SCOPE AND SEQUENCE

Course Name: Addison Repertory Theatre (ART) Performance

Instructor: Eric Reid-St John

Career Cluster: Arts, Entertainment, & Design

Sub-Cluster: Performing Arts

HS Course Credits: 3 (1 English, 1.5 Elective, .5 Fine Arts); .5 option for technology credit for tech track (VUHS only)

Fast Forward Optional Credits: Qualifying students can earn 3 CCV credits for ENG 1070 Effective Speaking and 3 SNHU credits for FAS353 - Improvisation and Performance

Tier 2 Credentials: Vermont Arts Portfolio

Tier 1 Credentials: None

CTSO/Enrichment: International Thespians

Note: Students must be able to attend several performances each semester outside school hours.

Recommended Preparation for Success in This Course: Interest in and experience in previous theatrical performances; Successful completion of two English courses.

Tagline: Take a role in this unique, student-run theater company!

Student appeal: Members are responsible for all aspects of production: technical, management, performance, research, and writing. Under the guidance of theater professionals and visiting artists, students produce a full season of shows for presentation in schools and venues throughout the county.

Course Description: Take a role in Vermont's sole CTE Theatre program! Members are responsible for all aspects of production: technical, management, performance, research, and writing. Students produce a full year of shows for presentation in schools and venues throughout the county. Students explore auditioning for the stage and screen, career paths in performance, and various acting techniques, with attention paid to movement, voice, and improvisation. Second-year students take on leadership roles and complete a capstone project in performance, direction, or theater education.

The English portion of A.R.T. explores classical and modern dramaturgical literature, as well as related fiction and non-fiction writings. Students are required to write journals, plays, and non-fiction, conduct research, and complete a professional portfolio.

Proficiencies/Learning Targets:

LT 1: RESEARCH & TEST I conduct research by collecting design elements, by examining professional examples, and by studying design methods/styles. I experiment with and test methods, materials, examine subject matter and use my imagination to cultivate creativity and spur innovation. (AR-PRF5, ENG-RI4)

LT 2: IDEATE & DEVELOP I learn to work without a preconceived plan. I develop a range of ideas and document my creative thinking and design process. (CA2, CA5)

LT 3:CREATE & EVALUATE I create artistic work that is original and expressive, demonstrating an understanding technique. I intentionally select materials (virtual and physical), technologies, and methods to fit the creative problem. I evaluate, revise and refine my work using feedback from a variety of critique and assessment models. I examine and evaluate the work of my peers and the work of professionals. (VT1, VT3, AR-PRF7, CA1, CA8, CA9, ENG-W3, ENG-RI6)

LT 4: COMPLETE I complete finished-quality designs and elements that: meet the design objective, demonstrate strong craft, communicate an intended message, meet production specifications, are portfolio-ready, and meet deadlines. (VT2, AR-PRF6, CA3, CA4)

LT 5: CONNECT & RELATE I reflect on designs and on my work process using industry terms. I can discuss and present work in a range of settings. I can read plays and texts for understanding. I am a responsible young professional when dealing with my community and audience and understand the ethical implications of making and distributing creative work. (VT4, VT5, AR-PRF1, AR-PRF8, CA6, CA7, CA10, ENG-L6, ENG-W1, ENG-W2)

LT 6: LANGUAGE AND LITERATURE: I can clearly express myself using written and oral communication, interpret the works of others, and evaluate written works (CA8, CA11, ENG-L1, ENG-L2, ENG-RL3, ENG-RL7)

Standards:Standards: ART standards are aligned with Vermont's CTE Critical Proficiencies Anchor Standards (VT), which derive from and are aligned with the Common Career Technical Core Standards for the Arts, Entertainment, and Design cluster.

Additional standards alignment includes:

PAHCC Habits of Work: Safety, Work Ethic, Reliability, People Skills

PAHCC Transferable Skills: Creative and practical problem solving; Inquiry; Informed and Integrated Thinking.

CCTC - Career Ready Practices		
Unit and Essential Question(s)	**Estimated # of Classes Periods** *(assumes 120-minute classes)*	**Learning Targets**
Unit 1: Introduction to Theatre Terminology and Careers *What careers exist in theatre, and how might the skills found in these areas be useful in other fields? What vocabulary do I need to communicate with other theatre professionals?*	5	**Targets Addressed: LT 5, LT6** ● Identify the aspects of theatrical production, including technical aspects such as costumes, make-up, stage management, lights, and props ● Understand the organizational structure of a theatre company ● Identify the technical roles and their responsibilities to the production process ● Communicate using production terminology
Unit 2: Children's Theatre: *How should a performer use the body and voice to create engaging performance? What is the structure of engaging theatre?*	45 Classes	**Targets Addressed: LT 1, LT 2, LT 3, LT 4, LT 6** ● Develop skills in communicating through physical movement (pantomime) ● Mask work ● Understand and explore the fundamentals of improvisation ● Explore the use of voice and its impact on performance

		● Examine the structure of storytelling and the performer's role in it
Unit 3: Auditioning techniques *What methods are best for increasing the chances of being cast? What are the performer's responsibilities when accepting a role?*	5 Classes	**Targets Addressed: LT 3, LT 5, LT 6** ● How to select auditioning material ● The role of technology in auditions ● Audition etiquette ● The necessity of improvisation in auditioning ● Stress reduction
Unit 4: Production: Using scripted work for presentation *How are works selected for production? What are effective methods to produce a play? What are the responsibilities for those involved in a production? How do I fulfill my role in a production?*	60 Classes	**Targets Addressed: LT 1, LT 3, LT 4, LT 5, LT 6** ● Reading and evaluating scripts for production value ● Understanding one's part in a production and the responsibility of accepting a role ● Techniques and methods for working with others ● Acting fundamentals ● Participating in a full-length production ● Evaluation of performance to encourage growth as an artist
Unit 5: Playwriting: Creating original works for presentation *How do I develop an idea into a scripted work? How then do I take this new work and present it to an audience?*	50 Classes	**Targets Addressed: LT 2, LT 3, LT 4, LT 6** ● Playwriting techniques and formats ● Dealing with writer's block ● Creation of a new work for production

Unit 6: Career Readiness: Exploring roles, portfolios, work ethic	5 Classes	**Targets Addressed: LT 1, LT 5** ● Exhibit computer literacy as related to production and promotion ● Develop a portfolio and résumé ● Identify social networks to appropriately further your career ● Characterize the role of unions and professional affiliations as they relate to theater and related industries ● Acquire job, internship, and higher/continuing education opportunities

The Patricia A. Hannaford Career Center ensures equal employment and educational opportunities regardless of race, color, creed, gender, age, handicapping condition/disability, national origin, or sexual orientation, in compliance with federal and state law.