

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Drama Production</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <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	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Transcript Title/Abbreviation: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">English</div> <i>To be completed by Human Resources only.</i> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Signature </div> <div style="text-align: center;"> 5/5/17 Date </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Joseph Mascio Site: Pinacate Middle School Date: 04/25/17	Unit Value/Length of Course: <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:	
Approvals	Name/Signature	Date
Dir. of Curriculum & Instruction		4/26/17
Asst. Sup. Educational Services		5.4.17
PUHSD Board		

Prerequisite(s) (REQUIRED):

Completion of Intro to Drama OR participation in past drama production.

Corequisite(s) (REQUIRED):

Recommendation by Drama instructor.

Brief Course Description (REQUIRED):

Theater has come a long way since the first recorded staged performance in ancient Egypt. Today, the process of production has become a fine art in itself. With concourses of community theaters, regional playhouses, independent and mainstream film companies, television studios, and various internet platforms, the knowledge of how a production team operates is more viable than ever. In Drama Production, students will occupy every role in a theater production team, from the actors on the stage, to the crew behind the scenes, as they collaborate to produce full scale productions from start to finish. They'll gain a love for the arts, skills for the trade, and techniques to solve the many problems that plague a production.

B. COURSE CONTENT

Course Purpose (REQUIRED):

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.

The purpose of this course is to give students an authentic experience as part of a production team. Throughout the year, students will undertake various leadership roles as crew managers, directors, and team leads as they collaborate to pull together the many different facets of a stage production. The course will provide an advanced fine arts class at the middle grade level, allowing the students to build on prior knowledge gained in the Introduction to Drama course.

Course Outline (REQUIRED):

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.

Semester I - First Production

1. Pre-Production - (2 weeks)

- Play selection
- Audition Preparation/Process
- Crew and Lead Assignments
- Casting

2. Production (12 weeks)

- Script Read Through and Annotation
- Blocking and Rehearsal
- Digital Marketing
- Set Design/Construction
- Costume Design/Building

- Prop Building
- Audio Design and Editing
- Stage Management and Cue Calling
- Paper Tech, Tech Rehearsal, Cue to Cue, Dress Rehearsal
- Show Procedure, Front of House Staff Responsibilities

3. Post Production (2 weeks)

- Strike
- Categorizational Storage
- Self Reflection
- Digital Post Editing

Semester II - Second Production

4.. Pre-Production - (2 weeks)

- Play selection
- Audition Preparation/Process
- Crew and Lead Assignments
- Casting

5. Production (12 weeks)

- Script Read Through and Annotation
- Blocking and Rehearsal
- Digital Marketing
- Set Design/Construction
- Costume Design/Building
- Prop Building
- Audio Design and Editing
- Stage Management and Cue Calling
- Paper Tech, Tech Rehearsal, Cue to Cue, Dress Rehearsal
- Show Procedure, Front of House Staff Responsibilities

6. Post Production (1 week)

- Strike
- Categorical Storage
- Self Reflection

7. Film Production (4 weeks)

- Acting for the Camera
- Script Writing and Formatting
- Cinematography
- Film Editing

Writing Assignments (REQUIRED):

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

Create a resume and one page cover letter to apply for your desired positions in this semester's production. Each student will have to fill two roles in the production (actor, set crew, audio design, assistant director, etc.). In the cover letter: describe your theater background or public speaking experience, explain the reasons why you want the desired positions, and convince the producer (teacher) to hire you in those roles.

After reading selections, synopses, and summaries of the pre-selected plays, write a three paragraph "pitch" (argument) in favor of the play you think the class should produce this semester. Support your reasoning with appeals to logos, pathos, and ethos. (ex: "How does the play relate to what students will be studying this year?" "How will this play connect with students on a personal or emotional level?" "Why is the moral/message of the play relevant to students today?")

Draft a Work Report on the progress you have made in the past two weeks. The report should include: 1) measurable results on assignments, tasks, and projects you are working on in your two production roles; 2) a self-efficacy analysis 3) goals to reach for the next biweekly work report. Crew Leaders will also have to include a brief report on members of their crew.

Upon completion of the production, write a two page Self Reflection on the experience. Include an analysis on areas of growth, describe a moment in the production where you felt your talents greatly added to the work of the team, criticize your crew leader's (or if you were the crew leader, your own) ability as a leader, and evaluate the production's overall success and where improvement can be made.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Basic Drama Projects

Edition: 9th

Author: Fran Averett Tanner, Ph.D.

ISBN-10: 0789188961
ISBN-13: 978-0789188960

Publisher: Perfection Learning

Publication Date: 2015

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

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Play Scripts chosen each semester for production.

