

*Elizabethtown Area
School District*

Introduction to Theater and Play Production

Name of Course

Course Number: 138

Length of Course: 1 semester

Grade Level: 10-12

Total Clock Hours:

Length of Period: 80 min

Date Written: Feb. 2011

Periods per Week/Cycle: 5

Written By: Christa Fanelli

Credits (if app.): 1.0

Course Description:

This course is designed to provide students with experiences in all aspects of play production and to foster an appreciation of dramatic theater through instruction in theater history, the techniques of acting, dramatic interpretation, and the reading and writing of contemporary plays. Students will learn set design, lighting, construction of simple sets, costume design, sound design, and publicity. The culminating project will be the production of a play to be performed for a student audience.

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I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Identify characteristics of drama; recognize historical growth of drama and the effects of this history on today's theater.
- B. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- C. Read and respond to drama.
- D. Define and demonstrate current stage terminology and theater vocabulary.
- E. Recognize standards for performance and attributes of professionalism.
- F. Identify, define, and demonstrate the characteristics of good stage voice and inflection.
- G. Identify, define, and demonstrate the characteristics of good improvisation.
- H. Identify, define, and demonstrate the elements of scene study and observe one outside performance.
- I. Practice exercises in concentration, observation, and performance attitudes.
- J. Perform healthy vocal warm-up techniques, elements of good projections and coloring of words.
- K. Utilize characteristics of good improvisation; the elements of scene building; the use of props and costume pieces to create the illusion of theater.
- L. Utilize dialogue, projection, character development, and stage movement.
- M. Define and demonstrate current stage terminology and theater vocabulary.
- N. Collaborate with classmates to work as a team to produce a play.
- O. Research the influences of 20th century playwrights on the theater of today.

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**II. Content
Major Areas of Study**

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. History of Drama and Theater Research Project	1-2 weeks	
2. Introduction Activity: Lip Sync Performance: Stage Presence: Posture, Projection and Inflection	1 week	
3. Monologue/ Audition Performance Activity: Elements of Theater: The Stage, the Script, the Actor, the Cast, the Audience, Memorization of Lines as part of a production	2 weeks	
4. Research Activity: Research a famous 20 th century playwright and their influence on theater today	1-2 weeks	
5. Partner Scene Performance Activity: Acting is Reacting: Basic Acting Tools, Script Reading and Interpretation	2 weeks	
6. Shakespeare Unit: Reading, analysis, performance, and production of Shakespeare's <i>Twelfth Night</i> Creating a Character as Part of a Production Rehearsal Techniques and Expectations as Part of a Production Responsibilities as Part of a Production Set and Costume Design	3-4 Weeks	
7. Final Assessment: Performance of a One Act Play: All previous skills and Stage Harmony and Timing as Part of a Production	2-3 weeks	
8. Vocabulary	Interspersed throughout	

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Name of Course: Introduction to Theater and Play Production

Name of Unit: History of Drama and the Theater: Research Project

Essential Question for the Unit: What is theater?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How did drama come into being?	E	A	1.2.11 B 1.4.11 B, G 1.6. 11 A
B. How did drama develop over time?	E	A	1.2.11 B 1.4. 11 B, G 1.6. 11 A
C. How did drama develop in other countries and how did drama from those countries influence drama of today? 1. Greece 2. Rome 3. England during the Renaissance 4. Japan 5. China 6. Spain 7. French/Irish 8. America	E	A	1.2.11 B 1.4. 11 B, G 1.6. 11 A

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Name of Course: Introduction to Theater and Play Production

Name of Unit: Introduction Performance Activity: Stage Presence

Essential Question for the Unit: Why is stage presence important (posture, projection, inflection?)

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the keys to good posture when acting?	E	E, F, J	1.1. 11 C, E 1.6. 11 A, C
B. What are the keys to a good speaking voice?	E	E, F, J	1.1. 11 C, E 1.6. 11 A, C
C. Why is breath control so important?	E	E, F, J	1.1. 11 C, E 1.6. 11 A, C
D. How can you develop rich, strong, and interesting stage voice?	E	E, F, J	1.1. 11 C, E 1.6. 11 A, C
E. How can we use inflection, pitch, volume, rate, and diction to create mood, tone, and characterization?	E	E, F, J	1.1. 11 C, E 1.6. 11 A, C

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Name of Course: Introduction to Theater and Play Production

