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| **\*Introduction to Drama** |
| **Course #** | 04003001,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 0.5 |
| Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Theatre 1**  |
| **Course #** | 04003101,2  |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
|  This year-long, foundational class, designed for students with little or no theatre experience, promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art. |

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| **\*Theatre 2** |
| **Course #** | 04003201,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Theatre 1 |
| **Credit** | 1 |
| This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights’ contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work. |

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| **Q\*Theatre 3 Honors**  |
| **Course #** |  04003301,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Theatre 2 |
| **Credit** | 1 |
| This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. |

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| **Q\*Theatre 4 Honors**  |
| **Course #** | 04003401,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Theatre 3 |
| **Credit** | 1 |
| This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. |

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| **\*Theatre History and Literature 1** |
| **Course #** | 0400350 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |       |
| **Credit** | 1      |
| Students’ coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. |

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| **Q \*Theatre History and Literature 2 Honors** |
| **Course #** | 0400360 |
| **Grade Level** | 9-12 |
| **Length** | 1 year      |
| **Prerequisite** | Theatre History and Literature 1 |
| **Credit** | 1 |
| Students’ coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Technical Theatre: Design and Production for Scenery and Props** |
| **Course #** | 0400407 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. |

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| **\*Technical Theatre: Design and Production for Light and Sound** |
| **Course #** | 0400408 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |       |
| **Credit** | 1 |
| Students focus on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination ofspecific instructional goals. Students may be required to attend or participate in technical work, rehearsals,and/or performances beyond the school day to support, extend, and assess learning in the classroom. |

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| \***Technical Theatre: Design and Production Costume, Makeup, and Hair** |
| **Course #** | 0400409 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |       |
| **Credit** | 1 |
| Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. |

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| **\*Technical Theatre Design and Production 1** |
| **Course #** | 04004101,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. |
| **\*Technical Theatre Design and Production 2** |
| **Course #** | 04004201,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Technical Theatre: Design and Production 1 |
| **Credit** | 1 |
| Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. |

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| \***Technical Theatre Design and Production 3** |
| **Course #** | 04004301,2 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Technical Theatre: Design and Production 2 |
| **Credit** | 1 |
| Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/orperformances beyond the school day to support, extend, and assess learning in the classroom. |

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| **Q\*Technical Theatre Design and Production 4 Honors** |
| **Course #** | 04004401,2 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Technical Theatre: Design and Production 3 |
| **Credit** | 1 |
| Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*The Business of Theatre: Management** **& Promotion**  |
| **Course #** | 400515 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |       |
| **Credit** | 1      |
| Students examine the practices and theories fundamental to theatre management and arts administration, focusing on administrative operations and economic aspects of theatre, in particular. Within this framework, students explore the concepts, principles, and techniques used to organize, manage, and promote theatrical productions in educational, community, and commercial settings. As they explore, students learn the basics of professional profit and not-for profit organizations that facilitate, promote, advocate for, fund, and/or govern arts, arts education activities, and/or spaces for arts performances and exhibitions. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom |

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| **\*Musical Theatre 1** |
| **Course #** | 0400700 |
| **Grade Level** | 9-12      |
| **Length** | 1 year |
| **Prerequisite** |       |
| **Credit** | 1 |
| Students’ course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Musical Theatre 2** |
| **Course #** | 0400710 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |       |
| **Credit** | 1 |
| Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Musical Theatre 3** |
| **Course #** | 0400720 |
| **Grade Level** | 9-12 |
| **Length** | 1 year       |
| **Prerequisite** |       |
| **Credit** | 1 |
| Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Theatre Improvisation** |
| **Course #** | 04006206 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a standalone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Theatre Cinema and Film Production** |
| **Course #** | 04006601,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom. |

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| **SPECIAL COURSES OFFERED ONLY BY MAGNET PROGRAMS** |

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| **\*Acting 1 (PCCA)** |
| **Course #** | 04003706  |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Acting 2 (PCCA)** |
| **Course #** | 04003806  |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Acting 1 |
| **Credit** | 1 |
| Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character’s point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Acting 3 (PCCA)** |
| **Course #** | 04003906  |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Acting 2 |
| **Credit** | 1 |
| Students focus on development of significant acting skills and knowledge of the actor’s literature, compiling a working actor’s portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **Q\*Acting 4 Honors (PCCA)** |
| **Course #** | 04004006  |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Acting 3 |
| **Credit** | 1 |
| Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students’ “critical eye” becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required toparticipate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Theatrical Direction 1 (PCCA)** |
| **Course #** | 04005006 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Theatre experience |
| **Credit** | 1 |
| Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **Q\*Theatrical Direction 2 Honors (PCCA)** |
| **Course #** | 04005106 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Theatrical Direction I |
| **Credit** | 1 |
| Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. |

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| **\*Voice and Diction 1 (PCCA)** |
| **Course #** | 04005406 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students assess their own and others’ speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. |

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| **Q\* IB Theatre 1 and 2 (IB)** |
| **Course #** | 04008105/04008205  |
| **Grade Level** | 11-12 |
| **Length** | 2 years |
| **Prerequisite** | Acceptance into IB |
| **Credit** | 2 |
| The IB Theatre courses focus on the historical examination of theatre to understand various cultures and the art of the stage. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. |

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| **Explanation of Symbols** |
| **Symbol** | **Explanation** |
| \* | An asterisk by the course title indicates that the course meets the Fine Arts graduation requirement. |
| **NOTE:** | In the area of music and theatre, due to the nature of performance classes, some upper level music and theatre classes may require an audition. |