YouTube Instructional Videos:

- **Building a Theater Flat**
- **Applying Stage Makeup**
- **Special Effects Makeup**
- **Lighting Design**
- **GarageBand Tutorials**

Production Resources (included in various rights packages depending on play)

- **Choreography videos**
- **Tech Script**

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

<p>Cost for class set of textbooks: Textbook adoption: <u>Basic Drama Projects</u>- ISBN-10: 0789188961 ISBN-13: 9780789188960</p> <ul style="list-style-type: none">● \$59.95 via Perfection Learning (2/8/2017) x 45 (class of 45 students) = \$2,698 (one time purchase)	<p>Description of Additional Costs:</p> <p>Costumes - Play Script specific</p> <p>Props - Play Script Specific</p> <p>Stage Design - Play Script Specific</p>
<p>Additional costs:\$</p> <ul style="list-style-type: none">● Costumes, props and Stage design estimate Not to exceed \$1500/year	
<p>Total cost per class set of instructional materials:</p>	<p>\$2,698 (one time) \$1500 (annually)</p>

Key Assignments (REQUIRED):

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

20. Key Assignments

Structural Overview: 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. Students will also complete a resume and cover letter for the two roles they desire in the production as well as a final two page Production Reflection. Supplemental assignments, such as quizzes on stage terms, will be given as needed.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Project Based Learning
- Lecture
- Student Leadership Roles
- Collaboration in Production Crews
- Authentic Problem Solving and Critical Thinking
- Creative designing
- Online Project Management/Reporting
- Real time implementation of theater terminology
- Authentic Assessment/Audiences
- Journal Writing
- Viewing Multimedia presentations/Youtube/TED videos

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Writings: Resume and Cover Letter, Biweekly Work Reports, Production Reflection
- Project Completion
- Leadership Reports
- Show Week (Final)

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day	Objective	Standards	Act/Chapter
1 Week	<p>Introduction to Drama Production</p> <ul style="list-style-type: none"> ● Go over syllabus ● Review Production Contract <ul style="list-style-type: none"> ○ Parent's Signature <p>Play Selection</p> <ul style="list-style-type: none"> ● Read the summaries and excerpts from selected plays and form an argument for the play you think we should do this semester. 	<p>5.1 Use theatrical skills to present content or concepts in other subject areas.</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>	<ul style="list-style-type: none"> ● <i>Play Selections</i>

1 Week	<p>Crew Assignments and Casting</p> <ul style="list-style-type: none"> ● Theater Careers and Roles ● Cover Letter and Resume ● Audition Process 	<p>5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.</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>	<ul style="list-style-type: none"> ● <i>Chapter 16</i>
2 Weeks	<p>Cast</p> <p>Beginning Rehearsal</p> <ul style="list-style-type: none"> ● Script readthrough and annotation ● Character Analysis and Development <p>Crew</p> <p>Production Design</p> <ul style="list-style-type: none"> ● Set Design ● Costume Design ● Prop Design ● Lighting Design ● Audio Design ● Budgeting 	<p>1.1 Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.</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>1.3 Analyze the use of figurative language and imagery in dramatic texts.</p>	<ul style="list-style-type: none"> ● <i>Act 1</i> ● <i>Act 2</i> ● <i>Chapter 10</i> ● <i>Chapter 11</i> ● <i>Chapter 19</i> ● <i>Chapters 22-25</i>
4 Weeks	<p>Cast</p> <p>Blocking</p> <ul style="list-style-type: none"> ● Director's Role ● Stage blocking and movement <p>Marketing</p> <ul style="list-style-type: none"> ● Digital Marketing ● Ad Campaigning <p>Crew</p> <p>Building a Play</p> <ul style="list-style-type: none"> ● Set construction ● Costume building ● Prop making 	<p>2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.</p> <p>2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.</p>	<ul style="list-style-type: none"> ● <i>Act 1</i> ● <i>Act 2</i> ● <i>Chapter 7</i> ● <i>Chapter 17</i> ● <i>Chapter 20</i> ● <i>Chapters 22-25</i>

