



# Theatre 1

## Theatre 1- Year at a Glance

M/J Theatre 1

Course # 0400000

**A Note to Parents:** This is a year-long course. Acting skills will be introduced in Quarter 1 but the development of these skills, along with other theatre fundamentals, will continue throughout the whole school year.

Please note: the units of study listed below indicate the course sequence. Instructional pacing may vary.

### Course Description

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. 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. 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.

### CPALMS Link

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J Theatre 1 <https://www.cpalms.org/PreviewCourse/Preview/3872>

	Unit of Study	
<b>Quarter 1</b> Aug 10 – Oct 12	<b><i>Learning How to Act</i></b>	<ul style="list-style-type: none"> <li>• Develop characterizations, using basic acting skills, appropriate for selected dramatizations.</li> <li>• Memorize and present a character’s lines from a monologue or scene.</li> <li>• Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.</li> <li>• Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.</li> <li>• Use group-generated criteria to critique others and help strengthen each other’s performances.</li> <li>• Describe the importance of wellness and care for the actor’s physical being as a performance instrument.</li> </ul>
<b>Quarter 2</b> Oct 13 – Dec 22	<b><i>Learning About Theatre</i></b>	<ul style="list-style-type: none"> <li>• Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.</li> </ul>

		<ul style="list-style-type: none"> <li>• Describe how a theatrical activity can entertain or instruct an audience.</li> <li>• Compare theatre and its elements and vocabulary to other art forms.</li> <li>• Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.</li> <li>• Describe one's own personal responses to a theatrical work and show respect for the responses of others.</li> <li>• Discuss the differences between presentational and representational theatre styles.</li> <li>• Explain the impact of choices made by directors, designers and actors on audience understanding.</li> <li>• Discuss ways in which dance, music and the visual arts enhance theatrical presentations.</li> </ul>
<b>Quarter 3</b> Jan 11 – Mar 11	<b><i>Critical Thinking in Theatre</i></b>	<ul style="list-style-type: none"> <li>• Ask questions to understand a peer's artistic choices for a performance or design.</li> <li>• Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.</li> <li>• Identify principles and techniques that are shared between the arts and other content areas.</li> <li>• Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.</li> <li>• Describe how social skills learned through play participation are used in other classroom and extracurricular activities.</li> <li>• Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.</li> <li>• Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.</li> </ul>
<b>Quarter 4</b> Mar 22 – May 27	<b><i>Technology and the Business of Theatre</i></b>	<ul style="list-style-type: none"> <li>• Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</li> <li>• Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.</li> <li>• Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.</li> <li>• Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.</li> </ul>

### Course Resources

- Various resources for plays and monologues.