

# Liberty Theater

## Theater Arts Course Overview

### **Course Description**

Theater Arts is an introductory course that covers: Pantomime/Movement; Voice and Diction; Improvisation; Monologues/Scenes; Staging and Lighting; Play Structure and Evaluation. The course culminates into a production.

### **Objectives**

Students are expected to achieve the Theater Arts standards. As the course is repeated, students should demonstrate higher levels of skill, dealing with more complex examples, and responding to works of art in increasingly sophisticated ways.

### **Theater Arts Standards**

#### **Standard 1: Acting**

Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.

**1.1** Compare and demonstrate various classical and contemporary acting techniques and methods.

Sample activities: physical and vocal warm-ups, pantomime and mime, improvisations, voice and diction exercises, theater games, performance outline, performance, monologues, scene work

Assessment strategies: participation checklist, evaluation sheets (peer, teacher, self), teacher observation, oral responses

**1.2** Demonstrate artistic discipline to achieve ensemble in rehearsal and performance.

Sample activities: student generated list of performance and rehearsal expectations, design a rehearsal schedule, concentration exercises

Assessment strategies: participation checklist, evaluation sheet (peer, teacher, self), interviews, oral responses

**1.3** Create consistent characters from classical, contemporary, realistic, and non-realistic dramatic texts in informal and formal theater.

Sample activities: physical and vocal warm-ups, pantomime and mine, improvisations, voice and diction exercises, theater games, performance outline, performance, monologues, scene work

Assessment strategies: participation checklist, evaluation sheets (peer, teacher, self), teacher observation, oral responses

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## **Standard 2: Technical Theater**

Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.

**2.1** Develop focused ideas for the environment using visual elements (line, texture, color, space), visual principals (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo expression) from traditional and nontraditional sources that clearly support the text.

Sample activities: view and critique stage, television and electronic media, discuss technical requirements; worksheets; demonstrations; design plans

Assessment strategies: oral responses, rubric, checklists, evaluation checklist (teacher, peer, self)

**2.2** Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

Sample activities: participation, research history and culture, read and evaluate plays, present sketches or designs, formulate design concept

Assessment strategies: teacher observation, checklist, portfolio, oral responses, evaluation sheet (peer, self, teacher), quizzes, presentations

**2.3** Design and implement production schedules, stage management plans, promotional ideas, and business and front-of-house procedures for informal and formal theater, film, television or electronic media productions.

Sample activities: design production schedules; portfolio; design fliers, tickets, publicity releases; checklists, cue sheets and plots

Assessment strategies: oral presentation, portfolio, checklist

**2.4** Safely construct and efficiently operate technical aspects of theater, film, television, or electronic media productions.

Sample activities: build and paint sets, set up and run lights and sound, record and edit scenes

Assessment strategies: portfolio, checklist, rubric, evaluation sheet (peer, self, teacher)

## **Standard 3: History and Culture**

Understanding theater through researching and evaluating cultural and historical information.

**3.1** Research and use cultural, historical, and symbolic clues to develop an improvisation or scripted scene and justify choices.

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**3.2** Compare how similar themes are treated in drama of different genres and styles from various cultural and historical periods; illustrate and justify choices with classroom performances and discuss how theater can reveal concepts.

**3.3** Identify and compare the lives, works, and influences of representative theater artists in several cultures and historical periods.

**3.4** Analyze the effects of their own cultural experiences on their dramatic work and explain how culture affects the content and production values of theater, television and films created by others and justify choices.

Assessment strategies for 3.1-3.4: rubrics, tests, quizzes, evaluation sheets (peer, teacher, self), teacher observation, oral responses

### **STANDARD 4: Critique**

Analyzing, critiquing, and constructing meanings from informal and formal theater, film, television, and electronic media productions.

**4.1** Construct personal meanings from dramatic performances.

Sample activities: attend and evaluate live performance, evaluate film, television, or electronic media productions, justify opinions, list personal experiences that compare with the dramatic text

**4.2** Analyze and critique the whole and the parts of dramatic performances, taking into account the context, constructively suggest alternative artistic choices.

Sample activities: attend and evaluate live performance, evaluate film, television, or electronic media production, compare and contrast personal criteria to printed reviews

**4.3** Constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Sample activities: develop evaluation form, self evaluation, oral and written evaluation

**4.4** Analyze, compare, and evaluate differing critiques of the same dramatic texts and performance.

Sample activities: compare and contrast published reviews, evaluate class critiques

**4.5** Analyze and explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation of theater, film, television, and electronic media.

Sample activities: research technological advances, predict future technologies, research and report on the history of theater, radio, television or film

Assessment strategies for 4.1 - 4.5 oral responses, teacher observation, rubric, evaluation sheets (peer, self, teacher)

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## **Performance Evaluation**

### **Preparation**

Performance memorized  
Sufficiently rehearsed

### **Interpretation**

Believable, natural  
Conveys author's intent  
Character's objectives clear  
Proper emotional tone  
Choices reflect research into time period and culture  
Emotional commitment to the character complete  
Evident change in character

### **Physical Characterization**

Different from self  
Facial expressions reveal constant thought and action  
Gestures carefully selected to emphasize key ideas and traits  
Movements suggest the character's age and physical condition  
Movements show the character's personality and attitudes  
Movements show social class and time period  
Posture reflects character and emotional attitude  
Physical presence remains consistent throughout the scene  
Develops mannerisms specific to the character during the scene

### **Blocking**

Effective use based on style  
Position conveys characterization  
Use of stage/areas conveys characterization  
Enhances meaning  
Inventive  
Stage business chosen to develop emotion and character  
Remains open to audience  
Executes blocking on cue

### **Vocal Characterization**

Words clear and projected throughout  
Variety of rate, volume, pitch and pause used  
Pitch and inflection pattern suit the character  
Phrasing clear  
Vocal quality fits character  
Words pronounced correctly  
Dialect consistent and correct  
Vocal effect consistent and powerful  
Diction and articulation clear

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## **Focus**

Character listens and responds to others on stage  
Concentration complete  
Remains in character  
Does not break the 4th wall  
Smooth line delivery  
Believable  
Attention to specifics, not generalized

## **Pacing**

Dynamic  
Appropriate  
Tempo  
Pace  
Pick up cues

## **Story**

Beginning - exposition  
Middle - initial incident, rising action, climax  
End - falling action  
Conflict  
Appropriate language

## **Over all performance**

Ensemble  
On stage interaction  
Use of props helpful in creating the character  
Use of costume and set decoration helpful