



PA 652 Advanced Repertoire Theatre Curriculum

Artistic Process: Creating – Conceiving and developing new artistic ideas and work		Process Component: - Envision/Conceptualize		Anchor Standard 1: Generate and conceptualize artistic ideas and work	
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.			Essential Questions: What happens when theatre artists use their imaginations and /or learned theatre skills while engaging in creative exploration and inquiry?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
<p>The student will:</p> <p>PA652.Cr1.1.III.a Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.</p> <p>PA652.Cr1.1.III.b Create a complete design for a drama/theatre work that incorporates all elements of technology.</p> <p>PA652.Cr1.1.III.c Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.</p>		<p>The Student Will:</p> <ul style="list-style-type: none"> Select, analyze, and interpret a theatre work. <p>Vocabulary:</p> <ul style="list-style-type: none"> Rehearsal process Ensemble Design concepts 		<p>The Teacher Will:</p> <ul style="list-style-type: none"> Administrate production and facilitate interpretation methods and experimentation in rehearsal. 	
				<p>Resources and Assessments</p> <p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> Scripts Design tools Research materials <p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> Evaluate and create production design. Character analysis 	



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Artistic Process: Creating – Conceiving and developing new artistic ideas and work		Process Component: - Develop		Anchor Standard 2: Organize and develop artistic ideas and work			
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.			Essential Questions: How, when, and why do theatre artists' choices change?				
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies			
<p>The student will:</p> <p>PA652.Cr2-I.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>PA652.Cr2-II.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.</p> <p>PA652.Cr2-III.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.</p> <p>PA652.Cr2-III.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.</p>		<p>The Student Will:</p> <ul style="list-style-type: none"> Investigate history, theories, literature, and performances to see how they alter a theatrical work. <p>Vocabulary:</p> <ul style="list-style-type: none"> Theme Problem solving Collaboration 		<p>The Teacher Will:</p> <ul style="list-style-type: none"> Facilitate research and analysis, evaluate performances. 		<p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> Production examples <p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> Analyze, write, and produce a short scene or monologue. 	



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Artistic Process: Creating – Conceiving and developing new artistic ideas and work		Process Component: Rehearse		Anchor Standard 3: Refine and complete artist work.	
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.			Essential Questions: How do theatre artists transform and edit their initial ideas?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
<p>The student will:</p> <p>PA652.Cr3.1.III.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.</p> <p>PA652.Cr3.1.III.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.</p> <p>PA652.Cr3.1.III.c - Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.</p>		<p>The Student Will:</p> <ul style="list-style-type: none"> • Create performances differentiating style and genre. 		<p>The Teacher Will:</p> <ul style="list-style-type: none"> • Monitor process and evaluate performance. 	
		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Character development • Critical thinking • Genres and styles 		<p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> • Scripts • Textbooks • Worksheets • Performance examples 	
				<p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> • Performance • Reflection on the choices made in the performance. 	



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Artistic Process: Performing – Realizing artistic ideas and work through interpretation and presentation.		Process Component: Select		Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.			Essential Questions: Why are strong choices essential to interpreting a drama or theatre piece?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
<p>The student will:</p> <p>PA652.Pr4.1.III.a - Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.</p> <p>PA652.Pr4.1.III.b - Apply a variety of researched acting techniques as an approach to character choices in drama/theatre work.</p>		<p>The Student Will:</p> <ul style="list-style-type: none"> Analyze theme and concept in a given script. 		<p>The Teacher Will:</p> <ul style="list-style-type: none"> Identify and elaborate on analysis theory and technique. 	
		<p>Vocabulary:</p> <ul style="list-style-type: none"> Text analysis Character analysis 			



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Artistic Process: Performing – Realizing artistic ideas and work through interpretation and presentation.		Process Component: Prepare		Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.			Essential Questions: What can I do to fully prepare a performance or technical design?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA652.Pr5.1.III.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.		The Student Will: <ul style="list-style-type: none"> Develop appropriate tactics for a character to use in overcoming obstacles and attaining objectives. 		The Teacher Will: <ul style="list-style-type: none"> Use varying acting techniques as a part of performance development. 	
		Vocabulary: <ul style="list-style-type: none"> Character Motivations Ensemble Main Objective Objectives Obstacles Tactics 			
				Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Performance Rubric 	



