

Wallenpaupack Area School District

Planned Course Curriculum Guide

High School Fine Arts Department: Theatre
Name of Course: Introduction to Theatre
<p>Course Description:</p> <p>This performance-based, project-oriented course offers students the opportunity to explore all aspects of the performing arts. This introductory course is designed to familiarize students with acting, improvisation and children’s theatre-just to name a few. Students will experience theatre arts instruction designed to stimulate problem solving, creative thinking and communication skills. This course is created for all students who wish to become involved in theatre arts curriculum.</p>
<p>Initial Creation Date (if applicable) and Revision Dates:</p> <p>Revision Date: October 26th, 2023</p>

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Theatre	GRADE/S: 9-12
UNIT 1: Theatre Basics/Terminology	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, D, H 9.3.12.B
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify areas of the stage

<ul style="list-style-type: none"> • Demonstrate areas of the stage • Define theatre directing/acting, theater venues, theater constructs • Demonstrate body positions and their importance • Demonstrate levels, planes, emphasis and their importance • Create balanced set designs • Constructively critique their classmates and use those critiques to alter their performances
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Term Identification • Term Definition Discussion • Area of Stage Demonstration • Tour of Backstage, Proscenium Stage, Black Box, Tech Booth • Improvisation Activity: “You're the Director, Set Designer, Prop Master, Costume Designer” • Pop Quizzes: Areas of the Stage, Term Test, Discussion • Balancing the Stage Exercise—Practice with improvisation scenes • Discussions throughout
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-Class Discussions (before exercise, after exercise, comparing exercises) • In-Class Participation • Theatre Basics, Terminology Test/Practical Exam
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Research more theatre terminology, other theater/performances venues • Explore more activities or variations on activities to further help students grasp concepts
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>Theatre Terms Packet (my own creation)</p> <p>Book: Orientation to the Theatre Theodore W. Hatlen</p> <p>Online: www.cambridgeinternational.org Glossary of Dramatic and Theatrical Terms</p>
<p>KEY VOCABULARY: Improvisation, Downstage, Upstage, Stage Left, Stage Right, Proscenium Stage, Black Box Theater, Thrust Stage, Arena Stage, Flies, Front Curtain, Body Positions, Level of Emphasis, Upstaging, Stage Turn</p>

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Theatre	GRADE/S: 9-12
UNIT 2: Scene Project	TIMEFRAME: 2 weeks

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

UNIT OBJECTIVES (SWBATS):

- Identify a scene from a play to perform for the class.
- Research the play, characters, setting to determine how best to perform it.
- Study a particular character and the choices the character makes to best embody that character.
- Create a realistic set using in-class furniture, set pieces, and props.
- Rehearse the scene with your group to understand blocking, character intention, emotional reactions, responses.
- Memorize lines.
- Read the entire script.
- Full performance of entire scene for class.
- Correct critiques posed by the teacher.
- Perform a second performance with corrections made.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Research and reading of play.
- Rehearsals with scene group.
- Draw out plans for set, lists for props, ideas for costumes.
- Work on memorization individually and in group.
- Full performance of entire scene for class.
- Correct critiques posed by the teacher.
- Perform a second performance with corrections made.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-Class Participation (working on projects)
- Written Work: Summary of Play, Biography of Author, Ground Plan of Set, Props List
- Discussion/Ability to answer questions posed by teacher and class
- First Performance
- Second Performance

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Potential to read and research other plays
- Potential to research playwrights, actors, or theaters that presented these plays and critiques reviews of those performances.

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

Scene Project Requirements and Rubric
Play Scripts (from my library)
Online resources (student guided)

KEY VOCABULARY: blocking, theatre vs. theater, playwright, ground plan, realism, comedy, drama, memorization, character intention

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Theatre	GRADE/S: 9-12
UNIT 3: Children's Theatre	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 A, B, C, E, F, H 9.3.12.A, B

- UNIT OBJECTIVES (SWBATS):**
- Identify the characteristics of Children's Theatre
 - Demonstrate the characteristics of Children's Theatre
 - Compare and Contrast works in Children's Theatre
 - Research Children's Theatre Productions
 - Rehearse a production
 - Perform a Children's Theatre Production
 - Discussion/Critique of Performance
 - Self-Evaluation

- INSTRUCTIONAL STRATEGIES/ACTIVITIES:**
- Teacher Instructed/Discussion: Identifying the characteristics of Children's Theatre
 - Student led demonstration of the characteristics of Children's Theatre
 - Through online resources and videos: Compare and Contrast works in Children's Theatre
 - Read summaries of plays to Research Children's Theatre Productions
 - Choose a play and rehearse a production, adding blocking, characterization, and technical elements
 - Perform a Children's Theatre Production for the WOW preschool and possibly elementary school students
 - In-Class Discussion and critique of Performance
 - Written Self-Evaluation

- ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**
- In-class participation: demonstrations, rehearsals, planning/researching
 - In-class participation: Discussion
 - Written work: self-evaluation, set design, costume design, technical designs, prop lists, character profile sheets
 - Memorization Quiz
 - Performances
 - Ending evaluation

- DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**
- Potential project on Children's Theatre
 - Potential to read and study other children's theatre plays
 - Potential to read and study other children's theatre productions

<ul style="list-style-type: none"> • Potential to write their own children’s theatre play
RESOURCES (Technology Based Resources, Text Resources, etc.): <ul style="list-style-type: none"> • Children’s Theatre Scripts (my library) • Online Videos/Productions • Created Worksheets/Texts
KEY VOCABULARY: Characterization, Exaggeration, ground plan, emphasis, expression

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Theatre	GRADE/S: 9-12
UNIT 4: Monologue Project	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, H 9.3.12 A
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Choose a monologue • Analyze character choices, intentions, etc • Create a realistic character • Read the play • Identify and be able to portray characteristics, reactions, intentions for character • Create a set, props, costume for character/monologue • Memorize monologue • Perform for class
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Read plays, watch movies • Choose a monologue from a play or movie based on requirements • Analyze character • Make your own choices on designs, technical plots, costume plot, character portrayal, theme, and staging. • Rehearse the staging of monologue and characterization • Complete written work for monologue: character profile sheet, ground plan, props list, summary of play, blocking on monologue sheet. • Memorize monologue. • Perform for the class. • Evaluate own performance.
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • In-class participation: reading and researching • In-class participation: writing and planning • In-class participation: rehearsals

- Performance of monologue
- Self-evaluation

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Viewing a staged production of the full play
- Viewing a filmed production of the full play
- Critiquing a staged or filmed production of the full play

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

- Monologue Project Requirements & Rubric
- Various play scripts (found in theatre classroom, library, or online)

KEY VOCABULARY: intention, characterization, blocking/staging, reactions, motivation, memorization, monologue