Department of Teaching & Learning
Parent/Student Course Information

Studio Theatre
(LA 1453)
One Credit, One Year
Grades 10-12

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 advanced theatre course offers student’s 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 of 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 career in theatre, such as drama therapy, recreational theatre and in professional staff positions. School rehearsals and performances are required of all students.

Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills. They continue to cultivate and refine their artistic abilities and appreciation of theatre arts.

PREREQUISITE
Introduction to Theatre Arts and teacher’s approval

OPTIONS FOR NEXT COURSE
Topics in Technical Theatre

REQUIRED STUDENT TEXTBOOK
Understanding Plays, Third Edition
The Actor in You, Second Edition
The Book of cuttings for Acting and Directing
PERFORMANCE AND PRODUCTION

TIV.1 The student will work independently and collaboratively as an actor to create formal and informal presentations, including
1. Depicting multidimensional characters;
2. Depicting given circumstances; and
3. Living truthfully in the moment.

TIV.2 The student will create a personal acting technique by
1. Investigating both external and internal acting approaches;
2. Applying different acting approaches to different pieces (e.g., improvisations, monologues, scenes, plays);
3. Writing character analyses that include prior action, cultural background, objective, tactics, subtext, and consequences of actions; and
4. Writing script analyses that include the historical context, cultural context, through line, and playwright’s intent.

TIV.3 The student will demonstrate vocal performance skills—breathe control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.

TIV.4 The student will apply movement skills in characterization—posture, gait, gesture, leading center, balance, poise, timing, and facial expression.

TIV.5 The student will prepare for academic and/or professional auditions by
1. Choosing and preparing contrasting one-minute and two-minute audition pieces from published works;
2. Preparing and presenting written and oral critiques of personal and peer audition pieces;
3. Developing a résumé of performance and production experience; and
4. Using established audition techniques and following audition notice guidelines.

TIV.7 The student will direct a two-character scene, a multi-character scene, and a one-act play for performance, including
1. Selecting scripts from published and/or original works;
2. Researching the history, culture, and concept of each script;
3. Devising prompt books;
4. Establishing rehearsal and production schedules;
5. Applying established audition techniques in casting;
6. Modeling professional discipline in rehearsal and performance;
7. Conceiving and communicating a cohesive, artistic vision;
8. Creating a collaborative working relationship among cast and crew;
9. Creating and/or collaborating on designs for all production components;
10. Employing staging (blocking) to achieve focus and communicate meaning;
11. Working with actors to develop and ensure effective characterizations;
12. Overseeing technical and design responsibilities and solving related problems;
13. Meeting deadlines; and
14. Adhering to copyright and royalty requirements.
THEATRE HISTORY AND CULTURAL CONTEXT

TIV.8 The student will research the development of the role of the director as a unifying force in a production.

TIV.9 The student will use cultural and historical research to justify choices in directing and acting projects.

ANALYSIS, EVALUATION, AND CRITIQUE

TIV.10 The student will analyze and interpret meaning in personal theatre projects.

TIV.11 The student will compare a variety of published criticisms of a play and evaluate findings.

TIV.12 The student will critique performances, focusing on the acting or directing.

TIV.13 The student will evaluate the qualities of a theatrical production that elicit an audience response, including the director’s interpretation, the production elements, and the actors’ abilities to sustain and project believable characterizations.

TIV.14 The student will analyze the intentions and choices of peer directors and designers.

AESTHETICS

TIV.16 The student will explain how personal aesthetic criteria are applied to personal performance and direction.

TIV.17 The student will justify personal perceptions of a playwright’s intent, as filtered through the director’s vision.

TIV.18 The student will research current aesthetic issues in theatre (e.g., ethics, sensationalism, propaganda).

ADDITIONAL TOPICS OF STUDY

TII.2 The student will create and strengthen trust through participation in theatre games and improvisations that
1. Demonstrate characterization and justify motivations;
2. Develop a narrative that expresses dramatic conflict;
3. Incorporate dialogue and listening skills to express character relationships;
4. Integrate personal experience into the exercises; and
5. Refine concentration, observation, imagination, and sensory memory.

TII.15 The student will give, receive, and utilize constructive criticism by
1. Critiquing theatrical performances, projects, plans, and ideas objectively;
2. Evaluating the artistic choices made in informal and formal productions;
3. Evaluating reviews and critiques of dramatic works; and
4. Critiquing theatrical performances outside of the school environment.

TIII.2 The student will exhibit independence, self-discipline, and commitment to the theatre process through work on assigned projects and productions.
III.3 The student will integrate acting skills and techniques involving voice, movement, and analysis into the rehearsal process and performance by
1. Initiating artistic choices to enhance performance;
2. Listening to other actors and responding internally as well as externally;
3. Creating and sustaining multidimensional characters;
4. Enhancing characterizations, dialogue, and action;
5. Demonstrating self-confidence and self-expression; and
6. Making artistic decisions to achieve an ensemble.

III.6 The student will demonstrate the application of theatre design by
1. Following safety procedures;
2. Rendering lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production;
3. Making a two-dimensional drawing of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and/or properties;
4. Building a scale model of a setting for a stage or contemporary media production;
5. Implementing solutions to technical problems; and
6. Analyzing and justifying design choices.

III.12 The student will critique acting styles by
1. Assessing projects, plans, or ideas;
2. Incorporating personal artistic choices into informal and formal productions; and
3. Critiquing acting styles of professional theatrical productions, using theatre arts vocabulary.

III.15 The student will justify personal choices regarding characterizations within the acting process.

VBO 3 The student will know how theatre skills transfer to life-long skills and other careers.

VBO 5 The student must know how to follow safety guidelines and demonstrate appropriate safety practices.
Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student’s school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at John.Brewington@VBSchools.com.

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