

The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of education. Students gain knowledge of events and historical movements that shaped society. The arts help to develop critical and creative thinking skills. The arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

For those students interested in developing skills in voice, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to meet the varied needs and skill levels of the students, provide cultural enrichment for the students, help students develop aesthetic, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

ADVANCED ACTING: COURSE 899

<u>Course Frequency:</u>	Semester course, five times per week
<u>Credits Offered:</u>	2.5 credits
<u>Prerequisites:</u>	Permission of instructor or Introduction to Acting

Background to the Curriculum

Drama is essential to the performing arts curriculum. ABRHS has had a successful, award-winning drama program for many years, including speech and debate and broadcasting, with courses in each area. The drama courses allow students to develop skills that are needed in all of these courses, and many students take the drama courses as a first step in their development of oral performance. The classes, therefore, aid those students who are interested in drama, as well as those students who are interested in both speech and debate and broadcast.

This class is for any student who has taken Introduction to Acting or who has experience in acting. This course will provide a more advanced curriculum in acting with a focus on character development and script analysis. It includes work on voice, improvisation, body language, monologues and movement for the stage. Reading, analysis and performance of dramatic texts from various periods of theater history will be a part of the course. Students will have the opportunity to critique each other in scenes and perform for peers. A final evening performance of scenes will be produced for family and friends. Assignments will include reading and analysis of plays from various eras of theater history. Performance and analysis of scenes for peers will be a staple of the class. Acting styles will periodically be studied through the use of video and live performance. Students will be exposed to various acting styles, such as those of Sanford Meisner, Constantine Stanislavski, Viewpoints, Laban and Michael Chekov.

Core Topics / Questions / Concepts/ Skills

Students will:

- Continue the development of acting skills
 - ~ Create and sustain believable character throughout a scripted or improvised scene
 - ~ Consider costuming in development of character
 - ~ Properly use vocal acting skills
 - ~ Perform productively within an ensemble
 - ~ Perform productively in a monologue
 - ~ Continue to develop script and character analysis skills
 - ~ Continue to develop the body and gesture to delineate character

- Read and analyze scripts
 - ~ Study scripts from a variety of genres and eras
 - ~ Demonstrate an understanding of the playwright

- Continue growth in technical theatre
 - ~ Understand roles and responsibilities
 - ~ Analyze requirements
 - ~ Research needs
 - ~ Understand relationship between technical aspects and on-stage performers
 - ~ Apply safety procedures

- Make critical responses
 - ~ Describe and analyze their own theatrical work and the work of others, using appropriate theatre vocabulary
 - ~ When appropriate, connect analysis to interpretation and evaluation

Course-end Learning Objectives

Students will:

- 1] Begin to develop acting skills
 - Create and sustain believable character throughout a scripted or improvised scene
 - Costuming considerations
 - Proper use of physical acting skills
 - Proper use of vocal acting skills
 - Character analysis
 - Perform productively within an ensemble

- 2] Read and analyze scripts
 - Study scripts from a variety of genres
 - Demonstrate an understanding of the playwright

3] Technical Theatre 4] Critical Response

- Roles and responsibilities
- Analyze requirements
- Research of needs
- Understanding of relationship between technical aspects and on-stage performers
- Apply safety procedures
- Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary.
- When appropriate, students will connect their analysis to interpretation and evaluation.

Assessment

Students will be assessed on the following:

- Growth over the length of the course
- Attainment of pre-stated goals
- Journals
- Ensemble scene work
- Performance – all aspects including voice, body, memorization and characterization

Materials and Resources

Materials will be used from varying eras of theater literature, ranging from Greek to present day contemporary. Dramatic literature for scene selections will be substantial in its educational value.