

Board of Trustees COS Adoption Date:	6/14/2016
Textbooks / Instructional Materials:	In lieu of textbooks funds, the following resources are needed for instruction: Performance: Scripts for duplication, class set of masks. Make-up: Brushes, stipple sponges, and other make-up supplies. Light: Lighting board with DMX control, industry standard lighting fixtures: L.E.D., Fresnel, Ellipsoidals, PAR cans, etc. Color gels and gobo patterns. Set: Power tools, extension cords, and other miscellaneous equipment. 3-D set design software. Sound: Microphones, amps, speakers, monitors, clearcom headsets, and accessories. Film-Making: HD Cameras, video editing software, and dedicated video editing computers with adequate processing power (RAM).
Funding Source:	General Fund: One-time materials support
Board of Trustees Textbook Adoption Date:	

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Advanced Drama, Yr. 1 (#0621)

TABLE OF CONTENTS

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Acting Styles	4-5
3.1, 3.2, 3.3, 3.4, 4.0, 4.1, 4.2, 4.3	Theatre History	6-7
2.0, 5.1, 5.2, 5.3, 5.4	Production Skills	8-9
5.0, 5.1, 5.2, 5.3, 5.4	Career Study	10-11
3.0, 3.1, 3.2, 3.3, 3.4	Shakespeare	12-13
3.0, 3.2, 4.0, 4.1, 4.2, 4.3, 5.0, 5.1, 5.2, 5.3, 5.4	Film Production	14-15
1.1, 1.2, 1.3, 4.0, 4.1, 4.2, 4.3	Script Analysis, Dramaturgy, & Directing	16-17

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama, Yr. 1**

Course Number: **#0621**

Unit Title: **Acting Styles**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.

1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions. Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.

Creation/Invention in Theatre

2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.

2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the unit students will:

1. Make acting choices that demonstrate proficiency within a given style, e.g. Stanislavski, Viewpoints, etc.
2. Critique and evaluate the effectiveness of others and their own performances.
3. Use style-specific vocabulary to describe character development.
4. Recognize and utilize various approaches to characterization.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Strategies may include but are not limited to:

Direct Instruction

Immediate and Specific Feedback

Student Modeling and Peer Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Video Recording and Self-Reflection

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection

Individual Assessment

Participation

Summative:
Scene and Monologue Performances
Formal Authentic Assessment
Tests and Quizzes
Individual Assessment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction
Peer tutoring
Modified Pacing/Requirements
Modified Seating
Student-Parent Conference

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama, Yr. 1**

Course Number: **#0621**

Unit Title: **Theatre History**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Role and Cultural Significance of Theatre

3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.

History of Theatre

3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.

3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.

3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.

4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

Derivation of Meaning from Works of Theatre

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

Derivation of Meaning from Works of Theatre

4.3 Develop a thesis based on research as to why people create theatre.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the unit, students will be able to:

1. Perform monologues and scenes from plays representing a variety of historic eras.
2. Complete oral and written report on a cultural performance.
3. Demonstrate understanding of theatre history by passing a teacher-designed test.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Strategies may include but are not limited to:

Direct Instruction

Immediate and Specific Feedback

Student Modeling and Peer Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Video Recording and Self-Reflection

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection

Individual Assessment

Participation

Summative:

Scene and Monologue Performances

Formal Authentic Assessment

Tests and Quizzes

Individual Assessment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Peer tutoring

Modified Pacing/Requirements

Modified Seating

Student-Parent Conference

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama, Yr. 1**

Course Number: **#0621**

Unit Title: **Production Skills**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Connections and Applications

5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/ video, and electronic media.

Careers and Career-Related Skills

5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.

5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

National Standards:

Content Standard #3: Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions

Achievement Standard, Proficient:

a) Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup)

b) Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements

c) Students develop designs that use visual and aural elements to convey environments that clearly support the text

d) Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup

e) Students design coherent stage management, promotional, and business plans

Achievement Standard, Advanced:

f) Students explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions

g) Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions

h) Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions

i) Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the unit, students will be able to:

1. Integrate technical elements in the production of a theatre performance.
2. Understand the contribution of technical element to the success of the larger theatre performance.
3. Develop an understanding of the current theatrical technical standards and expectations.
4. Analyze a script and extrapolate a design presentation for an element theatre technology.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Strategies may include but are not limited to:

Direct Instruction

Immediate and Specific Feedback

Student Modeling and Peer Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Video Recording and Self-Reflection

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection

Individual Assessment

Participation

Summative:

Scene and Monologue Performances

Formal Authentic Assessment

Tests and Quizzes

Individual Assessment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Peer tutoring

Modified Pacing/Requirements

Modified Seating

Student-Parent Conference

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama, Yr. 1**

Course Number: **#0621**

Unit Title: **Career Study**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/ video, and electronic media.

