

Washington Unified School District – Career Technical Education

INTRODUCTION TO PROFESSIONAL THEATRE

DATE: 2016-2017
INDUSTRY SECTOR: Arts, Media and Entertainment Sector
PATHWAY: Production and Managerial Arts
CBEDS TITLE: Introduction to Professional Theater
CBEDS CODE: 5721

HOURS:	Total	Classroom	Laboratory/CC/CVE
	180	100	80

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Entertainers and Performers, Sports and Related Workers, All Other	27-2099.00	Producers and Directors	27-2012.00
Set and Exhibit Designers	27-1027.00	Fashion Designers	27-1022.00
Makeup Artists, Theatrical and Performance	39-5091.00		

COURSE DESCRIPTION:

Put on a happy/sad face for the study of dramatic history and the rehearsal and performance of scenes from plays of these periods. Tune up presentation skills with the study of acting techniques and body control. Explore the creative process through writing and the design of sets, costumes, makeup, and advertising. Group and individual projects and at least one major production a year are included. Participation in public productions is mandatory.

A-G APPROVAL: No
ARTICULATION: None

PREREQUISITES:	School	Prerequisite
	River City High	None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- None

PROGRAM OF STUDY

Grade	Fall	Spring	Year-Long	Course Name
9, 10, 11, 12			✓	Introduction to Professional Theatre
9, 10, 11, 12			✓	Advanced Theatrical Performance
12			✓	n/a

I.	THEATRE AS ART: PLAYWRIGHTS, FORMS, PERFORMERS	CR	Lab/ CC	Standards
	<p>A. Open your perception of the world of art to include theatrical performance and the many artists that work within the industry to make stories come to life on stage. Discover how the process of creating theatre starts by exploring art in general, the role of the playwright, and the basic techniques of performers.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Work in small groups to develop, rehearse, and perform a mimed original story. 2. Explore classroom concepts through creative journaling techniques of reading reflections, creative writing and design sketching. (Entr. C4.2) 3. Employ performance concepts through acting exercises, rehearsals, and performance. (Entr. C2.1) 4. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: playwright, actor. (Entr. C2.3) 5. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 6. Communicate how art is defined in general and what role theatre plays as one of the arts 7. Distinguish whether the playwright is more or less important to the creative process than the actors or director of a production. 8. Define the essential elements of dramatic structure and understand why they are essential to effective storytelling. 9. Explain why it is important for an actor to warm up. 10. Implement the basic elements of Konstantin Stanislavski's approach to realistic acting. 11. Interpret how theatrical form may dictate to the actor their approach to performing the work. 12. Work safely and responsibly using industry specific spaces and equipment. 	20	10	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2</p> <p>RSL: 11-12.1, 11-12.2, 11-12.5</p> <p>RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9</p> <p>WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>Career Planning and Management: 3.3, 3.4, 3.6</p> <p>Technology: 4.1, 4.2, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2</p> <p>Health and Safety: 6.3, 6.4, 6.6</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7</p> <p>Ethics and Legal Responsibilities: 8.4, 8.6</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.4</p> <p>CTE Pathway:</p> <p>C1.3, C1.4, C2.1, C2.2, C4.1, C4.2, C4.3, C5.1</p>
II.	THEATRE AS IDEAS: DIRECTORS, SPACES, SETS	CR	Lab/ CC	Standards

