

Performance Theatre 2

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Introduction

This course is designed offer students an advance look at theatrical performance while focusing on both performance and production aspects.

Course Information

In Class: 40

Lab: 40

Out of Class: 420

Total: 500

O*NET Occupations

- **27-2011.00** Actors
 - **27-2032.00** Choreographers
 - **27-2031.00** Dancers
 - **27-2012.02** Directors- Stage, Motion Pictures, Television, and Radio
 - **27-2099.00** Entertainers and Performers, Sports and Related Workers, All Other
 - **27-2012.01** Producers
 - **27-2042.01** Singers
 - **27-2012.04** Talent Directors
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California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve

- **Prof.TH:Cr1b** Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
- **Acc.TH:Cr1a** Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
- **Acc.TH:Cr1b** Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
- **Adv.TH:Cr1a** Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technical theatre elements to create the visual composition of a drama/ theatre work.
- **Adv.TH:Cr1b** Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.
- **Adv.TH:Cr1c** Create a complete design for a drama/theatre work that incorporates all technical theatre elements.
- **Acc.TH:Cr2b** Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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- **Adv.TH:Cr2b** Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.
- **Adv.TH:Cr3a** Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and theatrical conventions.
- **Adv.TH:Cr3b** Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.
- **Prof.TH:Pr4b** Shape character choices using given circumstances in a drama/theatre work.
- **Acc.TH:Pr4a** Discover how unique choices shape believable and sustainable drama/ theatre work.
- **Adv.TH:Pr4a** Apply reliable research to form unique choices for a directorial or designer concept in a drama/theatre work.
- **Adv.TH:Pr4b** Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.
- **Adv.TH:Pr5a** Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- **Adv.TH:Pr5b** Explain and justify the selection of technical theatre elements used to build a design that communicates the concept of a drama/theatre production.
- **Acc.TH:Pr6** Present a drama/theatre work using creative processes that shape the production for a specific audience.
- **Adv.TH:Pr6** Present a drama/theatre production for a specific audience that employs research and analysis grounded in creative perspectives of the playwright, director, designer, and dramaturgy.
- **Prof.TH:Re7** Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
- **Adv.TH:Re8c** Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.
- **Adv.TH:Re9c** Analyze and evaluate varied aesthetic interpretations of technical theatre elements for the same drama/theatre work.
- **Prof.TH:Cn10** Investigate how cultural contexts, community ideas, and personal beliefs impact a drama/theatre work.
- **Adv.TH:Cn11.1b** Create a drama/theatre work that appropriately observes ethical responsibility to oneself and others and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Career Technical Education Framework for California Public Schools

- **AME.KP.2.0.2.2** Identify barriers to accurate and appropriate communication.
- **AME.KP.2.0.2.3** Interpret verbal and nonverbal communications and respond appropriately.
- **AME.KP.3.0.3.1** Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- **AME.KP.3.0.3.2** Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- **AME.KP.4.0.4.1** Use electronic reference materials to gather information and produce products and services.
- **AME.KP.5.0.5.1** Identify and ask significant questions that clarify various points of view to solve problems.
- **AME.KP.5.0.5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- **AME.KP.5.0.5.3** Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- **AME.KP.5.0.5.4** Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- **AME.KP.6.0.6.6** Maintain a safe and healthful working environment.
- **AME.KP.7.0.7.2** Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

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- **AME.KP.7.0.7.4** Practice time management and efficiency to fulfill responsibilities.
- **AME.KP.7.0.7.7** Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- **AME.KP.8.0.8.4** Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- **AME.KP.9.0.9.2** Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- **AME.KP.9.0.9.3** Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- **AME.KP.9.0.9.6** Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- **AME.KP.9.0.9.7** Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.
- **AME.KP.10.1** Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
- **AME.KP.10.2** Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.
- **AME.KP.10.3** Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
- **AME.KP.10.4** Collaborate with industry experts for specific technical knowledge and skills.
- **AME.KP.11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.
- **AME.KP.11.2** Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- **AME.KP.11.5** Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.
- **AME.PS.B.B1.1** Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance.
- **AME.PS.B.B1.2** Apply highly developed physical coordination and control when performing complex loco motor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).
- **AME.PS.B.B1.3** Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance.
- **AME.PS.B.B1.4** Differentiate dance vocabulary to describe movement and dance in a professional setting.
- **AME.PS.B.B1.5** Create and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).
- **AME.PS.B.B1.6** Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent.
- **AME.PS.B.B3.1** Identify the use of metaphor, subtext, and symbolic elements in text and performance of professional theatrical work (live or recorded).
- **AME.PS.B.B3.3** Create a product which assesses professional theater, film, and video performance products using the vocabulary of theater, such as genre, style, acting values, theme, and design.
- **AME.PS.B.B4.9** Perform original works that employ personal artistic intent and respond to industry-specific criteria.
- **AME.PS.B.B5.1** Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy.
- **AME.PS.B.B6.1** Demonstrate media appropriate acting choices using script analysis, character research, reflection, and revision in live and recorded performance applications.
- **AME.PS.B.B6.2** Use acting choices, such as script analysis, character research, reflection, and revision; and apply to a variety of professional settings.

