

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Theater 2</div> <input type="radio"/> New <input checked="" type="radio"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>Transcript Title/Abbreviation:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Is this classified as a Career Technical Education course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">106611</div> (To be assigned by Educational Services)		
<b>Required for Graduation:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: English</div> <i>To be completed by Human Resources only.</i>	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <i>previously approved by UC for PUHSD?</i></b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <span style="float: right; margin-left: 20px;">8/7/2020</span> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Signature</span> <span>Date</span> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Stephanie Fomby</b> <b>Site: Paloma Valley high school</b> <b>Date: 04/25/17</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Dir. of Curriculum & Instruction		8/17/2020
Asst. Sup. Educational Services		8/18/2020
PUHSD Board		



<b>Prerequisite(s) (REQUIRED):</b>
Theater I
<b>Corequisite(s) (REQUIRED):</b>
Dance (recommended)
<b>Brief Course Description (REQUIRED):</b>
It involves the applied study of theatre vocabulary, reading and writing of theatre literature, acting and technical theatre. Acting experience will continue and refine the exploration of the concepts of self, body, and voice work, improvisation, acting techniques, and reading and writing. In addition, students will continue to practice individual analysis and critiquing of student work to develop a personal understanding of theatre arts by utilizing the knowledge base gained in previous courses. Theatre study at this level will place a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students will use a wider variety of theatre literature and styles from theatre history and various cultures in forms of theatre and theatre related media through formal and informal productions. Students will begin to create their portfolio or collection of work and related activities to illustrate their growing understanding of accomplishments in theatre arts.

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
Theatre II is for students who wish to continue to study and develop their knowledge of theatre arts on a more challenging level.
<b>Course Outline (REQUIRED):</b> <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
History Unit: This unit covers the history, development, and progression of theatre. Through lecture and workshops, students will learn about key playwrights that aided to shape the evolution of theatre and will be able to describe their effect on theatre and the importance of their work. The students will come away with an understanding of the evolution, development, and progression of plays from past to present. Students will be able to analyze and develop an understanding of how historical and cultural contexts affect the themes and moods of the playwright and thus of the shows.

Students will engage in the viewing of partial plays, ranging from classics such as *Our Town* and *Miracle Worker* to more modern productions such as *The Humans* and *Curious Incident of the Dog In the Night* to derive historical and cultural meaning. Students will be able to aesthetically analyze and critique not only the historical and cultural aspects of the work but also the theatrical, technical, and production aspects of the piece. Students will then prepare their own piece from a script by researching the era it was written, the historical context of the show, and the character's attitude toward what is happening during this scene. While observing the performances of their peers, they will implement what they have learned and be able to analyze and critique varying performances of peers by evaluating the aesthetic value of the performances and the actors' abilities to create a believable scene

**Monologue Performance:** This unit covers the vital skill of monologue performance which is using characters given to create a believable character. Through lecture and workshop, students will be able to demonstrate an understanding of acting techniques, such as Stanislavski, Meisner, Hagen, Strasberg, and Adler, and how to apply these techniques to their monologue performance. They will use this knowledge to elevate, develop, and progress their ability to create strong and believable characters by making strong character and choices. Students will be able to describe how monologues serve as plot progression and character development in the script/play.

Students will employ the acting technique of Stanislavski, Meisner, Hagen, Strasberg, and Adler, and reflect on how the various techniques aid in character development emotionally, physically, mentally, and vocally. The students will create/make strong character choices, and physical choices that shows by performance, an understanding of not only the monologues and the characters, but the show style/type, historical and cultural contexts, and how the monologue performance affects the meaning of the piece. Students will perform their monologues for the class so they can analyze and critique the character and vocal choices made in the performances.

This unit covers the skills and knowledge students need for when auditioning for theatre productions through lecture and workshop. Students will be able to develop two contrasting audition monologues (one classical and one contemporary or one comedic and one dramatic), a slate (audition introduction), a headshot, a resume, and be prepared for a cold read.

**Audition Unit:** The main assignment for this unit is for the students to complete a mock audition in front of teacher and guest artists which will make up the audition panel. Students must select two monologues and will gain analysis and research skills through researching their chosen two contrasting monologues for the mock audition performance project. Students will submit resume/headshot to audition panel and state a proper slate (introduction). Students will then perform both audition monologues. Students will then be asked to do a cold read. Students will be graded on preparedness, confidence, and the overall audition; would this student actually get a callback or get cast? Students will gain reflection skills as after the mock auditions they will analyze, contemplate, and reflect upon their audition and their fellow peers' auditions with the class, teacher, and guest artist(s).

In scene study, students will learn how to analyze a character in a script. Scene prep begins with reading the play as a whole, and then looking for motivational and relationship markers such as, ...what does the character say? ....how does the character act and interact with other characters? ...what do the other characters say about your character.? Historical analysis of time period and acting style may also be taken into account (dramaturgy). This should aid the actor in understanding the psychological influences that mold the reactions of their character, and how their character fits into the overall narrative of the play.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*


INSTRUCTIONAL MATERIALS (REQUIRED)	
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**Textbook #1**

Title:

Edition:

Author:

ISBN-10:

ISBN-13:

Publisher:

Publication Date:

Usage:

- Primary Text
- + Read in entirety or near

**Textbooks #2**

Title:

Edition:

Author:

ISBN-10:

ISBN-13:

Publisher:

Publication Date:

Usage:

