**KEY VOCABULARY:** character, Invisible Theatre, Freeze Frame, Forum Theatre, mantle of the expert, teacher-in-role, drama therapy, theatre of the oppressed