	<p>A. Expand upon the basic understanding of theatre by exploring the many spaces in which theatre can occur and explore how directors and set designers consider the creative design process as they build their ideas in various spaces.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Work individually to develop, rehearse, and perform a original monologue. 2. Explore classroom concepts through creative journaling techniques of reading reflections, creative writing and design sketching. (Entr. C4.2) 3. Employ performance concepts through acting exercises, rehearsals, and performance. (Entr. C2.1) 4. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: director, producer, set designer. (Entr. C2.3) 5. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 6. Deconstruct the process required to move a production from “page to stage”. 7. Understand who is responsible for organizing and moving the process forward and their specific functions and contributions. 8. Analyze the relationship between the spectator and the performer and contrast how the stage-to-audience relationship in the three most popular theatre arrangements differ. 9. Classify a multipurpose or black box theatre arrangement and defend why such a space might be desirable. 10. Detail the scene designer’s objectives and the process by which they achieve them. 11. Deduce how the set designer’s objectives serve the overall production. 12. Differentiate the difference between realism and non-realism in scene design. 13. Work safely and responsibly using industry specific spaces and equipment. 	20	10	<p>Academic: LS: 11-12.1, 11-12.2 RSL: 11-12.1, 11-12.2, 11-12.5 RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9 WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.3, 3.4, 3.6 Technology: 4.1, 4.2, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.4, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.4, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.5, 9.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.3, C1.4, C2.1, C2.2, C4.1, C4.2, C4.3, C5.1, C6.1</p>
III.	THEATRE AS DESIGN: LIGHTING, SOUND, DESIGN CONCEPTS	CR	Lab/CC	Standards
	<p>A. Brighten up your understanding of design processes of theatre through the exploration of the objectives of lighting and sound designers. Consider wise use of the principles and elements of design as you put the creative process to work through the creation of a set, sound, and lighting design. Extend your communicative process by building a scale model of your designs to bring a pitch of your design to life.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Work individually to plan, create, build, and present an original set, sound, and lighting design. 2. Explore classroom concepts through creative journaling techniques of reading 	10	20	<p>Academic: LS: 11-12.1, 11-12.2 RSL: 11-12.1, 11-12.2, 11-12.5 RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9 WHSST: 11-12.1,</p>

	<p>reflections, creative writing and design sketching. (Entr. C4.2)</p> <p>3. Employ performance concepts through acting exercises, rehearsals, and performance. (Entr. C2.1)</p> <p>4. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: lighting designer, sound designer, stage manager. (Entr. C2.3)</p> <p>5. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique.</p> <p>6. Summarize the five elements of stage lighting used to help achieve the objectives of lighting designers.</p> <p>7. Classify sound reproduction and sound reinforcement used in theatre.</p> <p>8. Defend how designers convey their thinking in the process of bringing a show to life.</p> <p>9. Work safely and responsibly using industry specific spaces and equipment.</p>			<p>11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9 G-CO: 1 G-GMD: 4 G-MG: 1, 3 SEP: 2 CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.3, 3.4, 3.6 Technology: 4.1, 4.2, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 Ethics and Legal Responsibilities: 8.1, 8.4, 8.5, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.4, 11.5 CTE Pathway: C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C4.1, C4.2, C4.3, C5.1, C5.2, C6.1</p>
IV.	THEATRE AS ORIGINS: ASIAN, GREEK, ROMAN, MEDIEVAL	CR	Lab/ CC	Standards
	<p>A. Take a trip back in time to the origins of theatre, exploring its roots in ancient cultures around the globe and over thousands of years. Take a page from past performers and create an original puppet to perform. Create an original script with a team and bring your puppet to life through design, manipulation, and unique vocal performance.</p> <p>Students will be able to:</p> <p>1. Work individually to plan, create, and build an original rod puppet to be used in performance.</p>	20	10	<p>Academic: LS: 11-12.1, 11-12.2 RSL: 11-12.1, 11-12.2, 11-12.5 RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9</p>

	<ol style="list-style-type: none"> 2. Work in small groups to develop, rehearse, and perform a original puppet play. 3. Explore classroom concepts through creative journaling techniques of reading reflections, creative writing and design sketching. (Entr. C4.2) 4. Employ performance concepts through acting exercises, rehearsals, and performance. (Entr. C2.1) 5. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: puppeteer, technical director, marketing director. (Entr. C2.3) 6. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 7. Explain the significance of the synthesis or integration of acting, mime, dancing, music, and text in Asian theatre. 8. Discern the features of Asian theatre that have transposed to Western theatre. 9. Explain the social and religious parameters of Greek and Roman theatre. 10. Detect the lasting features of Greek and Roman theatre that are still alive today. 11. Compare and contrast the two methods of staging that were used during the medieval period. 12. Discern what lasting features of medieval theatre are still alive today. 13. Work safely and responsibly using industry specific spaces and equipment. 		<p>WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.3, 3.4, 3.6 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.4, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.4, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.4</p> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C4.1, C4.2, C4.3, C5.1, C5.2, C6.1, C7.1, C7.2</p>
V.	THEATRE AS GROWTH: RENAISSANCE, RESTORATION, ROMANTICISM, COSTUMES	CR	Lab/ CC Standards
	<p>A.Try on the role of costumer, developing designs for an original interpretation of William Shakespeare's <i>A Midsummer's Night Dream</i>. Meanwhile, discover the social and artistic periods of a growing Western culture and the effects on theatre performance and design. In groups, memorize a scene to perform in true Shakespearian fashion.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Work in groups to rehearse and perform a staged scene from William Shakespeare's <i>A Midsummer's Night Dream</i>. 2. Design a series of costumes to accompany their scene performance of <i>A Midsummer's Night Dream</i>. 3. Explore classroom concepts through creative journaling techniques of reading 	20	<p>10</p> <p>Academic: LS: 11-12.1, 11-12.2 RSL: 11-12.1, 11-12.2, 11-12.5 RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9 WHSST: 11-12.1, 11-12.10,</p>

