

## Theater Seminar (1660)

**Description** Theater Seminar 1660 is for the theater student who is interested in advanced study of the Theater as a communication process. Creative work in performance areas will be covered. Various independent projects will be assumed by the student.

**Credits** 1 credit

**Prerequisites** One previous Theater course

**Textbooks/Resources** Abel, Lisa. *Theatre: Art in Action*. Glencoe, 2005.

### Required Assessments

**Board Approved** May 2004  
**Revised**

### AASD Theater Goals for K-12 Students

- Recognize the interrelatedness of all elements of theater as it relates to the human experience.
- Apply the elements of theatrical performance including acting technique, movement, voice, and character development.
- Become proficient in the analysis of theatrical texts through the reading and study of composition and structure of dramatic literature and the development of a working knowledge of vocabulary unique to the theater.
- Understand the evolution of theater over time from its earliest beginnings in pre-history to the present day.
- Develop a working knowledge of all aspects of technical production for the stage including, scenic design, lighting, sound, costume, and makeup.
- Gain an appreciation for the theatrical process and the interdisciplinary nature of theater.
- Utilize a variety of higher level cognitive skills including problem solving, critical thinking, collaboration, time management, and creative discipline.
- Apply techniques of the writing process to produce a variety of written theatrical expressions such as script development, play reviews, and personal reflections.
- Appreciate the theater as an art form both as an active participant and as an engaged and educated observer.

