

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Website: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Advanced Professional Theatre
2. Transcript Title/Abbreviation:	Pro Theatre Adv
3. Transcript Course Code/Number:	5E84
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU "F" Visual and Performing Arts
6. Grade Level(s):	10-12
7. Unit Value:	5 units per semester/10 credits
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	Yes
12. Date of Board Approval:	February 16, 2023
13. Brief Course Description:	This course will apply skills of theatrical performance to create project-based performances in theatre, musical theatre, film, and video production. Students will prepare audition or direction portfolios. Students will also learn business/managerial skills and develop a professional career plan.
14. Prerequisites:	Successful completion of Professional Theatre or Teacher Recommendation
15. Context for Course:	Advanced Professional Theater progresses through theatre history in a performance-driven, collaborative manner. Students explore a vast breadth of theatrical styles, ranging from the foundation of theatre in storytelling and Shakespeare to contemporary theatre, musical theatre, and film. Based on personal interest, students may delve deeper into the exploration of either musical theatre or standard theatre. Foundational principles of actor training are combined with advanced techniques such as vocal training, character development, and heightened language text analysis.
16. History of Course Development:	This Capstone course is part of a defined sequence and a pathway of courses in the Arts, Media and Entertainment Industry Sector as defined by the California Department of Education. This course will build on the foundational skills learned in the Professional Theatre course and deepen knowledge in a variety of technical and performance disciplines to create project-based live performances in theatre and musical theatre. Students will explore portfolio preparation for live and film/video performance. Students will also be introduced to the business/managerial careers associated with live theatrical performance.
17. Textbooks:	None
18. Supplemental Instructional Materials:	None

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C. COURSE CONTENT

1. Course Purpose:

This course is part of a defined sequence and a pathway of courses in the Arts, Media and Entertainment Industry Sector as defined by the California Department of Education. This course is aligned to the California career and technical education standards: Performing Arts pathway under the Professional Theatre sub pathway and is designed to be a Capstone level course. This course is also aligned with the State of California Visual and Performing Arts framework.

2. Course Outline:

Unit 1- Employability Skills

1.0 Career Preparation

- Define professionalism, including punctual attendance, positive attitude, responsibility, initiative, honesty, and respect for others
- Identify appropriate characteristics, attitude, and appearance
- Describe the importance of prioritizing tasks and meeting deadlines
- Display determination, enthusiasm, and commitment

1.1 Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation

- Describes teamwork
- Explain laws dealing with sexual harassment in the workplace

1.2 Understand the importance of good academic skills

- Recognize the importance of good reading, writing, and math skills
- Apply estimation, measurement, and calculation skills on the job
- Read, write, give, and follow instructions
- Apply critical thinking and problem-solving skills in workplace situations
- Identify math skills and demonstrate skill accuracy in measurements

1.3 Understand principles of effective communication

- Communicate effectively orally and in writing
- Identify non-verbal communication techniques

1.4 Understand occupational safety issues and observe safety rules

- Identify job site hazards
- Describe a safe work environment
- Demonstrate safe use of tools and equipment

1.5 Understand career paths and strategies of obtaining employment

- Identify career paths and further training
- Apply effective job search skills, including locating employment information. Fill out application forms completely and correctly
- Prepare a resume and identify effective interviewing techniques by participating in a mock interview

1.6 Understand and adapt to changing technology

- Uses and maintains equipment appropriately
- Explain the importance of lifelong learning in adapting to changing technology

Unit 2 – Monologue Assessment/Keeping the Instrument Ready

2.1 Students will develop an appropriate warm-up for their specific needs: vocal, physical, and mental, to be ready for the intense demands that the industry makes.

2.2 Students shall draw on Linkletter, Lessac, and specific breathing techniques to accomplish warm-ups.

2.3 Students will discuss the importance of keeping the body healthy and strong to meet and exceed industry demands.

2.4 Students will research, analyze, and perform two contrasting monologues for peer and instructor assessment.

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Unit 3 – Classical Theatre Immersion (Shakespeare)

- 3.1 Students will research, analyze, and perform two contrasting monologues for peer and instructor assessment, focusing now on classical texts.
- 3.2 Students will select from the works of Shakespeare, with their focus on identifying at least two contrasting pieces.

Unit 4 – Contemporary Scene

- 4.1 Students will work in partnerships and collaborate with their partner on a contemporary scene.
- 4.2 Students will analyze and make critical creative decisions based on the text and their inference of key points, including characterization, environment, subtext, and inner life.
- 4.3 Students will learn the importance of a detailed and consistent analytic process in producing powerful creative work.

Unit 5 – Greek Theatre Scene

- 5.1 Students will be placed in groups of 4-6 and be assigned a Greek playwright (Euripides, Sophocles, or Aeschylus).
- 5.2 Students will explore the playwright and the time period and along with their project, present an oral report/ collaborative discussion on the playwright.
- 5.3 Students will consider the life of the playwright and cultural norms of the Hellenic Age while preparing and presenting their scenes. Expectations will include accurate portrayal of women, the view of Nature and the gods, the themes of destiny, honor, and chastity.

Unit 6 – Theatre of the Oppressed

- 6.1 Theatre of the Oppressed, a type of theatre from Brazil created by Augusto Boal in the 1960's is an extremely physical form of theatre where the actor's bodies represent thoughts and ideas.
- 6.2 Students will consider the power of theatre to incite social and political change using nonverbal expression and physical image. There is a huge separation in Boal's work between objective and subjective analysis.
- 6.3 Students will be asked to describe precisely what they see, and what assumptions they make on what they see. Inference is interrupted and students will experience the theory of multiple realities existing in one image, and the universal nature of physical expression.

