

## Introduction to the Theater (1630)

**Description** In Introduction to the Theater (1630) students will explore the evolution of theater. The course includes the study of theater history, as well as play reading, acting, directing, make-up, costuming, lighting, and scene design. Students will have the opportunity to attend and critique dramatic productions.

**Credits** .5 credit

### Prerequisites

**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>   |
| I. 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 history of theater</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. recognizes similarities and differences in historical periods.</li> <li>b. recognizes evolution of theater from pre-history to present day.</li> <li>c. identifies the major movements in theater.</li> <li>d. identifies key figures in the major theater movements (e.g. Greco-Roman, Middle Ages, Renaissance, Elizabethan, etc.).</li> <li>e. recalls at least one key work in each major theater movement.</li> <li>f. identifies basic non-Western theater.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Research and In-Class Presentations</li> <li>• Journals</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading/Analysis; Research /Analysis</p>		
<p>2. <b>Analyze theater as art</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. compares and contrasts theater arts with other art forms.</li> <li>b. identifies the basic elements of drama (spectacle plot, character, theme, locations, etc.).</li> <li>c. recognizes the participatory nature of drama.</li> <li>d. identifies the major genres of theater.</li> <li>e. recognizes that drama reflects the societal and cultural context of its time.</li> <li>f. identifies three purposes of theater (to entertain, to teach, and to effect change).</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Research and In-Class Presentations</li> <li>• Journals</li> <li>• Discussions</li> <li>• Written Work</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading/Analysis; Research /Analysis</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. <b>Explore the nature of acting</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. develops self-awareness and self-confidence through the medium of acting.</li> <li>b. recognizes the importance of stage movement, technique and discipline.</li> <li>c. develops an awareness of ensemble.</li> <li>d. recognizes the importance of imagination and observation (verbal, non-verbal, environment).</li> <li>e. develops a range of emotional expressions (verbally, physically, and facially) to portray characters.</li> <li>f. defines and applies major acting terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/Tests</li> <li>• Presentations</li> <li>• Journals</li> <li>• Discussions</li> <li>• Observations</li> <li>• Self-evaluation through video taping</li> <li>• Critiques</li> <li>• Peer Evaluations</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading/Analysis; Performance</p>		
<p>4. <b>Explore the elements of technical theater</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. defines and applies the terminology of technical theater.</li> <li>b. demonstrates knowledge of each of the areas of technical theater such as: lighting, sound, make-up, costume, and scenic design.</li> <li>c. describes the importance of the technical aspects in the creation of mood, atmosphere, and theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Presentations</li> <li>• Journals</li> <li>• Discussions</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading/Analysis; Research /Analysis; Theater Production</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
5. <b>Examine production- staff roles</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies different members of a production team (e.g. director, technical director, choreographer, lighting, costuming, sound, stage manager, publicity, producer, musical director).</li> <li>b. identifies roles and responsibilities of each member of the production team.</li> <li>c. recognizes the interdependency of the various roles of the production team.</li> <li>d. recognizes the importance of communication between and among members of the production team.</li> <li>e. explores theater careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Research and In-Class Presentations</li> <li>• Journals</li> <li>• Discussions</li> <li>• Projects</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Theater Production</p>		
6. <b>Analyze dramatic literature</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. evaluates dramatic genres (comedy, tragedy, drama, farce).</li> <li>b. defines and applies dramatic terminology.</li> <li>c. analyzes a play considering the elements of theater (acting style, costume, light, sound, theme, character development, set, interaction of characters, movement).</li> <li>d. writes a critique of a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Presentations</li> <li>• Journals</li> <li>• Discussions</li> <li>• Critiques</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Play Reading/Analysis; Research and Analysis</p>		
7. <b>Develop theater etiquette</b>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the role and responsibility of the audience in a live production.</li> <li>b. explores theater etiquette as it applies to actors and technicians.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Reflective response to play attendance</li> <li>• Journals</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Research and Analysis</p>		

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