SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title:** **If Title Change, Previous Title: Drama** **Previous title: Theater**	7. **Action** ▢New Course X Course Revision ▢ Title Change Only
2. Date Submitted: 12/12/16	8. **Grade Level**(s) ▢ 6 X 9 X 11 ▢ 7 X 10 X 12 ▢ 8
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) ▢ Required NONE ▢ Recommended
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ▢ YES (Check one below.) X NO ▢Honors ▢ AP ▢Other
5. Subject Area **VAPA**	11. **Is this a CTE course?** ▢ YES X NO **If YES, complete Section C**
6. **Department** VAPA	12. **Previously approved by UC?** X YES NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th **X YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f** ✔ **g**▢ **Proposing eligibility?**▢ NA for 6th-8th ▢**YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f** ✔ **g**▢ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ▢ 0.5 (semester or half-year X 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other
15. School Contact and Course Developer Name: Zachary Kahn Phone: 510-618-4610 Email: zkahn@slusd.us Position: Assistant Principal	
16. Approval Date: 12/12/16	**DISTRICT OFFICE USE ONLY**

16. Approval Signatures: Department Chair	Approval Date:	Date approved by Board Curriculum Committee 1/31/17 Date approved by Board

December 2014

SECTION B. COURSE CONTENT

17. Course Description

This course provides students with a basic understanding of the Dramatic Arts. Throughout the school year students discover themselves and realize their creative potential while learning about improvisation, playwriting, scene study, play production, monologues, creative writing, and more. By the end of the school year, students develop skills such as teamwork, creativity, following directions, discipline, focus, spontaneity, and the ability to have fun.

This course also acquaints students with a basic understanding of drama. Throughout this course students learn the vocabulary of theater and about improvisation. They critically review and evaluate performance pieces. Students also learn to write, perform, and direct different dramatic presentations. They study the history of theater and the historical impact of theater and film.
Prerequisites:
None (Recommended)
Co-requisites:
None (Recommended)

18. Course Goals and/or Major Student Outcomes

- Students will understand the contributions and cultural influences of theatre throughout history.
- Students will learn about the different onstage and offstage careers available in the arts.
- Students will demonstrate ability to write, direct and produce theatrical performances.
- Students will demonstrate knowledge of stage management, costume design and set design.
- Students will demonstrate ability to perform in theatrical performances.
- Students will demonstrate ability to give constructive feedback and critique to classmates' performances.

19. **Course Objectives (standards)**

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.

b. Explore the impact of technology on design choices in a drama/theatre work.

c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Anchor Standard #2. Organize and develop artistic ideas and work.

a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Anchor Standard #3. Refine and complete artistic work.

a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.

a. Examine how character relationships assist in telling the story of a drama/theatre work.

b. Shape character choices using given circumstances in a drama/theatre work.

Anchor Standard #5. Develop and refine artistic work for presentation.

a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

b. Use researched technical elements to increase the impact of design for a drama/theatre production.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

a. Perform a rehearsed drama/theatre work for an audience.

Anchor Standard #7. Perceive and analyze artistic work.

a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Anchor Standard #8. Interpret intent and meaning in artistic work.

a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

b. Consider the aesthetics of the production elements in a drama/theatre work.

c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

Common Core State Standards Connections:

ELA/Literacy -

RST.11-12.1	**Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS1-1)**
RST.11-12.9	

	Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept resolving conflicting information when possible.
WHST.9-12.2	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS1-1)**
WHST.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.** ***(HS-LS1-3)***
WHST.9-12.9	**Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS1-1)**
SL.11-12.5	**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** ***(HS-LS1-2)***

20. Course Outline

Students observe formal and informal works of theatre, film/video, and electronic media, and learn the art of improvisation and rehearsed performance by getting onstage and actively learning the vocabulary of theater. Beginning in Unit 1 and continuing throughout the course, students view various theatrical presentations and provide critique and evaluation of what they see. Students also explore in depth the five senses and how they relate to drama and performing. Students' processing, analyzing, and responding to sensory information using theatrical vocabulary via observation and experience of performance enables artistic perception and expression.

