

Dan Poussart
2008-2009 Curriculum Map

Course: Theatre 3 Honors
Dept.: Visual/Performing Art

Unit/Time of Study	Unit 1: Getting to Know You September 1- 15	Unit 2: Beginning Directing September 16 – January 30
Essential Questions	<p>How can we work together as a company?</p> <p>What strategies and techniques help further and enhance a safe performing environment?</p> <p>How can we learn to trust each other enough to open ourselves up emotionally?</p> <p>How do we control and manage nerves to deliver consistent performances?</p> <p>What is the benefit for a safe performance space to an artist?</p>	<p>What is the job of a director?</p> <p>What is staging and how is it used for directing?</p> <p>What are some strategies used by directors to determine staging?</p> <p>What are some strategies used by directors to work with and inspire actors?</p>
Content	<p>Concentration activities</p> <p>Strategies to relieve tension in the muscles through guided meditation</p> <p>Trust activities</p> <p>Rubric creation</p> <p>Methods for constructive criticism and feedback</p>	<p>Practical experience directing other students in short non-scripted pieces</p> <p>Reading and analyzing techniques used by directors in the field</p>
Skills	<p>Relaxation techniques</p> <p>Concentration/Focus</p> <p>Body awareness</p> <p>Self-confidence and support</p> <p>Liz Lerman method of critical creative feedback</p>	<p>Staging/Blocking</p> <p>Interpersonal skills</p> <p>Editing and cutting scripts</p> <p>Organizing and running rehearsals</p>

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NJ Core Content Standard	<p>{AR.9-12.1.1.A.1} Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.</p> <p>{AR.9-12.1.2.A.1} Demonstrate technical proficiency and artistic application of anatomical and kinesthetic principles in performance.</p>	<p>{AR.9-12.1.1.A.1} Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.</p> <p>{AR.9-12.1.1.B.2} Formulate a personal philosophy or individual statement on the meaning(s) of art.</p> <p>{AR.9-12.1.2.C.5} Outline a variety of pathways and the requisite training for careers in theater.</p>
Assessment	<p>Check-In Cards (see attached)</p> <p>HRS: Students will be required to read a selected play and write an analysis of the characters.</p>	<p>Check-In Cards (see attached)</p> <p>Evidence of learning cards</p> <p>In-class presentations for group feedback/rewrites</p> <p>In-class presentations for rubric grades (student/teacher)</p> <p>HRS: Students will be responsible for performing in and directing a ten minute play.</p>
Resources	TBD	TBD
Interdisciplinary Connections	<p>Developing critical analysis techniques (English)</p> <p>Concentration techniques used for problem solving (Math/Science)</p>	<p>Determining sight lines and angles of blocking (Math)</p> <p>Organizing and creating grids for blocking (Computer Skills)</p>

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	Spatial awareness and movement (Phys. Ed) Development and usage of rubrics (Math)	
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Unit/Time of Study	Unit 3: Styles of Acting/Methods January 30 – April 9	Unit 4: Showcase Presentations April 9 – June 19
Essential Questions	How do we act Shakespearean text? What is iambic pentameter and how does it affect how it can be acted? How does Shakespeare’s usage of punctuation differ from contemporary playwrights?	What are thematic elements in a play? How can monologues and scenes be interwoven to make a cohesive full-length production? What are the policies and procedures for directing a play? What is the process for rehearsing and performing in a full length production? What technical elements enhance a performance and how are they implemented?

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Content	Shakespeare workshops Reading and analyzing a Shakespearean play Performing Shakespeare for critical feedback	Acting in front of a live audience Creating monologues/scenes with thematic elements Designing and creating technical elements for production
Skills	Practical acting experience Developing monologue choices for classical text Developing characters for classical text Analyzing techniques for Shakespeare	Practical acting experience Practical technical experience in scenic design and lighting design Rehearsal etiquette Performance etiquette
NJ Core Content Standard	{AR.9-12.1.3.C.1} Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from dramatic texts. {AR.9-12.1.1.B.2} Formulate a personal philosophy or individual statement on the meaning(s) of art.	{AR.9-12.1.1.A.2} Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology. AR.9-12.1.2.C.5} Outline a variety of pathways and the requisite training for careers in theater. {AR.9-12.1.3.C.3} Interpret a script to develop a theatrical production concept.

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		{AR.9-12.1.3.C.4} Explain the basic physical physical and chemical properties inherent in components of technical theater such as light, color, pigment, scenic construction, costumes, electricity, paint, and makeup.
Assessment	Performance rubric Vocabulary tests Check-in cards HRS: Students will be required to perform a Shakespearean scene in its entirety.	Check-in cards Participation assessment
Resources	TBD	TBD
Interdisciplinary Connections	Analyzing text (English) Reading and writing in iambic pentameter (English)	Editing, drafting and rewriting monologues and scenes (English) Drafting sketches and measuring scenic pieces (Geometry) Creating color combinations for lighting design (Art)