Name of Unit: Monologue/ Audition Performance Activity: Elements of Theater: The Stage, the Script, the Actor, the Cast, the Audience, Memorization of Lines as Part of a Production

Essential Question for the Unit: What are the elements of theater?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
<p>A. What terminology is used to describe the theater?</p> <ol style="list-style-type: none"> 1. What is fly space? 2. What is “back wall”? 3. Where is the fourth wall? 4. What is the stage floor? 5. What is the proscenium arch? 6. What is the thrust or apron? 7. Where is the orchestra pit? 8. Where is the orchestra section? 9. Where is the first balcony? 10. What is the mezzanine? 11. Where is the upper or second balcony? 12. Where is the lobby? 	E	D	1.1.11 C,E 1.3. 11 A-C, E, F
<p>B. How are scripts written and what are the key elements?</p> <ol style="list-style-type: none"> 1. What is stage direction and how do we identify it? 2. What is a line? 3. What is a cue? 4. How does the playwright provide hints or suggestions about interpreting the scene? 	E	B, D	1.1.11 C,E 1.3. 11 A-C, E, F
<p>C. What are the different types of roles actors assume?</p> <ol style="list-style-type: none"> 1. What is a leading roll? 2. What is a supporting roll? 3. What is a protagonist/antagonist? 4. What are “straight parts”? 5. What is a “clown” and what is his/her role? 	E	D	1.1 11 C, E 1.3. 11 A-C, E, F
<p>D. What are the elements of a good cast?</p> <ol style="list-style-type: none"> 1. What considerations does a director make? 2. What responsibilities does each cast member have to his or her fellow actors? 	E	D, E	1.1. 11 C, E 1.3. 11 A-C, E, F

<p>E. What is the audience's role in a production?</p> <p>1. What is expected of audience members?</p> <p>2. What happens when the audience exceeds expectations or fails to meet them?</p>	E	D	1.1 11 C, E 1.3. 11 A-C, E, F
<p>F. What are effective memorization techniques for learning lines as part of a production?</p>	E	I, K, L	1.6. 11 C

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Name of Unit: Research of a Famous 20th Century Playwright

Essential Question for the Unit: Who were some of the famous playwrights from the 20th century and what was their influence on theater?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. Who were some of the most influential playwrights of the 20 th century?	E	A, O	1.2. 11 B 1.4. 11 B, G 1.6. 11 A
B. What were some of the most influential plays of the 20 th century?	E	A, O	1.2. 11 B 1.4. 11 B, G 1.6. 11 A
C. How does a playwright's words create tone and mood?	E	B, O	1.2. 11 B 1.4. 11 B, G 1.6. 11 A
D. How does a playwright's use of words advance the plot and theme of a play?	E	B, O	1.2. 11 B 1.4. 11 B, G 1.6. 11 A

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Name of Course: Introduction to Theater and Play Production

Name of Unit: Partner Scene Performance Activity: Acting is Reacting: Basic Acting Tools, Script Reading and Interpretation

Essential Question for the Unit: What is Acting?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What special terminology do actors use?	E	D	1.1 C, E 1.3. 11 A-C, E, F
B. What does it mean to act?	E	D, I	1.1. 11 C, E 1.3. 11 A-C, E, F 1.6. 11 A, C
C. Why must actions and reactions be believable?	E	E, I	1.1. 11 C, E 1.3. 11 A-C, E, F 1.6. 11 A, C
D. What is subjective acting and how does it differ from objective (method) acting?	E	D, I	1.1. 11 C, E 1.3. 11 A-C, E, F 1.6. 11 A, C
E. What is characterization? 1. Internalization has what role? 2. Externalization has what role? 3. Concentration has what role? 4. Observation has what role? 5. Emotional memory has what role? 6. Projecting has what role? 7. Motivation has what role? 8. What is stretching a character? 9. What is consistent inconsistency? 10. How do you play the conditions? 11. How do you play the objectives? 12. How do you play the obstacles? 13. How do you play the object? 14. Why is energy so vital? 15. What is focus? 16. Why is uniqueness important? 17. How important are entrances and exits?	E	D, I	1.1. 11 C, E 1.3. 11 A-C, E, F 1.6. 11 A, C
F. What is a character sketch and how does the actor develop one?	E	D	1.1. 11 C, E 1.5. 11 A-F 1.6. 11 A, C