## AASD Theater Standards for Students K-12 Students

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|------------------------------|---|
| I. Play Reading and Analysis | <ul style="list-style-type: none"> <li>A. Attend a live theatrical performance and be able to explain the personal meaning derived from the experience, and be able to analyze, evaluate, and create meaning in a broader social and cultural context in either written or oral form.</li> <li>B. Read a play and be able to analyze, evaluate, and create meaning in broader social and cultural context in either written or oral form.</li> </ul>  |
| II. Performance              | <ul style="list-style-type: none"> <li>A. Create a believable, sustained character exhibiting basic acting skills including physical and vocal technique in a presentation that shows their understanding of the emotional and psychological makeup of the character.</li> <li>B. Continue to create characters through physical movement, adapting movement and making physical choices to fit the requirements of the scene.</li> <li>C. Continue to create characters verbally, adapting language choices and dialogue to fit requirements of the scene.</li> <li>D. Continue to create characters that are appropriate to the context of the scene, using facial expressions.</li> <li>E. Continue to create characters (physically, verbally, and facially) from scripted scenes.</li> <li>F. Create a character (physically, verbally, and facially) based upon an original idea, playing the character for a sustained period of time.</li> <li>G. Articulate in written and oral form the character's wants, needs, and basic personality characteristics.</li> </ul>   |
| III. Research and Analysis   | <ul style="list-style-type: none"> <li>A. Write a critical review of a live theatrical event, its effect on the audience, and its potential impact in a broader social, historical, and cultural context.</li> <li>B. Select a play or theater-related event or individual and research the topic, gathering information from more than one source.</li> <li>C. Explain in writing the potential impact of a play on society and culture.</li> <li>D. Continue to research and synthesize information to help develop characters and the appropriate backgrounds for presentations.</li> </ul>  |
| IV. Analysis of Process      | <ul style="list-style-type: none"> <li>A. Demonstrate increased understanding of strengths ("what worked") and weaknesses ("what didn't work") In character work and scenes presented in class.</li> <li>B. Reflect on and assess their own work and the work of others.</li> <li>C. Continue to share their comments constructively and supportively within the group.</li> </ul>  |
| V. Theater Production        | <ul style="list-style-type: none"> <li>A. Create an original scene that includes the appropriate exposition, rising action, problem, conflict, crisis, and solution.</li> <li>B. Script their scene using proper script format.</li> <li>C. Analyze a play and determine appropriate setting, lighting, sound, costume, and make-up requirements.</li> <li>D. Research and design at least one element of a play (sets, costumes, make-up, lights, and/or sound).</li> <li>E. Demonstrate in written or oral form, an understanding of theater management in the successful promotion of theater production.</li> <li>F. Direct a scene for presentation.</li> <li>G. Make decisions regarding the scene's visual elements (such as where doors are located or where the audience will sit).</li> <li>H. Plan the blocking patterns of the dramatic presentation (placement and movement of actors within a scene) and guide the actors through their blocking.</li> <li>I. Create a rehearsal schedule, planning and organizing all rehearsals and deadlines until the performance.</li> <li>J. Rehearse and perform the scene for an audience.</li> </ul> |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. <b>Explore the major periods in the evolution of theatre</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the major periods in theatre history and the important figures (writers, directors, philosophers, performers) in each.</li> <li>b. identifies the major influential works of each period.</li> <li>c. describes the unique performance and staging approaches of each period and compares/contrasts to other periods.</li> <li>d. relates the performance and staging approaches contributions of each period on the development of theater as a performing art and practices in the theatre today.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading and Analysis; Research and Analysis; Production</p>		
<p>2. <b>Interpret theater through perspectives of the major theater philosophers and develop a personal philosophy of theater</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies and explains the significant aspects of the major theatre philosophers and their viewpoints.</li> <li>b. develops and supports a personal perspective and opinion as to the value and significance of these philosophies.</li> <li>c. synthesizes the varied and often conflicting points of view into a personal philosophy of theatre relevant to the student’s own experiences in theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Papers</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading and Analysis; Research and Analysis</p>		
<p>3. <b>Cultivate major acting techniques and approaches used by performers.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies and explains the important aspects of the various acting “methods” and approaches presented (such as Konstantin Stanislavsky, Lee Strasberg, Stella Adler, Sanford Meisner, Viola Spolin, etc.).</li> <li>b. demonstrates these aspects in observed performances of other actors.</li> <li>c. begins to utilize these acting approaches and techniques in his/her own work as an actor.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Papers</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading and Analysis; Research and Analysis; Performance</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>4. <b>Evaluate the role of theatre as a vehicle for social commentary and change.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies several significant examples of the theatre arts commenting upon the social conditions/circumstances of a particular region and people both currently and historically.</li> <li>b. identifies specific plays or performance art experiences which make such social commentary and/or attempt to create change.</li> <li>c. identifies issues/aspects of their own society as a high school student and the various ways theatre has or can be used as a vehicle of commentary and/or change.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Papers</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading and Analysis; Research and Analysis</p>		
<p>5. <b>Apply directing theory and investigate the role of the director in the creative process of the theatre.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the major responsibilities of the director in process of preparing a performance.</li> <li>b. explains the major elements of directing theory including composition, picturization, movement, rhythm, and pantomimic dramatization.</li> <li>c. applies the various learned elements in a simulation where the student serves as director of a scene or theatrical piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Papers</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Theater Production</p>		
<p>6. <b>Experience advanced scene study</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies various approaches to scene study and the vocabulary currently in use including beats, objective, superobjective, subtext, magic if, through-line of action, motivation, and characterization.</li> <li>b. analyzes and supports the analysis of a given scene according to the techniques given.</li> <li>c. explains/demonstrates the impact of this analysis on performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Papers</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Theater Production; Play Reading and Analysis; Research and Analysis</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. <b>Examine and experience audition techniques and approaches.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the major points presented in the standard work on auditioning technique by Michael Shurtleff.</li> <li>b. identifies the various types of auditions including prepared and cold readings and the unique requirements for auditioning for musical and non-musical theatre, stage, film, and television.</li> <li>c. utilizes audition techniques presented in a simulated or actual audition.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Papers</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Theater Production</p>		
<p>8. <b>Analyze movement and kinetic expression in theatre.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the role and importance of movement and kinetic expression in performance including spatial and body awareness, fitness, dance, mime, gesture, and stage combat.</li> <li>b. identifies various types of kinetic expression in observed performances.</li> <li>c. applies elements of movement and kinetic expression to personal experiences and growth in theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Papers</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading and Analysis; Research and Analysis; Performance</p>		
<p>9. <b>Investigate various aspects of theatre as student interest and abilities dictate.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates an interest in a special topic and develops a criteria for study (such as voice and vocal techniques, specific playwrights or movements, theatre games, improvisations, etc.)</li> <li>b. applies knowledge gained from the curriculum areas covered to serve as a foundation for study and understanding of the special topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Performance projects</li> <li>• Journal responses</li> <li>• Papers</li> <li>• Multi-media displays</li> <li>• Teaching units/demonstrations</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading and Analysis; Research and Analysis</p>		

**Resources and learning activities that address course objectives:**