	<p>reflections, creative writing and design sketching. (Entr. C4.2)</p> <ol style="list-style-type: none"> 4. Employ performance concepts through acting exercises, rehearsals, and performance. (Entr. C2.1) 5. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: production manager, costume designer, hair and makeup designer. (Entr. C2.3) 6. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 7. Infer the intended result of imposing neoclassical rules on playwright. 8. Assess the effect of the producer-to-actor-to-audience relationship in Elizabethan England. 9. Explain how commedia dell'arte was rehearsed and performed. 10. Apply the tasks of production designer to their group performance. 11. Detail the costume designer's objectives and the process by which they are achieved. 12. Defend how the costume designer's objectives serve the overall production. 13. Differentiate the difference between realism and non-realism in costume design. 14. Recall how and why ballad opera developed. 15. Understand how the social change happening during the nineteenth century was reflected in the drama of the period. 16. Work safely and responsibly using industry specific spaces and equipment. 			<p>11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>Career Planning and Management: 3.3, 3.4, 3.6</p> <p>Technology: 4.1, 4.2, 4.3, 4.5</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3</p> <p>Health and Safety: 6.3, 6.4, 6.6</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7</p> <p>Ethics and Legal Responsibilities: 8.4, 8.6</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.5, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.4</p> <p>CTE Pathway:</p> <p>C1.3, C1.4, C2.1, C2.2, C2.3, C3.1, C4.1, C4.2, C4.3, C5.1, C6.1</p>
VI.	THEATRE AS LIFE: MODERN MOVEMENTS, CONTEMPORARY DIVERSITY	CR	Lab/CC	Standards
	<p>A. Consider the future of theatre based on an exploration of the more contemporary developments in the medium. Put a spin on the future of theatre through the development of a small-scale student-staged performance of a published or original work. Meanwhile, prepare yourself for the stage by refining an audition ready resume and up-to-date headshot.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Work individually or in groups to develop, rehearse, and perform an original or published scene. 2. Design and build costume, props, set design needs to accompany their selected scene. 3. Explore classroom concepts through creative journaling techniques of reading reflections, creative writing and design sketching. (Entr. C4.2) 4. Employ performance concepts through acting exercises, rehearsals, and performance. (Entr. C2.1) 5. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: choreographer. (Entr. C2.3) 	10	20	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2</p> <p>RSL: 11-12.1, 11-12.2, 11-12.5</p> <p>RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9</p> <p>WHSST: 11-12.1, 11-12.10, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p>

6. Assemble an audition ready resume and headshot. (Entr. C2.1)
7. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique.
8. Analyze the new forms of theatre that evolved in reaction to realism and naturalism.
9. Explain how musical theatre has changed since it emerged as a new theatrical form.
10. Evaluate how the changing American social landscape has affected theatre.
11. Work safely and responsibly using industry specific spaces and equipment.

US: 11.11, 11.5, 11.8
 WH: 10.11, 10.3, 10.6

CTE Anchor:

Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Career Planning and

Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8

Technology: 4.1, 4.2, 4.3, 4.5

Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4

Health and Safety: 6.3, 6.4, 6.6

Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7, 7.8

Ethics and Legal Responsibilities: 8.4, 8.5, 8.6, 8.7

Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7

Technical Knowledge and Skills: 10.1, 10.2, 10.3

Demonstration and Application: 11.3, 11.4, 11.5

CTE Pathway:

C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C3.1, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C6.1, C6.2, C7.1, C7.2, C7.3

Submitted by:

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