

BA Theatre Study 11

District Name: Kamloops/Thompson

District Number: 73

Developed by: Paul Porter

Date Developed: October – January 2003/04

School Name: Kamloops/Thompson Virtual School

Principal's Name: Marilyn Hogg

Board/Authority Approval Date: 2004/05/17

Board/Authority Signature:

Course Name: Theatre Study 11

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 100

Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis: This course is an overview of the world of the western theatre. Theatre history, acting and directing theory, theatrical design, and playwriting are the main units of study. The course assignments focus on a core set of classic plays. Assignments will allow students to learn some basic theatre theory as well as some practical theatre skills. Students will gain an appreciation for the culture of the theatre as well as the skills needed to produce a professional theatrical production.

Core Plays:

- Oedipus Rex
- Everyman
- Othello
- She Stoops to Conquer
- A Doll's House
- Our Town
- The Birthday Party
- The Ecstasy of Rita Joe

Rationale: This course has been developed to introduce students to the world of the theatre with emphasis on the practical/production side. Students will learn how a play is produced looking at production from four aspects: acting, directing, design, and playwriting. The student will learn how these four areas are integrated and co-ordinated to create a successful production. Students will also learn of the power of theatre as a force for social change in the world and in Canada.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	THEATRE HISTORY	40
Unit 2	DESIGN	10
Unit 3	ACTING	10
Unit 4	DIRECTING	10
Unit 5	PLAYWRITING	30
Total Hours		100

Unit/Topic/Module Descriptions:

Unit 1: THEATRE HISTORY

Time 40 Hrs

Overview: This unit surveys the history of the Western Theatre from 500 b.c. to the present day. This unit touches on the highlights of this rich and extensive history and provides opportunities for students to enhance their learning through links to web sites which explore specific eras and genres in more detail. Each section and section assignments are centred on a play from that era. The final section focuses on Canadian/First Nations theatre and its development in Canada.

Curriculum Organizers and Learning Outcomes

EARLY THEATRE – 500bc – 100ad

It is expected that students will:

- demonstrate an understanding of the origins of the Greek theatre
- demonstrate a knowledge of the conventions of early Greek theatre
- explain how these conventions apply to a Greek play
- demonstrate an understanding of relationship of the traditions of this theatre to modern day drama

DARK AGES – MEDIEVAL THEATRE 100ad – 1500ad

It is expected that students will:

- demonstrate an understanding of the development of Roman Theatre as a reflection of the Greek Theatre
- explain why theatre virtually disappeared in Europe for 1000 years
- explain how the Catholic church helped in the revival of theatre in Europe
- explain how the dramatic subjects slowly from religious to secular
- describe the features and characters of the Commedia Dell’Arte

ELIZABTHAN THEATRE 1550-1625

It is expected that students will:

- identify the contributions of some of the major playwrights of the period (other than W. Shakespeare)
- explain the features of the Globe theatre
- describe why W. Shakespeare had such a major impact on English language and the world of the theatre
- describe the characteristics of Shakespeare's plays and style of presentation

RESTORATION PERIOD 1650 - 1700

It is expected that students will:

- describe Moliere's contribution to the theatrical world
- explain the historical origins of the Restoration Comedy
- describe the features plays and actors of the Restoration Comedy

THEATRE IN THE INDUSTRIAL REVOLUTION 1700 -1860

It is expected that students will:

- demonstrate an understanding of how the change of economic power and the rise of the middle class influenced theatrical development
- explain how the plays began to reflect middle class values of the era
- describe the changes in theatrical technology during this era and how this technology impacted

THE REALISTIC AND NATURALISTIC THEATRE 1860- 1910

It is expected that students will:

- analyse the influences that Shaw, Chekov, and Ibsen had on the theatre in this era
- explain how the themes of the plays of this era reflected social issues of the day
- describe the influences of Stanislavski on the theory of acting

THEATRE OF FIRST HALF OF THE 20th CENTURY

It is expected that students will:

- describe the theatrical trends of this era through the plays of Coward, Wilder, O'Neil, and Brecht
- explain how the "musical" became a major force in the theatre
- describe the effects of World War II had on theatrical development in this era

THEATRE OF THE 50's AND 60's

It is expected that students will:

- describe the new movements in theatre during this era
- explain the features of the plays of Beckett, Pinter, and Albee
- explain what factors were involved in the emergence of "Theatre of the Absurd"

THE MODERN ERA

It is expected that students will:

- describe the movements in the current era
- explain the role of economics in the world of the theatre today
- speculate about the future of the live theatre in the 21st century