- **AME.PS.B.B6.3** Create performance products applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.
 - **AME.PS.B.B6.4** Design, produce, or perform scenes applicable to a variety of professional settings and media applications.
 - **AME.PS.B.B6.6** Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of professional sources.
 - **AME.PS.B.B7.5** Create a product comparing and contrasting universal themes and sociopolitical issues in a variety of music, dance, or theatrical products.
 - **AME.PS.B.B8.1** Critique discipline-specific professional works using the language and terminology specific to the discipline.
 - **AME.PS.B.B9.1** Examine the training, education, and experience needed to pursue discipline-specific performance options.
 - **AME.PS.B.B9.3** Demonstrate entry-level competencies for a career in an artistic or technical field in the theatrical arts.
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Course Competencies / Objectives

This course is designed offer students an advance look at theatrical performance while focusing on both performance and production aspects. Students will continue to refine their skills in theatrical performance, which includes audition techniques, character study, memorization, connection, rehearsing, choreography, and vocal training. All students will be performing in the various yearly productions that Pioneer Valley High School produces.

Additionally, students will work alongside industry professionals to hone their performance skills as well as prepare them for a possible future in the theatre arts industry.

The course aims to foster not only theatrical talent but also essential life skills such as cooperation, communication, responsibility, creative thinking, accountability, time management, adaptability, professionalism and confidence.

Units in this Course

Unit 1: Auditions and Pre-Production

This unit focuses on the advancing the students' knowledge of preproduction aspects of theatre in which students focusing on acting will prepare and perform an audition to determine their role within the production. Students interested in being part of the student creative team will attend pre-production meetings and begin collaborating with the director on a vision for the production.

Hours

10 in class
10 lab
20 out of class
40 total

Assessment Type : projects

Introduction : Main Content :

Students will prepare for possibly acting different characters on stage.

By auditioning, students engage in the process of interpreting and analyzing written material from an assortment of different playwrights from various backgrounds, and selecting the one they feel best fits their personal style as well as the style of the show. By selecting appropriate monologues/songs that fit the setting/time period of the show, preparing performances, and receiving feedback, students actively refine their artistic skills in performance interpretation and execution.

Resources

Unit 2: Rehearsals

Throughout the rehearsal process, actors are tasked with advancing and refining their artistic techniques and methods through active engagement with their roles and their cast mates. Students will study various acting, dance, and vocal techniques and apply them to their performances to help create grounded, believable characters.

Hours

30 in class
20 lab
100 out of class
150 total

Assessment Type : projects

Introduction : Main Content :

In this rehearsal assignment, actors advance their artistic techniques by documenting blocking and acting notes, enhancing and furthering the interpretation and analysis skills they acquired during Unit 1.

Through completing a written character report, students apply theoretical perspectives to analyze social, cultural, and historical components within the play. This process also cultivates effective written communication, contributing to a comprehensive understanding of the playwright's intentions and the director's vision of the play.

Resources

Unit 3: Performance

The culmination of all skills and assignments presented throughout the course. Actors combine their respective work to produce a complete theatrical show that will be performed in front of an audience.

Hours

0 in class
10 lab
300 out of class
310 total

Assessment Type : journals

Introduction : Main Content :

Students will utilize their experience to write a self-reflection.

All students, both actors and tech, will complete a written post-show reflection, utilizing proper theatrical vocabulary, to consider the role they played in creating live theatre, their accomplishments, and what they might focus on improving for the next production. This assignment allows students to contemplate the social, cultural, and historical contributions of theatre by reflecting on their role within the broader artistic and collaborative process.

Resources

Play Review

Assessment Type : observations, writing samples, demonstrations, journals,

Introduction

Additionally, students will be asked to see other live theatrical productions in which they will use their knowledge to academically critique the production in an essay.

Main Content

Additionally, students will be expected to watch another live theatrical production. They will then write and two page critique of the production including the following topics:

1. Acting Performance
2. Choreography/Vocal Performance (if applicable)
3. Design (including, set, costume, and lighting)
4. Overall Composition of the Production

Resources