

## Board Authorized Course

**Proposed Course: Theatre Sports 12**

**Credits: 2**

**Hours of Instruction: 60 hours**

**District: SD73 – Kamloops Thompson**

**Submitted by: Devon McBride**

**Date: March 27, 2009**

**School Name: Beattie School of the Arts – Pineridge Campus**

**Principal's Name: Mr. Michal Safek**

**BAA Approval Date:**

**Pre-requisites: Theatre Sports 11**

**Course Synopsis:** Theatre Sports 12 enables students to build on the skills they acquired in Theatre Sports 11. Although students are still taking risks and exploring new boundaries, Theatre Sports 12 places more of an emphasis on the production and evaluation aspects of putting together a great Theatre Sports Team and show.

**Rationale:** This course will enable students and provide an avenue for them to further the skills they learned in Theatre Sports 11.

### **Organizational Structure:**

Unit	Description	Time (hours)
Unit 1	Team building and Trust	6
Unit 2	Theatre Sports games	6
Unit 3	Competitive Team "Sports"	15
Unit 4	Performance and Production	21
Unit 5	Final Project	12

### **Unit 1- Team building and Trust**

**It is expected that students will be able to:**

Use the skills gained in Theatre Sports 11 to:

- demonstrate trust through collaborative drama
- demonstrate the unique ability of drama to unify a diverse group
- suggest and try a variety of appropriate solutions to a given problem
- take risks and trust in one's abilities
- design and create their own agenda and/or evaluation of what it takes to prepare and form an efficient and entertaining Theatre Sports team

## **Unit 2- Theatre Sports Games**

### **It is expected that students will be able to:**

Use the skills gained in Theatre Sports 11 to:

- participate and actively engage in various Theatre Sports games
- take risks and trust in one's abilities
- create and sustain a character throughout the performance
- complete and perform an assigned project using the above knowledge

## **Unit 3- Competitive Team “Sports”**

### **It is expected that students will be able to:**

Use the skills gained in Theatre Sports 11 to:

- compete against other teams while trying to deliver the most entertaining improvisation
- work with a variety of different teams/groups while trying to achieve a common goal
- identify ways to advance dramatic action
- consistently apply the ability to sustain a role in a given situation with others
- demonstrate trust in others through class activities and ensemble performances
- quickly make and act on reasoned and thoughtful decisions
- create and develop solid, believable characters
- judge and evaluate Theatre Sports games

## **Unit 4- Performance and Production**

### **It is expected that students will be able to:**

Use the skills gained in Theatre Sports 11 to:

- as a comedy troupe rehearse and be able to perform in front of groups and live audiences
- demonstrate and utilize the knowledge acquired from the previous units to present and perform a live Theatre Sports show
- as a group students will be required to Run a Theatre Sports performance all on their own. (*This outcome will be combined with the outcome from unit 5*)

## **Unit 5- Final Project**

### **It is expected that students will be able to:**

Use skills gained in Theatre Sports 11 to:

- Design their own Theatre/Improvisation group with a name, mission statement, goals, appearance, etc.

## Learning Outcomes

It is expected that students will be able to:

- justify their aesthetic response to a theatre performance in terms of:
  - drama form
  - style
  - elements of drama
  - meaning
  - use of performance elements
  - use of production elements
- apply skills and techniques to communicate thoughts, feelings, and beliefs in a theatre performance
- maintain engagement in performance
- demonstrate the ability to move in and out of role
- take performance risks in a variety of situations
- critique their own and others' performances
- use appropriate terminology to describe theatre performance
- demonstrate proficient use of body and voice as performing instruments
- use selected voice elements and elements of movement to achieve a specific purpose
- apply safety and health considerations to body and voice
- use appropriate theatre terminology to describe movement and voice
- demonstrate the ability to convey a character's objectives and motivations
- justify a character's objectives and motivation
- apply a range of internal and external strategies to develop characters
- sustain fully developed characters while performing
- maintain the integrity of a performance in relation to the production concept
- use appropriate stage terminology
- analyse economic and social impacts of theatre performance on local and global communities
- demonstrate understanding of the legal and ethical requirements for performing theatre of various cultures
- demonstrate the responsibilities of their position in the organizational structure of a theatre company
- demonstrate commitment to the rehearsal and performance process
- delegate and accept responsibility in groups
- demonstrate appropriate performance etiquette
- collaborate to solve performance and production problems
- demonstrate leadership in applying health and safety practices in theatre performance
- refine personal goals for theatre performance
- identify skills developed through the study of theatre performance that can be transferred to a variety of careers

## **Instructional Components:**

- **performance and presentation**
- **whole class instruction**
- **peer instruction and learning**
- **small group instruction**
- **individual and group critiques**
- **team based learning**
- **self assessment**
- **rehearsal and process time**
- **peer based directing**

**Assessment Components:**

**Academic achievement will be based upon:**

20 % Drama process (*response and feedback, time management, co-operation, team work, etc.*)

50 % Production (*judging, vocalization, physicalization, etc.*)

30% Assignments (*worksheets, quizzes, self evaluation, writing in role, creative writing, etc.*)