Unit 1: Welcome to the Theater- During this six-week unit, students develop a feel for theater by learning through reading material and teacher lectures/presentations/slide and PowerPoint shows/films with teacher-led student discussions. Participation is evaluated. They take quizzes and tests on theatrical terms, improvisation, and other skills unique to

theater. Also during this time, students learn to view and respond to different works of theater by watching performances and writing critical reviews. Analysis and quality of written work—grammar, punctuation, and content--are assessed. Experience of performance and critique allows for a deeper understanding of theatrical elements through the five senses, as evaluated by student language and theatre skills used.

Unit 2: Express Yourself- In this eight-week unit of study, students create, perform, and participate in all aspects of the theater. Students think as actors while developing theatrical skills and making theatrical choices. During this time, they choose, memorize, and perform monologues, scenes, and whole scripts of various eras to stimulate creative expression. Effort and ability to employ techniques learned lends to the grading process. Students begin to learn (through reference--written and visual materials) to write plays and gain experience in various roles to prepare to direct and perform in students' own written work in Unit 5. Quizzes and tests assess learning of theatrical roles and techniques.

Unit 3: Around the World and Back Again- In this eight-week unit students study and evaluate how theater, film, television, and other media productions influence value and behaviors. They study the influence that playwrights and their works can have on their entire culture and the history of theater in various places around the world through teacher-led and peer review of assigned reading. Students are tested and write research papers on the history of theater in various countries. Research and quality of written work—grammar, punctuation, and content--are assessed.

Unit 4: So, what does it mean to me?- In the next six-week study, students dedicate themselves to the study and critique of various works of theater, film, video, and various forms of media through reading and Internet based research, group work, and projects. Students derive meaning from these theatrical works based on aesthetic values. Students continue to watch and also attend theatrical performances to elevate the critical eye and write reviews of them. Analysis and quality of written critiques—grammar, punctuation, and content--are assessed. Students gather personal meaning from exposure to increasing volumes of theatrical works and performances and hands-on experiences in theatre production roles. They confirm their assimilation of information and the standards through written critiques.

Unit 5: Tying it all Together- In this final 8-week unit of study, students take the skills learned in theater—oral and written communication, analysis, creative thinking, problem solving, quality and carry through, commitment, collaboration and teamwork, time-management, initiative, listening, flexibility, the ability to work under pressure, goal-orientation, leadership, and confidence—and apply them to other fields of study and life. Students also learn from guest speakers the different careers available—on- or back-stage/screen--and how to operate in those positions while actively putting on a production. Students showcase their improved ability to write, direct, and perform in students'

own written work. Final performances and productions are delivered and peer- and teacher-reviewed as part of the final grade. Students demonstrate their retention of skills applicable to theatre, other fields, and careers through their ability to execute productions.

21. Instructional Materials:

Board approved required text

N/A

Supplementary materials

Supplemental Materials	Main text: Introduction to Theatre Arts: A 36-Week Action Handbook Author: Suzi Zimmerman Supplemental text: Places, Please!: An Essential Manual for High-School Theater Directors: How to Structure and Organize Your Theater Program (Young Actors Series) Author: Joy Varley Manufacturer: Smith & Kraus Improvisation for the Theater 3E: A Handbook of Teaching and Directing Techniques (Drama and Performance Studies) Author: Viola Spolin

22. Instructional Methods and/or Strategies (Key Assignments)

- Direct instruction through teacher lectures/presentations/slide and PowerPoint shows/films with student discussion including analysis, aesthetic valuing and identification. Students gain necessary knowledge of theatrical terms, techniques, and skills essential to critique via teacher instruction.

