

# Course Goals for Fine Arts Theatre 1

Two Semester Course

Subject Area: Fine Arts/Career Focus

Grades: 9 – 12

Course Number: 559800

Required teacher certification area: Visual Arts

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The primary goals of Theatre as a Fine Arts course are to allow students to participate in decision-making, collaboration, problem solving, and synthesis and analysis of information and to reflect on human experiences within the realm of theatre.

Theatre students will develop an appreciation of the impact of the performing arts on world culture.

## Goal 1: History of Drama

Goal 1	Goal Expansion	Student Learning Expectations from the Drama Strand of the Arkansas Fine Arts Curriculum Framework
1.1	Define and understand the terminology of drama and its origin	1.1.30
1.2	Demonstrate an understanding of how drama originated and evolved	2.1.38, 2.1.42
1.3	Compare and contrast cultural differences using a time line of drama history	2.1.41, 3.1.16

## Goal 2: Theatrical Performance

Goal 2	Goal Expansion	Student Learning Expectations from the Drama Strand of the Arkansas Fine Arts Curriculum Framework
2.1	<b>Pantomime and Mime</b> <ul style="list-style-type: none"> <li>• Review and summarize the definitions of pantomime and mime</li> <li>• Show an understanding of the differences between pantomime and mime</li> <li>• Practice the use of pantomime and mime techniques</li> </ul>	1.1.30, 1.1.33, 1.1.37, 1.1.43, 2.1.35, 2.1.36, 2.1.40, 2.1.43
2.2	<b>General Stage Movement</b> <ul style="list-style-type: none"> <li>• Discover and experiment with different fields of movement</li> <li>• Explore proper stage movements</li> <li>• Develop and display flexible body movements through relaxation techniques and focus exercises</li> </ul>	1.1.30, 1.1.37, 1.1.43, 2.1.48
2.3	<b>Voice and Diction</b> <ul style="list-style-type: none"> <li>• Discuss the importance of voice and diction as it pertains to theatre performance</li> <li>• Evaluate the use of quality, rate, volume, articulation and pronunciation in students' use of voice and diction (Peer and self-assessment)</li> </ul>	1.1.30, 1.1.34, 1.1.35, 1.1.39, 1.1.43, 2.1.37, 2.1.45, 2.1.47
2.4	<b>Improvisation</b>	1.1.28, 1.1.30, 1.1.36, 1.1.38,

	<ul style="list-style-type: none"> <li>State the definition of improvisation</li> <li>Employ understanding of improvisation through performance</li> <li>Illustrate the importance of improvisation by applying it to the development of characterization</li> </ul>	1.1.43, 2.1.40, 2.1.42, 2.1.43
2.5	<b>Characterization</b> <ul style="list-style-type: none"> <li>Paraphrase the essential elements of characterization in drama through discussion</li> <li>Examine the different aspects of characterization through the creation of character and script reading</li> <li>Create written projects reflecting real life situations</li> </ul>	1.1.29, 1.1.30, 1.1.32, 1.1.36, 1.1.43, 2.1.40, 2.1.43, 2.1.45
2.6	<b>Theatrical Conventions</b> <ul style="list-style-type: none"> <li>Appraise self and peer performances</li> <li>Demonstrate appropriate audience behavior</li> <li>Examine aspects of theatre discipline and apply them through practice</li> </ul>	2.1.51, 3.1.21
2.7	<b>Performance Projects</b> <ul style="list-style-type: none"> <li>Generate performance projects demonstrating a variety of performance skills</li> </ul>	1.1.30, 1.1.31, 1.1.36, 1.1.37, 1.1.38, 1.1.39, 1.1.43, 2.1.42, 2.1.43, 2.1.44, 2.1.45, 2.1.46, 2.1.47

### Goal 3: Dramatic/ Thematic Structure

Goal 3	Goal Expansion	Student Learning Expectations from the Drama Strand of the Arkansas Fine Arts Curriculum Framework
3.1	<b>Plot</b> <ul style="list-style-type: none"> <li>Identify and describe the form, function and structure of plot</li> </ul>	2.1.40
3.2	<b>Script Reading</b> <ul style="list-style-type: none"> <li>Recognize the different parts of plot structure through the reading of a script</li> </ul>	3.1.14, 3.1.20
3.3	<b>Critical Analysis</b> <ul style="list-style-type: none"> <li>Analyze through critique of narrative essentials, plot and structure of a script</li> <li>Compose and perform scripts utilizing essential elements of dramatic structure</li> </ul>	2.1.43, 3.1.16, 1.1.28

### Goal 4: Production

Goal 4	Goal Expansion	Student Learning Expectations from the Drama Strand of the Arkansas Fine Arts Curriculum Framework
4.1	<b>Production Staff</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of different roles on technical crews</li> <li>Understand and utilize production scheduling and organization</li> </ul>	1.1.41, 2.1.16,
4.2	<b>Design</b> <ul style="list-style-type: none"> <li>Recognize and discuss the components of technical</li> </ul>	1.1.38, 1.1.40, 1.1.37, 1.1.39, 1.1.42

	theatre: scenery, costume, makeup, lighting, sound, and props	
4.3	<b>Project</b> <ul style="list-style-type: none"> <li>Apply knowledge of the technical drama process through creation of projects involving different technical roles</li> </ul>	2.1.50, 1.1.36, 2.1.9, 2.1.15, 1.1.43, 1.1.31, 2.1.14, 2.1.15

**Goal 5: Integrated Arts**

<b>Goal 5</b>	<b>Goal Expansion</b>	<b>Student Learning Expectations from the Drama Strand of the Arkansas Fine Arts Curriculum Framework</b>
5.1	<b>Exploration</b> <ul style="list-style-type: none"> <li>Describe the different integrated art forms associated with drama (music, film, television, dance, etc.)</li> </ul>	1.1.28, 1.1.29, 1.1.30, 1.1.32, 1.1.33, 1.1.35, 2.1.10, 3.1.16, 3.1.17, 3.1.18, 2.1.22, 2.1.24, 2.1.21
5.2	<b>Research Projects</b> <ul style="list-style-type: none"> <li>Research the various integrated arts</li> <li>Organize and formulate a project integrating various arts forms through performance and evaluation</li> </ul>	3.1.13, 3.1.14, 3.1.19, 3.1.20, 3.1.22, 2.1.19, 2.1.39, 2.1.46