- + Primary Text
- Read in entirety or near

<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<b>Theatre folk</b>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: <b>Textbook adoption:</b>	Description of Additional Costs:
Additional costs:	
<b>Total cost per class set of instructional materials:</b>	

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete.
<b>Structural Overview:</b>
The course primarily follows a Project Based Learning structure. Key assignments will be students' completion of various projects for the production, including but not limited to: memorization of lines and blocking, set design and construction, audio design and editing, costume design and construction, production budgeting, and successfully running the production of the play. Supplemental assignments, such as quizzes on stage terms, will be given as needed.
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be used.
<ul style="list-style-type: none"> <li>● Project Based Learning</li> <li>● Lecture</li> <li>● Student Leadership Roles</li> <li>● Collaboration in Production Crews</li> <li>● Authentic Problem Solving and Critical Thinking</li> <li>● Creative designing</li> <li>● Online Project Management/Reporting</li> <li>● Real time implementation of theater terminology</li> </ul>

<ul style="list-style-type: none"> <li>● Authentic Assessment/Audiences</li> <li>● Journal Writing</li> <li>● Viewing Multimedia presentations/Youtube/TED videos</li> </ul>
<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.
<ul style="list-style-type: none"> <li>● Writings: Resume and Cover Letter, Biweekly Work Reports, Production Reflection</li> <li>● Project Completion</li> <li>● Leadership Reports</li> <li>● Performance/Presentation (Final)</li> </ul>

### COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day	Objective	Standards	Act/Chapter
1 Week	<b>Introduction to Theater Production</b> <ul style="list-style-type: none"> <li>● Go over syllabus</li> <li>● Review Production Contract <ul style="list-style-type: none"> <li>○ Parent's Signature</li> </ul> </li> </ul>	5.1 Use theatrical skills to present content or concepts in other subject areas.  1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.	
Unit 1	Theatre History and Playwrights: Students will engage in the viewing of partial plays While observing the performances of their peers, they will implement what they have learned and be able to analyze and critique varying performances of peers by evaluating the aesthetic value of the performances and the actors' abilities to create a believable scene.		<i>All sources will be from published plays</i>

Unit 2	<p><b>Theatre Genres</b>  <b>Through the creation of genre-specific presentations, students will be broken up into groups and present each genre by explaining its history, key playwrights, and styles. Students, through research of their assigned genre, will be able to implement, analyze, and comprehend the vocabulary that has been taught to them. After the presentations of the genres, they will research and perform a genre-specific scene and will be given hands-on, tangible, personal training in being perceptive to the effect the genre has on the mood and pacing of the scene.</b></p>	<p>8.TH:Re8 Interpret intent and meaning in artistic work.  8.TH.Re8.a - Recognize and share artistic choices when participating in or observing a drama/theatre work.  7.TH:Pr5 Develop and refine artistic techniques and work for presentation.  7.TH:Pr5.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.  7.TH:Pr6 Convey meaning through the presentation of artistic work.  67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.</p>	
Unit 3	<p><b>Play Styles</b>  The student will prepare a five-minute presentation about the given styles explaining the history of the works. Students will research their scene by completing a worksheet with questions regarding background, historical time period, story/plotline, monologue purpose in show and how it helps the plot progression.</p>	<p>Prof.TH:Cr3 Refine and complete artistic work.  Prof.TH:Cr3.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.  7.TH:Pr5 Develop and refine artistic techniques and work for presentation.  7.TH:Pr5.a - Participate in a variety of acting exercises and techniques that can be</p>	



		applied in a rehearsal or drama/theatre performance.	
Unit 4	<p>Acting Through Monologues</p> <p>Students will perform their monologues for the class so they can analyze and critique the character and vocal choices made in the performances.</p>	<p>1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.</p> <p>3.0 Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p>	
Unit 5	<p>Musical Theatre</p> <p>Students and teacher will choose their favorite monologues and scene performances from the semester and combine them into an hour-long showcase.</p>		
Unit 6	<p>Scene Study</p> <p>Students will prepare a scene for performance by doing research into the play, concentrating on text, psychological analysis, and historical period. Students will write a 1-2 page backstory of the life of their character before the play takes place, that is consistent with the text. Student will submit to a five minute interview in which they answer every question as if they are the character. Student will perform scene after background assignments are complete.</p>	<p>Prof.TH:Cr3 Refine and complete artistic work.</p> <p>Prof.TH:Cr3.a - Rehearse and revise a devised or scripted drama/theatre work using theatrical conventions.</p> <p>Prof.TH:Cr3.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>Prof.TH:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a</p>	

		<p>devised or scripted drama/theatre work.              8.TH:Cr3 Refine and complete artistic work.              8.TH:Cr3.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.              7.TH:Cr3 Refine and complete artistic work.              7.TH:Cr3.b - Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.              7.TH:Cr3.c - Consider multiple planned technical theatre elements and designs during the rehearsal process for a devised or scripted drama/theatre work.              6.TH:Cr3 Refine and complete artistic work.              6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.              6.TH:Cr3.b - Identify effective physical and vocal traits of characters in a drama/theatre work.              8.TH:Cr1 Generate and conceptualize artistic ideas and work              8.TH:Cr1.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.              8.TH:Cr1.c - Imagine and explore solutions to design challenges of a performance</p>	
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		space in a drama/theatre work.	
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**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

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**D. BACKGROUND INFORMATION**

**Context for course (optional)**

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**History of Course Development (optional)**

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