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Artistic Process: Performing – Realizing artistic ideas and work through interpretation and presentation.		Process Component: Share, Present		Anchor Standard 6: Convey meaning through the presentation of artistic work.	
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.			Essential Questions: What happens when theatre artists and audiences share a creative experience?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA652.Pr6.1.III.a - Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.		The Student Will: <ul style="list-style-type: none"> Apply acting techniques as an approach to characterization in a drama/theatre work. 		The Teacher Will: <ul style="list-style-type: none"> Select, analyze, and interpret artistic work for presentation. 	
		Vocabulary: <ul style="list-style-type: none"> Main objective Objectives Concept Raising the stakes 			
				Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Post-performance evaluation 	



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Artistic Process: Responding – Understanding and evaluating how the arts convey meaning.		Process Component: Reflect		Anchor Standard 7: Perceive and analyze artistic work.	
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.			Essential Questions: How do theatre artists comprehend the essence of drama process and theatre experiences?		
Indicators/Objectives	Essential Skills and Knowledge	Teaching Techniques and Strategies	Resources and Assessments		
The student will: PA652.Re7.1.III.a - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	The Student Will: <ul style="list-style-type: none"> Develop personal vocal and physical warm-up techniques in preparation for drama/theatre work. 	The Teacher Will: <ul style="list-style-type: none"> Identify and use blocking and business for a specific character. 	Recommended Resources & Equipment: <ul style="list-style-type: none"> Acting method books 		
	Vocabulary: <ul style="list-style-type: none"> Objectives Spine of character Tactics 		Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Monologue and group performance rubrics 		



PA 652 Advanced Repertoire Theatre Curriculum

Artistic Process: Responding – Understanding and evaluating how the arts convey meaning.		Process Component: Interpret		Anchor Standard 8: Interpret intent and meaning in artistic work.	
Enduring Understanding: Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.			Essential Questions: How can the same work of art communicate different messages to different people?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA652.Re8.1.II.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work. PA652.Re8.1.II.c - Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work. PA652.Re8.1.III.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.		The Student Will: <ul style="list-style-type: none"> Identify differing ideas and concepts from multiple interpretations from the same script. 		The Teacher Will: <ul style="list-style-type: none"> Provide multiple examples of performances of the same script. 	
		Vocabulary <ul style="list-style-type: none"> Aesthetic Theme Resonance 		Recommended Resources & Equipment: <ul style="list-style-type: none"> Scripts 	
				Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Several students will perform the same script with their own interpretation. Reflection and self-assessment 	



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Artistic Process: Responding – Understanding and evaluating how the arts convey meaning.		Process Component: Evaluate		Anchor Standard 9: Apply criteria to evaluate artistic work.	
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.			Essential Questions: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?		
Indicators/Objectives	Essential Skills and Knowledge	Teaching Techniques and Strategies	Resources and Assessments		
<p>The student will: PA652.Re9.1.III.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.</p> <p>PA652.Re9.1.III.b - Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.</p> <p>PA652.Re9.1.III.c - Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> Evaluate interpretive and conceptual choices in design and performance. 	<p>The Teacher Will:</p> <ul style="list-style-type: none"> Provide enhancement material and facilitate evaluation. 	<p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> Dramaturgical literature Videos of productions 		
	<p>Vocabulary</p> <ul style="list-style-type: none"> Evidence Criteria Justification 		<p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> Reflection on relevancy of a dramaturgical piece. 		



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Artistic Process: Connecting – Relating artistic ideas and work with personal meaning and external context.		Process Component: Empathize		Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.			Essential Questions: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA652.Cn10.1.III.a - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.		The Student Will: <ul style="list-style-type: none"> Prepare a theatrical work dealing with a global or local issue. 		The Teacher Will: <ul style="list-style-type: none"> Provide a variety of dramatic pieces focusing on global interests. 	
		Vocabulary: <ul style="list-style-type: none"> Alignment Dramaturgy Justification Theme 			
				Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Performance rubric 	



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Artistic Process: Connecting – Relating artistic ideas and work with personal meaning and external context.		Process Component: Interrelate		Anchor Standard 11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.	
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.			Essential Questions: What happens when theatre artists allow an understanding of themselves and the work to inform perceptions about theatre and the purpose of their work?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA652.Cn11.1.II.a - Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.		The Student Will: <ul style="list-style-type: none"> Explore a variety of cross curricular disciplines and integrate them into a theatrical production. 		The Teacher Will: <ul style="list-style-type: none"> Facilitate research and analysis to create interdisciplinary works. 	
		Vocabulary <ul style="list-style-type: none"> Text and character analysis Integration 			