CANADIAN/FIRST NATIONS THEATRE

It is expected that students will:

- describe the development of the Canadian theatre in this century
- explain the role of First Nations writers and subjects in Canadian theatre
- explain how many Canadian plays have raised the awareness of Canadians regarding First Nations issues
- describe career opportunities in the world of theatre in Canada

Unit 2: THEATRICAL DESIGN

Time 10 Hrs

Overview: This unit focuses on the importance of design on theatrical production. The unit discusses the design process and role of the set and costume designer. The student will create set designs for one the core plays and also select appropriate costumes for characters in one of the core plays

Curriculum Organizers and Learning Outcomes

SET DESIGN

It is expected that students will:

- describe the process of creating a set design for a theatrical production
- explain the factors that must be considered when creating a set design
- create a set design (schematic or representational) for a core play demonstrating basic design concepts

COSTUME DESIGN

It is expected that students will:

- describe the process of creating costume designs for a theatrical production
- explain the factors that must be considered when creating costumes for a production
- create or select costume designs for the main characters of a core play which demonstrate an understanding of the nature of the characters and the play

Unit 3: ACTING

10 Hrs

Overview: This unit explores the modern theory of acting based on the works of Stanislavsky. Acting techniques, approaches, and problems are also discussed. Students analyse a main character selected from the core plays as if in preparation for creating the role onstage.

Curriculum Organizers and Learning Outcomes

ACTING THEORY

It is expected that students will:

- describe the “motivational” approach to acting
- explain the function of “objectives” and “obstacles” when creating a role
- create a character profile outlining the motivational base of the character selected from the core plays

ACTING PROBLEMS

It is expected that students will:

- explain “emotional recall” and “emotional substitution” and how an actor would use these techniques
- describe physical and vocal “warm-up” processes for an actor
- explore the career of a famous actor focussing on the factors which contributed to his/her success
- explain some of the concerns and problems of acting as a profession

Unit 4: DIRECTING

Time: 10 Hours

Overview: In this unit students will learn some of the basic directing concepts: composition, movement, rhythm, picturization, and pantomimic action. Basic blocking and stage focus are covered as well. Students will select one of the core plays and prepare a plan to direct the play.

Curriculum Organizers and Learning Outcomes

DIRECTING THEORY

It is expected that students will:

- describe the 5 basic directing concepts and how they are used by a director to achieve his/her goal
- explain the effective use of props, costume, set, colour, lighting, sound in play production
- describe basic blocking techniques
- explain the concepts of stage focus and various ways to focus an audience's attention.

THE DIRECTOR'S APPROACH TO A PLAY

It is expected that students will:

- describe directorial process from the first reading to production
- explain the responsibilities of the director in the professional theatre
- explain how the director works with the production team to create the play
- create a "director's plan" for the production of a core play

Unit 5: PLAYWRITING

Time 30 Hrs.

Overview: Students will look at the theatre from a playwright's point of view. Play structure as well as how to structure dialogue and stage directions will be covered to enable to student to write an effective play. The writing process including starting points for play creation will be a focus as well. Students will learn the challenges, limitations, and creative freedom of writing for the stage.

Curriculum Organizers and Learning Outcomes

PLAYWRITING FORMATS

It is expected that students will:

- describe play formatting including dialogue, set descriptions, stage directions, and technical notes
- explain the practical limitations of the stage and its relationship to playwriting

PLAYWRITING BACKGROUND

It is expected that students will:

- describe the importance of play title, character type, setting, symbols, dialogue, and theme to the creation of a play
- explain how theme acts as the central core of the play and the characters' relationship to theme.

ACTION IN A PLAY

It is expected that students will:

- explain the different parts of a plot and action in a play

- create a short scene 5-10 minutes
- create a one act play

Instructional Component:

- on-line curriculum access
- direct instruction, vclass, phone
- interactive websites
- tutorial sessions
- analysis of plays
- practical creativity

Assessment Component:**Exams**

10% - Summative exam on Theatre History

Written Assignments/Projects

40% - Analysis of the core plays

- Oedipus Rex
- Everyman
- Othello
- She Stoops to Conquer
- A Doll's House
- Our Town
- The Birthday Party
- The Ecstasy of Rita Joe

40%

- Scene & Costume Design Projects
- Director's Plan
- Actor's Biography
- Character Motivation

10% - Playwriting Assignments

Learning Resources:

- On-line curriculum
- "The Actor's Roadmap" – reprinted by permission of the author
- Web based resources/links
- "The History of the Theatre" – 4CD set – available to students upon request
- Western Canada Theatre – David Ross, Artistic Director