Careers and Career-Related Skills

5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.

5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the unit, students will be able to:

1. Understand career option in theatre, film, television, and related fields.
2. Gain insight into available theatre-training programs.
3. Gain knowledge of theatre industry practices.
4. Create a resume and online portfolio for practical purposes.
5. Audition and interview according to industry standards.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Strategies may include but are not limited to:

Direct Instruction

Immediate and Specific Feedback

Student Modeling and Peer Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Video Recording and Self-Reflection

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection

Individual Assessment

Participation

Summative:

Scene and Monologue Performances

Formal Authentic Assessment
Tests and Quizzes
Individual Assessment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction
Peer tutoring
Modified Pacing/Requirments
Modified Seating
Student-Parent Conference

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama, Yr. 2**

Course Number: **#0621**

Unit Title: **Shakespeare**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.

History of Theatre

3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.

3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.

3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

National Content Standard #5: Researching by evaluating and synthesizing cultural and historical information to support artistic choices

Achievement Standard, Proficient:

a) Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions

Achievement Standard, Advanced:

b) Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the unit, students will be able to:

1. Interpret and analyze Shakespeare's language and syntax.
2. Understand the history, performance conventions, and culture of the Elizabethan era.
3. Convey meaning through voice and body.
4. Perform selected material to demonstrate understanding of the material.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Strategies may include but are not limited to:

Direct Instruction

Immediate and Specific Feedback

Student Modeling and Peer Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Video Recording and Self-Reflection

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection

Individual Assessment

Participation

Summative:

Scene and Monologue Performances

Formal Authentic Assessment

Tests and Quizzes

Individual Assessment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Peer tutoring

Modified Pacing/Requirements

Modified Seating

Student-Parent Conference

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama, Yr. 1**

Course Number: **#0621**

Unit Title: **Film Production**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

History of Theatre

3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.

4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

Derivation of Meaning from Works of Theatre

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

Derivation of Meaning from Works of Theatre

4.3 Develop a thesis based on research as to why people create theatre.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/ video, and electronic media.

Careers and Career-Related Skills

5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.

5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the unit, students will be able to:

1. Develop an acting style appropriate for film, TV, and other media.
2. Identify, analyze, and critique various film genres, styles, and conventions.
3. Develop ideas, stories, and marketing to communicate artistic vision.
4. Learn and implement filming, formatting, and editing standards.
5. As part of a collaborative team, produce a fully realized product in a culminating film or media project.
6. Gain an understanding of, and apply, current technological aspects of film and media development.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Strategies may include but are not limited to:

Direct Instruction

Immediate and Specific Feedback

Student Modeling and Peer Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Video Recording and Self-Reflection

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection

Individual Assessment

Participation

Summative:

Scene and Monologue Performances

Formal Authentic Assessment

Tests and Quizzes

Individual Assessment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Peer tutoring

Modified Pacing/Requirements

Modified Seating

Student-Parent Conference

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Advanced Drama, Yr. 1**

Course Number: **#0621**

Unit Title: **Script Analysis, Dramaturgy, & Directing**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.

1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.

4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

Derivation of Meaning from Works of Theatre

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

Derivation of Meaning from Works of Theatre

4.3 Develop a thesis based on research as to why people create theatre.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the unit, students will be able to:

1. Analyze scripts to determine the playwright's intention.
2. Understand and apply the role of a dramaturg to work with directors and designers to establish a historical vantage point in a given play.
3. Identify and analyze the structure, linguistic elements, symbolism of a script.
4. Gain an understanding of the role of a director and apply directorial skills to a performance.
5. Create a full analysis of characters, themes, and design elements.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Strategies may include but are not limited to:

Direct Instruction

Immediate and Specific Feedback

Student Modeling and Peer Instruction

Think, Pair, Share

Critical Reading Strategies

Tracking and Decoding

Use of Video Recording and Self-Reflection

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

Class Discussion

Informal Authentic Assessment

Student Reflection

Individual Assessment

Participation

Summative:

Scene and Monologue Performances

Formal Authentic Assessment

Tests and Quizzes

Individual Assessment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Peer tutoring

Modified Pacing/Requirments

Modified Seating

Student-Parent Conference