Unit 7 – Directing

- 7.1 Students will read and analyze excerpts from Peter Brook's *The Empty Space* and *Threads of Time*.
- 7.2 Students will apply Brook's theories to a scene that they will be directing.
- 7.3 Students will direct one scene and perform in one scene, directed by another student.
- 7.4 Students will gain empathy and understanding as to the director's perspective and how important the director/ actor relationship is.

Unit 8 – Auditions

- 8.1 Students will experience the process of auditioning both in front of and behind the casting table.
- 8.2 Students will take the monologues from earlier in the year and pick two to audition with for a general season at an imaginary theatre repertory company.
- 8.3 Industry specialists will be on hand with advice and examples for the students, as well as peer and instructor feedback.

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Unit 9 – Portfolio Review

- 9.1 Students will identify, research, and contact a repertory theatre, company, project, or agent of their choice to schedule an audition. Students will build upon and review their understanding of basic music terminology and apply it to performance.
- 9.2 Students will prepare a resume, headshot and two contrasting monologues.
- 9.3 Students will partner with digital photography to create headshots, and with digital media to create resumes.
- 9.4 Finals will be mock interviews and auditions, based on the company of their choosing.

3. Key Assignments:

Unit 1- Employability Skills Unit Assignment(s):

- Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).

Unit 2 – Monologue Assessment/Keeping the Instrument Ready Unit Assignment(s):

- Students will read plays, monologue books and collected monologue binders to select two contrasting contemporary pieces. Students will then closely read the text, analyze it for information and clues for character development using techniques learned in Theatrics I. Then, students will memorize and perform both pieces in a simulated audition environment, in front of the class, instructor and a member of the industry. Students will take feedback, learn how to use both positive and constructive comments to their advantage, and perform pieces for a second, and final time. Through this process, the student learns how to prepare and perform an effective monologue. Monologues will be kept in a binder for the duration of the course.

Unit 3 – Classical Theatre Immersion (Shakespeare) Unit Assignment(s):

- Students will read plays, monologue books and collected monologue binders to select two contrasting classical pieces. Students will then closely read the text, analyze it for information and clues for character development using techniques learned in Theatrics I. Students will employ the technique of scansion in the Shakespearean text, of which everyone will have two. Then, students will memorize and perform two contrasting classical pieces in a simulated audition environment, in front of the class, instructor and a member of the industry. Students will take feedback, learn how to use both positive and constructive comments to their advantage, and perform pieces for a second, and final time. Through this process, the student learns how to prepare and perform an effective monologue. Monologues will be kept in a binder for the duration of the course.

Unit 4 – Contemporary Scene Unit Assignment(s):

- Students will produce a two-person scene from a contemporary playwright several times, revising and clarifying the work with peer and instructor feedback each time. Students will keep a daily log of the work attempted and the work completed along with reflections of their understanding. Rubrics will be completed after each showing of the work, and the student will write a summative assessment of the process at the end. Students will also reflect on the success of their collaboration with their partner.

Unit 5 – Greek Theatre Scene Unit Assignment(s):

- Students will decide on a play, once assigned a playwright, read, and analyze it, pick a scene, and decide on group roles. Students will keep a rehearsal journal used for summative assessment. Students will decide on a theme and overarching message of the play and attempt to highlight those portions of the text to convey that information to the audience. Students will perform twice before their peers and instructor, and one final time for a performance grade. Each rehearsal performance will be graded by rubric, and the students will integrate their assessments into their next performance. Once performed, students will reflect in their groups and on their own about what went well, what opportunities still exist and how to go forward from this project better equipped as an actor.

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Unit 6 – Theatre of the Oppressed Unit Assignment(s):

- Students will study a current socio-political issue in the news and create a theatre piece from it. They will use the principle of devised theatre and the Theatre of the Oppressed. Students will perform for each other, critique and assess each other's work, and discuss the possibility of theatre to change events.

Unit 7 – Directing Unit Assignment(s):

- Students will create a director's concept for their scene, highlighting their text-based choices and physical environment they hope to create. They will include detailed character assessments and analysis and assess the progress of each rehearsal. The concept must include theme and universal statement and be clear and concise. Directors will receive a portion of their grade from how well the actual performance matches their concept. Actors will be responsible to clearly take down blocking (the physical pattern of movement on stage), and perform the scene as directed. The group will have a formal summative assessment roundtable following the performance.

Unit 8 – Auditions Unit Assignment(s):

- Students will be prepared to audition competitively, professional, and up to industry standard. This will be determined by their work in front of the table as well as their preparation journal. They will do two contrasting pieces, and be prepared to do four, if asked.

Unit 9 – Portfolio Review Unit Assignment(s):

- Students will be required to take and produce a digital headshot with a digital photography student, as well as produce a resume with a graphic design student. This, along with their drama journal, will constitute their final project for this class. Students at this point will be ready to enter the industry and produce work.

4. Instructional Methods and/or Strategies:

Active Participation: Teacher will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures. Some of the possible active participation strategies include:

- Strategy for personal, social, and physical development
- Team building activities
- Collaboration
- Small group activities
- Personal reflections on individual progression

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade