

## LOCALLY DEVELOPED COURSE OUTLINE

Advanced Acting/Touring Theatre15

Advanced Acting/Touring Theatre25

Advanced Acting/Touring Theatre35

Submitted By:

**Red Deer Catholic Regional Division No. 39**

Submitted On:

**Aug. 3, 2016**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2015	08/31/2019	Acquired	Authorization	G10 G11 G12
25-5	125.00	09/01/2015	08/31/2019	Acquired	Authorization	G10 G11 G12
35-5	125.00	09/01/2015	08/31/2019	Acquired	Authorization	G10 G11 G12

### Course Description

Advanced Acting/Touring for Theatre is designed to develop an appreciation of theatre as an innovative form of performance art and communication that reflects diverse social, cultural and global perspectives

Enrolment in Advanced Acting and Touring for Theatre is permitted with the teacher's recommendation and permission of the principal. It is strongly recommended that students have participated in:

15: Drama 10

25: Drama 20 or Advanced Acting/Touring for Theatre 15

35: Drama 30 or Advanced Acting/Touring for Theatre 25

Advanced Acting/Touring for Theatre 15, 25, 35 is designed to develop an appreciation of theatre as an innovative form of performance art and communication that reflects diverse social, cultural and global perspectives.

## Course Prerequisites

# Sequence Introduction (formerly: Philosophy)

Advanced Acting/Touring for Theatre is designed to develop an appreciation of theatre as an innovative form of performance art and communication that reflects diverse social, cultural and global perspectives. Students will develop a deep understanding of acting for stage and the theatre community. The course will provide additional opportunities for students to develop and refine the learner competencies outlined in the [Inspiring Education](#) document.

Theatre is driven by tradition and is a place where dramatic literature and significant events are explored artistically. Through the exploration of theatre students will practice analysis, evaluation and metacognitive skills. Students will develop an appreciation for the creative work of others while striving to understand and interpret the thoughts, ideas and emotions presented in theatrical performances.

Performance art provides opportunities for students to use their imagination to create original work and to communicate with others through acting on stage. Effective teamwork, collaboration and communication are essential skills of life- long learners who are able to adapt to change with an attitude of optimism and hope for the future.

In preparation for theatrical performances, students must collaborate with others, which includes building positive relationships, sharing responsibility, and showing flexibility. This form of learning is challenging in that it expects students to be creative yet respectful, empathetic and compassionate, as they work together to broaden their awareness of humanity through the performance process. Student success is largely dependent on a strong work ethic, individual perseverance and self-discipline.

Advanced Acting/Touring for Theatre provides additional opportunities for students to develop and refine the learner competencies outlined in the Alberta Education's Inspiring Education.

## **Student Need (formerly: Rationale)**

Advanced Acting/Touring for Theatre offers students the opportunity to study acting as a theatre performance based course. Performance acting allows students to develop their creative, intuitive, spontaneous and imaginative potential. Through logical and literal dramaturgy combined with spontaneous and intuitive exploration, the student will be able to retain and transfer this theatrical knowledge into future endeavors.

Advanced Acting/Touring for Theatre may act as a steppingstone for students wishing to consider a career in the theatre. Students are encouraged to explore various career possibilities and to seek additional opportunities to participate in acting within their local communities

This course will expand upon the skills learned in Drama 10-20-30.

## **Scope and Sequence (formerly: Learner Outcomes)**

Advanced Acting/Touring for Theatre offers students the opportunity to study acting and theatre as a subject in its own right. It is designed to offer students the chance to think and react creatively and critically through the study of theatre and through the competencies within the discipline. Students will develop an appreciation for the role and impact of theatre as a means of communicating with an audience.

The general outcomes span all course levels. Advanced Acting/Touring for Theatre as a curriculum is complex and spiraling in nature. The detail and specific demands required of students increases at each grade level. It often requires prior knowledge to be connected as new skills are introduced and applied. As well, the literature and plays studied also become increasingly more challenging, requiring more comprehensive understanding of complex themes and imagery. Where a specific learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

In a three and/or five credit course, teacher must direct students in production work. Teachers should select a script, text, or structure based on student needs and abilities.

Teachers need to attend to the development phase of learning and expect that students will move from development to the acquiring of the specific outcomes as they progress throughout the Advanced Acting/Touring for Theatre course.

All the Learning Outcomes of Advanced Acting/Touring for Theatre are intended to be achieved through performance.

NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

## **Guiding Questions (formerly: General Outcomes)**

- 1 Explore the role of acting for stage as a means of performance communication in our society.**
- 2 Demonstrate a variety of acting skills (physical, vocal and cognitive) required to express thoughts, ideas and emotions through acting on stage.**
- 3 Explore and apply elements of performance and performance etiquette.**

## Learning Outcomes (formerly: Specific Outcomes)

<b>1 Explore the role of acting for stage as a means of performance communication in our society.</b>	<b>15-5 25-5 35-5</b>
1.1 Review and analyze the role of context in a play (ex. historical, traditional, contemporary)	X X X
1.2 Review and analyze the influence of given circumstances in a scene or script	X X X
1.3 Review and analyze the role of text and character using a variety media	X X X
1.4 Analyze and evaluate the role of an audience in a performance (ex. communication choices, style of performance, etc.)	X X X
1.5 View, analyze and evaluate a variety of theatrical performances (5 Credits only)	X X X
1.6 Analyze and evaluate the role of theatre as a voice in the community. (5 Credits only)	X X X
1.7 Interpret and reflect upon the creative work and viewpoints of others while demonstrating respect and appreciation (5 Credits only)	X X X
<b>2 Demonstrate a variety of acting skills (physical, vocal and cognitive) required to express thoughts, ideas and emotions through acting on stage.</b>	<b>15-5 25-5 35-5</b>
2.1 Execute and lead a variety of warm-up exercises for the body and voice	X X X
2.2 Communicate within an artistic context using vocabulary and terms unique to the theatre	X X X
2.3 Analyze and apply audition skills required for acting for theatre (ex. slating)	X X X
2.4 Apply the use of an actor's book	X X X

2.5 Analyze and apply the creative process of character development and the ability to sustain a character throughout a performance	X	X	X
2.6 Analyze and apply blocking techniques in a scene or play	X	X	X
2.7 Analyze and apply appropriate sound, lighting, staging, costumes and makeup techniques to enhance artistic unity	X	X	X
2.8 Analyze and apply artistic unity to various aspects of production including character choices	X	X	X

<b>3 Explore and apply elements of performance and performance etiquette.</b>	<b>15-5</b>	<b>25-5</b>	<b>35-5</b>
3.1 Demonstrate responsibility and commitment both individually and to the group (ex. effective use of rehearsal time, being 'off book' early, etc)	X	X	X
3.2 Reflect upon personal acting skills and assess strengths and areas for growth in order to set goals and strategies for improvement (ex. self-reflection, acting on feedback, etc.)	X	X	X
3.3 Build positive relationships to manage conflict and differences and collaborate with others to present a scene or play on stage	X	X	X
3.4 Transfer rehearsal knowledge to stage practice	X	X	X
3.5 Transfer technical knowledge and decisions to new stage environment (loading set in and out, learning new lighting and sound equipment)	X	X	X
3.6 Analyze and reflect upon various roles and career opportunities within the theatre	X	X	X

# Facilities or Equipment

## Facility

Theatre can happen anywhere and Advanced Acting/Touring Theatre is not limited by facilities. The following facility recommendations would enhance courses in Advanced Acting/Touring Theatre:

Theatre Recommendations:

- wing and backstage areas
- light and sound booth
- equipment and storage rooms
- metal locked storage cupboards for paint and tools
- eye wash station
- industrial sink and washrooms
- flat dock and props storage shelving
- loading and unloading dock
- main drape, scrim, legs and traveler
- ceiling grid
- separate change rooms off adjacent to the theatre

Studio / Classroom Recommendations:

- 58 by 36 (approximate suggested size)
- adjacent storage rooms for sets, costumes and props
- washrooms nearby
- ceiling grid
- Some mirrored wall
- wiring for use of stage lighting and portable dimmer board



Facilities:

Gymnasium

Theatre

Humanities classroom

Dance Studio

## Equipment

Theatre can happen anywhere and Advanced Acting/Touring Theatre is not limited by equipment. The following equipment recommendations would enhance Advanced Acting/Touring Theatre:

Lighting System for Theatre Lighting Equipment Recommendations:

- digital lighting board
- 2.4 kilo, 96 dimmers, 96 circuits (dimmer per circuit)
- computerized lighting control (able to handle moving lights)
- 20 - 1,000 watt ellipsoidal spots
- 20 - 1,000 ellipsoidal spots
- 12 - 750 watt Fresnel Spots
- 2 - 1500 watt Followspots
- 2 - SS X - 70 light stands
- 1 portable dimmer board for classroom/studio equipped with 2 scene pre-set, 6 circuits and 12 dimmers
- 8 - 3 bay unit strip/boarder lights
- 8 - 100 ft. (12 gauge) extension cords
- 8 - 25 ft. (12 gauge) extension cords
- 30 - 2 ft. (12 gauge) patch cords
- 1 surdex unit to manage power

Sound Equipment Recommendations:

- 1 /CD player
- 1 stereo power amp
- 1 DVD player
- 1 projector
- 1 CD burner/ DVD burner

- 1 video camera
- 1 sound mixer (24 channels in, 8 channels out)
- 2 main in-house playback speakers
- 2 special effects speakers
- 4 all purpose mikes (omni-directional)
- 1 uni-directional taping mike
- 2 wireless mikes
- 4 computers equipped with sound editing soft ware
- 4 booms for mikes
- 1 projection screen
- 1 TV
- 1 stage monitor
- 1 light booth monitor and headset
- 1 - 10 watt amp for monitor system

## **Learning and Teaching Resources**

All resources used to teach Locally Developed Courses are subject to Board of Trus approval and only those resources listed in this outline have been approved by the b motion attached.

Boal, Augusto. Games for Actors and non Actors, Routledge, 2002.

## **Sensitive or Controversial Content**

The emphasis is on teaching and learning not professional production. It is through purposeful conversation with students that will set the context for performance. Teachers and students should choose and adapt selections that are appropriate to the Catholic school community in which they work and in some cases, consultation with school administration.

Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Administrative Procedure #103 Safe and Caring Learning Environments for Students.

In addition, in accordance with Section 11.1 of the Alberta Human Rights Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

## **Issue Management Strategy**

### **Health and Safety**

Safety Guidelines for the Performing Arts refer to the safety handbook entitled "Setting the Stage for Safety".

External resources such as guest speakers must be approved by school administration and may be subject to independent contract agreement as per Red Deer Catholic Regional Schools guideline.

All Off-site activities are organized according to Red Deer Catholic Regional Schools Administrative Procedure 342 - Field Trips and Other Curricular Activities.

Red Deer Catholic Regional Schools Administrative Procedure 113 - Occupational Health and Safety sets out responsibilities for safe working conditions.

## **Risk Management Strategy**

### **Statement of Overlap with Existing Programs**

Advanced Acting and Touring Theatre recognizes that students need a performance component to both deepen and broaden their understanding. By moving into an interdependent, group project the student experiences enrichment not possible in the traditional drama class. The developmental nature of Drama 10-20-30 focuses on the individual learner. Advanced Acting and Touring Theatre is a creative collaborative, which uses the acquired dramatic skills and applies them into the world of theatre. This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

# Student Assessment

Assessment practices should reflect the complex and spiraling nature of acting and touring for theatre, and take into consideration, the attitudes, skills and knowledge required of students at each level of complexity; as advanced acting and touring becomes increasingly more challenging, within each level of the course, it requires evidence of a more comprehensive understanding.

Where a specific learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning
- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References



Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final report. Edmonton, Canada:

## **Course Approval Implementation and Evaluation**