	<ul style="list-style-type: none"> • Audio Mixing/Editing 		
4 Weeks	<p><u>Cast</u></p> <p>Rehearsals</p> <ul style="list-style-type: none"> • Being “Off Book” • Ensemble Work • Creating a Character • Voice, Body and Emotion <p>Marketing</p> <ul style="list-style-type: none"> • Live Marketing • Promotions/Creating a ‘Buzz’ <p><u>Crew</u></p> <p>Readying for Production Week</p> <ul style="list-style-type: none"> • Finalize Projects • Manage Budget • Paper Tech 	<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>	<ul style="list-style-type: none"> • <i>Act 1</i> • <i>Act 2</i> • <i>Chapter 6</i> • <i>Chapter 8</i> • <i>Chapter 9</i>
2 Weeks	<p><u>Cast</u></p> <p>Production Week</p> <ul style="list-style-type: none"> • Show procedures • Backstage Etiquette • Performance Analysis <p><u>Crew</u></p> <p>Production Week</p> <ul style="list-style-type: none"> • Front of House management • Cue to Cue • Tech Rehearsal • Calling Cues 	<p>2.0 Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p>	<ul style="list-style-type: none"> • <i>Act 1</i> • <i>Act 2</i> • <i>Chapter 15</i>
2 Weeks	<p>Strike</p> <ul style="list-style-type: none"> • Production Breakdown, storage, and categorization <p>Reflection and Analysis</p> <ul style="list-style-type: none"> • Self Reflection Final • Production Analysis 	<p>4.1 Develop criteria and write a formal review of a theatrical production.</p>	<ul style="list-style-type: none"> • <i>Chapter 18</i>
<u>Second Semester</u>	<u>Production Two</u>		
1 Week	<p>Introduction to Drama Production</p> <ul style="list-style-type: none"> • Go over syllabus • Review Production Contract <ul style="list-style-type: none"> ○ Parent’s Signature 	<p>5.1 Use theatrical skills to present content or concepts in other subject areas.</p>	

	Play Selection <ul style="list-style-type: none"> ● Read the summaries and excerpts from selected plays and form an argument for the play you think we should do this semester. 	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.	
1 Week	Crew Assignments and Casting <ul style="list-style-type: none"> ● Theater Careers and Roles ● Cover Letter and Resume ● Audition Process 	<p>5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.</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>	<ul style="list-style-type: none"> ● <i>Chapter 16</i>
2 Weeks	Cast Beginning Rehearsal <ul style="list-style-type: none"> ● Script readthrough and annotation ● Character Analysis and Development Crew Production Design <ul style="list-style-type: none"> ● Set Design ● Costume Design ● Prop Design ● Lighting Design ● Audio Design ● Budgeting 	<p>1.1 Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.</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>1.3 Analyze the use of figurative language and imagery in dramatic texts.</p>	<ul style="list-style-type: none"> ● <i>Act 1</i> ● <i>Act 2</i> ● <i>Chapter 10</i> ● <i>Chapter 11</i> ● <i>Chapter 19</i> ● <i>Chapters 22-25</i>
4 Weeks	Cast Blocking <ul style="list-style-type: none"> ● Director's Role ● Stage blocking and movement 	2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.	<ul style="list-style-type: none"> ● <i>Act 1</i> ● <i>Act 2</i> ● <i>Chapter 7</i> ● <i>Chapter 17</i>

	<p>Marketing</p> <ul style="list-style-type: none"> ● Digital Marketing ● Ad Campaigning <p>Crew</p> <p>Building a Play</p> <ul style="list-style-type: none"> ● Set construction ● Costume building ● Prop making ● Audio Mixing/Editing 	2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.	<ul style="list-style-type: none"> ● <i>Chapter 20</i> ● <i>Chapters 22-25</i>
4 Weeks	<p>Cast</p> <p>Rehearsals</p> <ul style="list-style-type: none"> ● Being “Off Book” ● Ensemble Work ● Creating a Character ● Voice, Body and Emotion <p>Marketing</p> <ul style="list-style-type: none"> ● Live Marketing ● Promotions/Creating a ‘Buzz’ <p>Crew</p> <p>Readying for Production Week</p> <ul style="list-style-type: none"> ● Finalize Projects ● Manage Budget ● Paper Tech 	<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>	<ul style="list-style-type: none"> ● <i>Act 1</i> ● <i>Act 2</i> ● <i>Chapter 6</i> ● <i>Chapter 8</i> ● <i>Chapter 9</i>
2 Weeks	<p>Cast</p> <p>Production Week</p> <ul style="list-style-type: none"> ● Show procedures ● Backstage Etiquette ● Performance Analysis <p>Crew</p> <p>Production Week</p> <ul style="list-style-type: none"> ● Front of House management ● Cue to Cue ● Tech Rehearsal ● Calling Cues 	2.0 Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	<ul style="list-style-type: none"> ● <i>Act 1</i> ● <i>Act 2</i> ● <i>Chapter 15</i>
1 Week	<p>Strike</p> <ul style="list-style-type: none"> ● Production Breakdown, storage, and categorization <p>Reflection and Analysis</p> <ul style="list-style-type: none"> ● Self Reflection Final ● Production Analysis 	4.1 Develop criteria and write a formal review of a theatrical production.	<ul style="list-style-type: none"> ● <i>Chapter 18</i>

4 Weeks	Film Production <ul style="list-style-type: none"> ● Script Formatting ● Screenwriting ● Acting for the Camera ● Film Directing ● Film Editing ● Presentation of Final Cuts 	<p>2.0 Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p>5.0 Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p>5.1 Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.</p>	<ul style="list-style-type: none"> ● <i>Chapter 28</i>
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C. HONORS COURSES ONLY

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

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)

