



STUDIO THEATRE
GRADES 9-12
ONE CREDIT, ONE YEAR

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

This course offers students opportunities to refine skills acquired in previous theatre arts courses. Both performers and technicians collaborate on performances and bring their skills into the final arena or development – sharing their art with an audience. Emphasis is placed on performance, skills development, and script interpretation. Designing, acting, directing, and playwriting are the main areas studied. Students also develop skills for entering the theatre in such areas as drama therapy and recreational theatre and in available staff positions. After-school rehearsals and performances are required of all students.

PREREQUISITE

Introduction to Theatre Arts and audition/interview with instructor

OPTIONS FOR NEXT COURSE

Theatre Appreciation, Topics in Performance Theatre, Topics in Technical Theatre

REQUIRED STUDENT TEXTBOOKS

Understanding Plays, 2nd Edition, 1994, M. Barringer
The Actor in You, 1999, Robert Benedetti
The Actor as Storyteller, 2000, Bruce Miler

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE STUDIO THEATRE COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

- 1.1 Explore through performance and staging a wide range of theatre literature. VASOL TII.3, TII.6, TII.9, TII.10, TII.11, TII.13, TII.14, TII.15, TII.16
- (Performance and Design focus students)**
- Level 1: Apply research from print and non-print sources to playwrighting, acting, design, and directing choices.
- Level 2: Identify and research cultural, historical, and symbolic clues in dramatic texts and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.
- Level 3: Research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal productions.
- 1.2. Utilize techniques of script interpretation to create a variety of performance experiences. VASOL TII.4, TII.5, TII.6, TII.13
- (Performance focus students)**
- Level 1: Analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people.
- Level 2: Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.
- Level 3: Analyze the physical, emotion, and social dimensions of characters found in dramatic texts from various genre and media; demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.
- (Design focus students)**
- Level 1: Analyze descriptions, dialogue, and actions to analyze improvised and scripted scenes for technical requirements.
- Level 2: Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.
- Level 3: Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements and create designs that use visual and aural elements to convey environments that clearly support the text.
- 1.3 Investigate a range of contemporary and traditional theatre (acting and design) theories and practices. VASOL TII.6, TII.9, TII.10, TII.11
- (Performance focus students)**
- Level 1: Demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices and, in an ensemble, interact as the invented characters.
- Level 2: Compare and demonstrate various classical and contemporary acting techniques and methods and, in an ensemble, create and sustain characters that communicate with audiences.
- Level 3: Create consistent characters from classical, contemporary, realistic and nonrealistic dramatic texts in informal and formal theatre fill, television, and/or electronic media productions.
- (Design focus students)**
- Level 1: Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for selected productions/scripts.
- Level 2: Explain the basic and physical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup).
- Level 3: Explain how scientific and technological advances have impacted scenic, lighting, sound, costume, and makeup design and implementation for theatre, film, television, and/or electronic media productions.
- 1.4 Generate original scripts including but not limited to scenes. VASOL TI.3
- (Performance focus students)**
- Level 1: Individually and in groups create character and environments that create tension and suspense through techniques including recording dialogue and action.

- Level 2: Construct imaginative scripts and collaborate as, and with, actors to refine scripts so that story and meaning are conveyed to an audience.
- Level 3: Write theatre, film, television, and/or electronic media scripts in a variety of traditional new forms that include original characters with unique dialogue that motivates action.
- (Design focus students)**
- Level 1: Individually and in groups create environments that convey tension and suspense through design elements including color, form, and balance.
- Level 2: Construct imaginative designs and collaborate as, and with, designers to refine drawings so that intent and meaning are conveyed to a director and cast.
- Level 3: Develop theatre, film, television, and/or electronic media designs in a variety of traditional new forms that include original ideas with unique materials that facilitate action.
- 1.5 Demonstrate theatre skills through staging original and published scripts as appropriate to the student's focus of study. VASOL TI.3, TII.1, TII.2
- (Performance focus students)**
- Level 1: Develop acting skills to portray characters who interact in improvised and scripted scenes.
- Level 2: Develop communicating and sustaining characters in improvisations and informal and formal productions.
- Level 3: Develop communicating and sustaining complex and mature characters in improvisations and informal and formal productions.
- (Design focus students)**
- Level 1: Work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments and costumes and makeup to suggest character.
- Level 2: Apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup; design coherent stage management, promotional and business plans.
- Level 3: Safely construct and efficiently operate technical aspects of theatre, film, television, and/or electronic media productions; create and reliably implement production schedules, stage management plans, promotional ideas and business and front-of-house procedures for formal and informal theatre, film, television, and/or electronic media productions.
- 1.6 Develop ensemble building communication skills which allow for open and honest exploration of ideas, emotions, and conflict resolution within the class dynamics. *This is part of the initiation of the class each year as the ensemble composition changes.* VASOL TI.1, TII.4
- 1.7 Compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. VASOL TI.7
- (Performance and Design focus students)**
- Level 1: Determine how the non-dramatic art forms are adapted to enhance the expression of ideas and emotions in theatre.
- Level 2: Compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art).
- Level 3: Integrate several arts and/or media into a unified production.
- 1.8 Demonstrate appropriate participation in rehearsal and discussion/work sessions. VASOL TII.1, TII.3
- (Performance and Design focus students)**
- Level 1: Demonstrate interest and commitment to the completion of all projects and an awareness of the need for individual work ethic.
- Level 2: Demonstrate initiative and leadership in the completion of all products as well as in personal development.
- Level 3: Demonstrate leadership within the class community as well as initiative in and commitment to the completion of all projects and to advancing personal progress through individual table work, rehearsal, and skills development.
- 1.9 Work through the development of preparatory materials and techniques necessary for entry into the collegiate and professional theatre arena. VASOL TII.12, TII.13
- (Performance and Design focus students)**
- Level 1: Begin the collection and analysis of works to include in a professional portfolio and résumé.
- Level 2: Develop audition/interview materials appropriate to collegiate settings and assemble a portfolio and résumé to support the audition/application process.

- Level 3: Develop varied audition/interview materials appropriate to collegiate and professional settings and complete a working portfolio to support the audition/application process.
- 1.10 Engage in directorial experiences. VASOL TII.5
(Performance and/or Design focus students who have demonstrated proficiencies at Level 2 or above in other objectives)
- Level 1: Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.
- Level 2: Effectively communicate directorial choices to a small ensemble by leading small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills.
- Level 3: Collaborate with designers and actors to develop and realize aesthetically unified production concepts for informal and formal theatre.

- 1.11 Explore theatre institutions in the community and across the Commonwealth. VASOL TII.8
(Performance and Design focus students)
- Level 1: Visit and discuss a variety of theatres in Virginia and their relationship to the economy and history of the Commonwealth.
- Level 2: Visit and evaluate theatres in Virginia and articulate an understanding of the range of types in the state including Community Theater, Regional Theater, Professional Resident Theater, Summer stock, and Professional Dinner Theater.
- Level 3: Visit, research, and illustrate (live or through electronic media) the historical development of theatre in Virginia and the importance of theatres to the Commonwealth today in terms of cultural heritage and development and economic dynamics.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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