G. What is role scoring?	E	D	1.1. 11 C, E 1.1. 11 A-F 1.6. 11 A, C
H. What tools does an actor have at his or her disposal to create a believable scene? 1. How do we use our facial expressions to react? 2. How do we use our body to react? 3. How does movement create a scene? 4. What does proximity say about character relationships?	E	D, I	1.1. 11 C, E 1.1. 11 A-F 1.6. 11 A, C
I. How much room does an actor have for interpretation?	E	B, C, H	1.1. 11 C, E 1.1. 11 A-F 1.6. 11 A, C
J. What role does the director play in interpretation?	I	B, C, H	1.1. 11 C, E 1.1. 11 A-F 1.6. 11 A, C
K. How do we read between the lines?	I	B, C, H	1.1. 11 C, E 1.1. 11 A-F 1.6. 11 A, C
L. What are key lines?	E	B, C, H	1.1. 11 C, E 1.1. 11 A-F 1.6. 11 A, C
M. What does scoring a script imply?	E	B	1.1. 11 C, E 1.1. 11 A-F 1.6. 11 A, C
O. How does play comedy differ from playing high drama? 1. What is improvization?	E	B, C, G, H	1.3. 11 F 1.1. 11 C, E 1.6. 11 A, C

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Name of Course: Introduction to Theater and Play Production

Name of Unit: Shakespeare Unit: Performance and Production Activity

Essential Question for the Unit: What are the essential elements of producing and performing a play?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you create a character as part of a production?	E	F, K, L	1.3. 11 A-C E, F 1.6. 11 B
B. What are good rehearsal techniques? What are the steps to rehearsing for eventual production of a play/act/scene?	E	D, F, J, K, L, N	1.3. 11 A-C E, F 1.6. 11 B
C. What are the expectations and responsibilities for each actor as part of a production?	E	E, K, L, N	1.3. 11 A-C, E, F, 1. 6. 11 B
D. What details are most important in designing a set?	E	E, K, L, N	1.1.11 C, E 1.6. 11 E, F
E. How would you design a set for play X?	E	E, L, L, N	1.1.11 C, E 1.6. 11 E, F
F. What key terms are associated with set design?	E	K, M	1.1.11 C, E 1.6. 11 E, F
G. What are the essential elements of a great costume?	E	K, M	1.1.11 C, E 1.6. 11 E, F
H. How does costume design help create characterization?	E	K, M, N	1.1.11 C, E 1.6. 11 E, F
I. How would you design a costume for character X?	E	K, N	1.1.11 C, E 1.6. 11 E, F

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Name of Course: Introduction to Theater and Play Production

Name of Unit: Final Assessment: Production and Performance of a One-Act Play

Essential Question for the Unit: How can we apply what we've learned in order to produce an effective One-Act Play?

A. What is stage harmony and how is it created and maintained as part of a production?	E	E, K, L, N	1.1. 11 C, E 1. 6. 11 A, C, E
B. Why is timing so critical to a successful production?	E	I, K, L, N	1.1. 11 C, E 1. 6. 11 A, C, E
C. How do we self-assess our role in a production?	E	C, K, L, N	1.1. 11 C, E 1. 6. 11 A, C, E

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III. Course Assessments

Check types of assessments to be used in the teaching of the course.
(Provide examples of each type.)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes
<input checked="" type="checkbox"/> Constructed Responses
<input type="checkbox"/> Essays
<input checked="" type="checkbox"/> Reports
<input checked="" type="checkbox"/> Projects
<input type="checkbox"/> Portfolios
<input checked="" type="checkbox"/> Presentations
<input checked="" type="checkbox"/> Performance tasks | <input type="checkbox"/> Response Journals
<input type="checkbox"/> Logs
<input type="checkbox"/> Computer Simulations
<input type="checkbox"/> Research Papers
<input checked="" type="checkbox"/> Class Participation
<input checked="" type="checkbox"/> Notetaking
<input checked="" type="checkbox"/> Daily Assignments
<input type="checkbox"/> Writing Samples |
|---|--|

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

<u>Name of Common Assessment</u>	<u>When given?</u>
1. Monologue Performance	First-Second Month of class
2. Partner Scene Performance	Second- Third Month of class
3. Producing Shakepeare's Twelfth Night	Third- Fourth Month of class
4. Final Assessment – One Act Play	Final two weeks of class
5. Students audition for the fall or spring play	Fall/ Spring depending on when class runs
6.	

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IV. Expected levels of achievement

Current grading scale:

PA Proficiency Levels
Advanced Proficient
Basic Below Basic