- Assigned independent reading, research, and Internet based research on the history of theater. Reading enhances students' English skills while such a topic increases students' historical knowledge. Students gain initiative and problem solving skills applicable to coursework and other subjects, as well as careers, through such activities.

- Project based studio work in different theatrical roles with oversight and individual feedback by teacher. Time is dedicated for peer review too. Hands-on experience allows direct instruction and reading assignments to come alive.

- Group projects and project-based learning spawn student execution of productions of published and student-written works. Students write, direct, and/or perform at various times throughout the class, preparing for the culminating final productions.

- Guest speakers/field trip(s) enhance learning of theater production roles and performance skills/critique allowing students to connect and apply what is learned in class to other subject areas and to careers. This expands upon the hands-on learning quality of the course.

- Students will read plays of various genres and provide critical analysis of what they read--at least one 5 paragraph paper per unit. Students will also watch various plays and films and will be responsible for providing critical analysis and feedback, allowing for analysis based on aesthetic qualities and use of theatrical terminology. They will also perform scenes and monologues from those plays to further their understanding. Students will then write short pieces that will receive analysis and feedback from classmates.

- Theatrical vocabulary tests and quizzes-Students will be called on to learn various theatrical terms. Throughout the year the knowledge of these terms will be assessed through quizzes and tests. Students provide evidence of such knowledge to ensure ability to apply terms and techniques to on stage practice. Similarly, assessments on theatrical roles and techniques, and the history of theater in various countries prove student learning through lecture, literary, and visual materials. At least one quiz and test are distributed per semester.

- Selecting, memorizing and performing monologues and scenes from plays of various eras from assigned reading materials and online research throughout each unit readies students to employ techniques learned. These brief pieces enable students to incorporate what they have thus learned through exposure to performances and practice of published works. Students are prepared to write their own monologues and/or scenes to be performed by themselves and classmates.

- Playwriting-Students will work collaboratively with classmates to write their own plays, at the same time putting to practice their knowledge of playwriting vocabulary.

- Research paper-Students will conduct research on the history of theater in various places around the world and present their findings in the form of a research paper at least 3 pages in length.

- Research on the history of theatre is also expressed in a student display of costumes and/or masks from a particular country. Students also perform a historical piece of theater from a country of their choice.

- Watching and attending theatrical performances and writing critical reviews—one per unit. Essays must be a minimum of 5 paragraphs. These reviews are assigned throughout each unit to stimulate analysis of various types of theater and works. Analysis and quality of written work—grammar, punctuation, and content--are assessed.

- Writing, directing, and/or performing in student's own written work through study of productions and practice in various roles—beginning early in the year and acting as part of the final grade in the last unit. Final performances and productions are delivered and peer- and teacher-reviewed as part of the final grade.

23. Assessment Methods and/or Tools

- Participation throughout each unit is essential for successful completion of the course.
- Tests and quizzes on vocabulary terms, theatrical roles and techniques, and the history of theater in various countries to assess learning through lecture, literary, and visual materials—at least 1 test and quiz per unit. Quizzes and tests assess learning of theatrical roles and techniques as students rotate roles to grasp all areas of theatre production.
- Selecting, memorizing and performing monologues and scenes from plays of various eras from assigned reading materials and online research; staged throughout each unit. Effort and ability to employ techniques learned lends to the grading process.
- Research paper on the history of theater in various countries using assigned reading, supplemental materials, and Internet based research at least 3 pages in length. Research and quality of written work such as, grammar, punctuation, and content will be assessed.
- Watching and attending theatrical performances and writing critical reviews of one per unit. Essays must be a minimum of 5 paragraphs. These reviews are assigned throughout each unit to stimulate analysis of various types of theater and works. Analysis and quality of written work such as, grammar, punctuation, and content will be assessed.
- Project-based learning
- Writing, directing, and/or performing in students' own written work through study of productions and practice in various roles beginning early in the year and acting as part of the final grade in the last unit. Final performances and productions are delivered and peer and teachers will review as part of the final grade.

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy.