

Department Goals

The Bishop DuBourg High School's Visual and Performing Arts Department strives to empower our students to:

1. Identify and demonstrate the elements, principles and the vocabulary of music, art, and theatre.
2. Recognize the elements of the fine arts through analysis of the creative works of accomplished artists.
3. Use creativity and critical thinking skills to apply the tools of each of the arts in production and performance.
4. Show appreciation for exemplary works of art from a variety of cultures and historical periods.
5. Show appreciation for the ability in themselves and other students to create through production and performance.

Visual & Performing Arts Department Course Goals

Course Code STGPER Course Name INTRO TO STAGE—SEMESTER 1

Goals

1. Students will display a working knowledge of the elements and skills that make up the process of acting.
2. Students will exhibit ease in speaking, moving, and performing before a group of their peers.
3. Students will exhibit ease and comfort in working with a group of their peers on performance projects.
4. Students will use, practice, and explain the individual skills that are part of the art of acting.
5. Students will exercise their acting skills through improvisatory and scripted monologues and scenes.

Content (Knowledge, Skills & Values)

1. Acting skills—warming up, theatre games, improvisation, stage movement, vocal production, and the cumulative process of characterization.
2. Plays and Acting—published plays by accomplished playwrights read individually or worked on as a group; written articles on acting by authorities and practicing theatre professionals.

Resources, Activities & Assessments

1. *Acting for Young Actors*—Mary Lou Belli and Dinah Lenney—text of explanation of and hands-on projects for the elements of acting.
2. *Respect for Acting*—Uta Hagen; classic acting text by important acting teacher.
3. *Challenge for the Actor*—Uta Hagen; continuation of her first acting book.
4. Journal to be used by each student for notes and assignments and written reports.
5. Videos and video taping for specific theatre projects

6. Readings from the resource texts
7. Student journal for daily entries of individual explanation and analysis of class activities
8. Reports on plays and magazine articles read outside of class in the journal.
9. Games, exercises, improvs, monologues, and scenes rehearsed, performed and critiqued.
10. Classroom performance and behavior.
11. Attendance at school productions.

**Visual and Performing Arts
Department
Course Goals**

Course Code ART 11

Course Name Art 1 – Foundations of Art

Goals

1. Students will identify and use the elements and principles of art and design for expression.
2. Students will apply art vocabulary and terminology in compositions of art.
3. Students will define and discuss historical time periods and the cultural/multicultural arts.
4. Students will create art, increasing success in drawing and other media.
5. Students will relate art to and with other scholastic disciplines.

Content (Knowledge, Skills & Values)

1. Art vocabulary
2. Art elements and principals – value studies, color theory, space and perspective (1pt. and 2 pt.), form
3. Artists, art history, multicultural studies
4. Art technique
5. Art media
6. Critical thinking for creative solutions

Resources, Activities & Assessments

1. Prayer
2. Sketch Book and folder
3. Demonstration and examples
4. Rubrics
5. Handouts and graphic organizers
6. Works of drawing, painting, collage and sculpture
7. Technology and Books for research
8. Films on specific artists, cultures, and time periods
9. Games
10. Monthly Scholastic and art magazines
11. Textbook

**Visual and Performing Arts
Department
Course Goals**

Course Code Art 21

Course Name Art 2 - Intermediate Art Studies

Goals

1. Students will apply the art elements and principles to creating a final product.
2. Students will interpret and discuss the process of making art with understanding of art terminology and vocabulary.
3. Students will identify and research individual artists, styles and historical time periods by various methods including technology.
4. Students will relate critical thinking skills to solve drawing, painting, and design challenges.
5. Students will analyze and show appreciation for art as expression of ideas and emotions.

Content (Knowledge, Skills & Values)

1. Art vocabulary
2. Art elements and principals, including 3-D
3. Artists, art histories, and multicultural arts
4. Technique
5. Media
6. Critical thinking for creative solutions

Resources, Activities & Assessments

1. Prayer
2. Sketch books and folders
3. Demonstrations
4. Handouts
5. Graphic organizers
6. Works of art
7. Technology for research
8. Films – specific to artist, time period, or culture

9. Games
10. Scholastic magazine and other periodicals
11. Numerous reference books
12. Rubrics and critiques
13. Museums and presenters
14. Textbook

**Visual and Performing Arts
Department
Course Goals**

Course Code ART31

Course Name Advanced Art Studies 3

Goals

1. Students will expand their problem solving skills, building on techniques learned in Art II, using the art elements, art principles, and art vocabulary, and will demonstrate these skills in their art projects.
2. Students will refer to accomplished artists they have learned about in Art I and II and will continue analyzing and showing appreciation of accomplished artists.
3. Students will continue to address art history and its importance to society, and will apply this knowledge as a springboard for their own artwork ideas.
4. Students will build more of their critical thinking skills to create art projects.
5. Students will demonstrate an improvement on their drawing, painting, and other various art medium skills.
6. Students will relate art to other disciplines and to their daily lives
7. Students will recognize creative ability in themselves and others, critiquing their own artwork and the artwork of others by way of the art elements, art principles, and art vocabulary.
8. Students will create an art portfolio if they are planning to go into "The Arts" either by way of a college, university, or technical school.

Content (Knowledge, Skills & Values)

1. Art vocabulary, art elements, principles of design, color theory
2. Accomplished artists
3. Art history
4. Art techniques including pencil, colored pencil, watercolor, acrylic, and multi-media material
5. Compositional design problem solving

Resources, Activities & Assessments

1. The internet
2. Art related field trips
3. Scholastic Magazine, The Artist Magazine, School Arts Magazine, art books
4. Art materials and art mediums
5. Rubrics and teacher feedback

**Visual and Performing Arts
Department
Course Goals**

Course Code ART41

Course Name Advanced Art Studies 4

Goals

1. Students will display their highest level of problem solving skills, building on the techniques learned in Art 31, using the art elements, art principles, and art vocabulary, and will demonstrate these skills in their art projects.
2. Students will refer to accomplished artists they have learned about in Art 1, 2, and 3 and will continue to analyze and show appreciation for accomplished artists.
3. Students will continue to address and build on their knowledge of art history from Art 3 and its importance to society, and will apply this knowledge as a springboard for their own artwork ideas.
4. Students will produce their highest level of critical thinking skills to create art projects building on what they learned in Art 3.
5. Students will display their highest level of drawing, painting, and other various art medium skills and will continue to improve on these skills.
6. Students will continue to relate art to other disciplines and to their daily lives.
7. Students will continue to recognize creative ability in themselves and others, critiquing their own artwork and the artwork of others by way of the art elements, art principles, and art vocabulary.
8. Students will create an art portfolio if they are planning to go into "The Arts" either by way of a college, university, or technical school.

Content (Knowledge, Skills & Values)

1. Art vocabulary, art elements, art principles of design, color theory
2. Accomplished artists
3. Art history
4. Art techniques including pencil, colored pencil, watercolor, acrylic, and multi-media material
5. Compositional design problem solving

Resources, Activities & Assessments

1. The internet
2. Art related field trips
3. Scholastic Magazine, The Artist magazine, School Arts magazine, art books
4. Art materials and art mediums
5. College and “How To Put a Portfolio Together” resources
6. Rubrics and teacher feedback

**Visual and Performing Arts
Department
Course Goals**

Course Code ARTAP1/ARTAP2

Course Name Art Appreciation

Goals

1. Students will identify and demonstrate art elements, art principles, and art vocabulary through project related assignments.
2. Students will recognize the art elements and art principles through the analysis of the creative works of accomplished artists.
3. Students will demonstrate their creative and critical thinking skills through project related assignments.
4. Students will recognize exemplary artworks from a variety of cultures and historical periods.
5. Students will compare and contrast various artists and artistic styles.
6. Students will recognize creative ability in themselves and others.

Content (Knowledge, Skills & Values)

1. Art elements, principles of design, art vocabulary, color theory
2. Accomplished artists both past and present
3. History of art
4. Basic art materials for basic art projects

Resources, Activities & Assessments

1. The internet and United Streamlining
2. Art books and art magazines
3. Basic art materials
4. Rubrics and teacher feedback

**Visual and Performing Arts
Department
Course Goals**

Course Code BGUIT

Course Name Beginning Guitar

Goals

1. Students will identify the use of musical elements used in music rehearsed and performed.
2. Students will demonstrate performance proficiency as an individual and as an ensemble on the guitar.
3. Students will participate in a daily practice routine in the classroom and at home on the guitar.
4. Students will show an appreciation of a wide variety of music through personal performance and performances of others on the guitar.
5. Students will perform a wide variety of music, representing all musical styles.

Content (Knowledge, Skills & Values)

1. Read treble clef music.
2. Use time signatures 2/4, 3/4, 4/4.
3. Use music notes whole note through eighth notes.
4. Apply lead guitar music techniques in a performance.
5. Perform chord accompaniment with the guitar in a performance.
6. Recognize parts of the guitar.
7. Perform as an ensemble.

Resources, Activities & Assessments

1. Hal Leonard Guitar Method Book 1
2. Hal Leonard Guitar Pop Book 1
3. Playing tests
4. Individual and Ensemble Performances

**Visual and Performing Arts
Department
Course Goals**

Course Code CERAM1/CERAM2

Course Name Introduction to Ceramics

Goals

1. Students will apply the art elements and art principles to 3-dimensional ceramic pieces.
2. Students will recognize the accomplishments of ceramic artists.
3. Students will analyze the history of ceramics and its importance to society.
4. Students will build on their critical thinking skills to create ceramic projects.
5. Students will demonstrate the proper handling of basic ceramic tools and materials.
6. Students will build on their internet skills to research ceramic projects.
7. Students will relate ceramics to other disciplines and to their daily lives.
8. Students will recognize creative ability in themselves and others.

Content (Knowledge, Skills & Values)

1. Art vocabulary, ceramic vocabulary, and the art elements/art principles of design, including color theory.
2. Accomplished ceramic artists.
3. History of ceramics.
4. Basic hand-building techniques: pinch pot, coil, and slab.
5. Ceramics tools and materials.
6. Glazing and firing of ceramic projects.
7. 3-Dimensional problem solving.

Resources, Activities & Assessments

1. The internet
2. St. Louis Art Museum field trip
3. Ceramic books, ceramic magazines
4. Tools, clay, glazes
5. Rubrics and teacher feedback

**Visual and Performing Arts
Department
Course Goals**

Course Code CHSGR

Course Name Chamber Singers

Goals

1. Students will demonstrate performance proficiency as an ensemble
2. Students will perform a wide variety of music, representing all musical styles
3. Students will identify the use of musical elements used in music rehearsed and performed.
4. Students will show how professional musicians perform in rehearsals and in performances.
5. Students will recognize famous composers and current composers of the choir repertoire.
6. Students will participate in a daily practice routine in the classroom and at home.
7. Students will identify musical styles and musical style periods through performance.
8. Students will show an appreciation of a wide variety of music through personal performance and performances of others.
9. Students will use technology through rehearsal and performance.

Content (Knowledge, Skills & Values)

1. Perform as an ensemble
2. Perform a variety of music of all musical styles from Classical to Modern.
3. Perform Sacred music, Spirituals, Secular music, Folk Songs, Madrigals and Cantatas.
4. Use Major Scales through four sharps and four flats in performances.
5. Perform three and four part arrangements.
6. Sight read using solfege or numbers for three and four part arrangements.
7. Use time signatures through 5/4 and odd meter in performances.
8. Use *Smartmusic* to enhance rehearsals.
9. Use rhythms through sixteenth notes

Resources, Activities & Assessments

1. Christmas/ Spring concert
2. Archdiocese Choir festival
3. District/ State honors choir
4. Local area concerts
5. Spring concert festivals

**Visual and Performing Arts
Department
Course Goals**

Course Code CNCBD

Course Name Concert Band

Goals

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1. Students will demonstrate performance proficiency as an ensemble
2. Students will perform a wide variety of music, representing all musical styles
3. Students will identify the use of musical elements used in music rehearsed and performed.
4. Students will show how a professional musician would perform in a rehearsal and a performance.
5. Students will recognize famous composers and current composers of the classical and concert band repertoire.
6. Students will participate in a daily practice routine in the classroom and at home.
7. Students will show an appreciation of a wide variety of music through personal performance and performances of others.
8. Students will identify musical styles and musical style periods through performance.
9. Students will use technology through rehearsal and performance.

Content (Knowledge, Skills & Values)

1. Perform as an ensemble
2. Perform a variety of music of all musical styles from Classical to Modern.
3. Perform Overtures, Ballads, and Marches.
4. Use Major Scales through four sharps and four flats in performances.
5. Perform concert music graded a three to four level.
6. Use time signatures through 5/4 and odd meter in performances.
7. Use *Smartmusic* to enhance rehearsals.
8. Use rhythms through sixteenth notes.

Resources, Activities & Assessments

1. Christmas/ Spring concert
2. Archdiocese Band festival
3. District/ State solo and emsemble
4. District/ State honors band
5. Spring concert festivals

**Visual and Performing Arts
Department
Course Goals**

Course Code CONCHR

Course Name Concert Chorus

Goals

1. Students will demonstrate performance proficiency as an ensemble
2. Students will perform a wide variety of music, representing all musical styles
3. Students will identify the use of musical elements used in music rehearsed and performed.
4. Students will show how professional musicians perform in rehearsals and in performances.
5. Students will recognize famous composers and current composers of the choir repertoire.
6. Students will participate in a daily practice routine in the classroom and at home.
7. Students will identify musical styles and musical style periods through performance.
8. Students will show an appreciation of a wide variety of music through personal performance and performances of others.
9. Students will employ the use technology through rehearsal and performance

Content (Knowledge, Skills & Values)

1. Perform as an ensemble
2. Perform a variety of music of all musical styles from Classical to Modern.
3. Perform Sacred music, Spirituals, Secular music, Folk Songs, Madrigals and Cantatas.
4. Use Major Scales through two sharps and two flats in performances.
5. Perform unison and two part arrangements.
6. Sight read using solfege or numbers for unison arrangements.
7. Use time signatures 2/4 through 4/4.
8. Use *Smartmusic* to enhance rehearsals.
9. Use rhythms through eighth notes

Resources, Activities & Assessments

1. Christmas/ Spring concert
2. Local area concerts.
3. Music Reading tests.
4. Sight reading tests.

**Visual and Performing Arts
Department
Course Goals**

Course Code DEVBND

Course Name Developing Band

Goals

:

1. Students will demonstrate performance proficiency as an ensemble
2. Students will perform a wide variety of music, representing all musical styles.
3. Students will identify the use of musical elements used in music rehearsed and performed.
4. Students will show how a professional musician would perform in a rehearsal and a performance.
5. Students will recognize famous composers and current composers of the classical and concert band repertoire.
6. Students will participate in a daily practice routine in the classroom and at home.
7. Students will show an appreciation of a wide variety of music through personal performance and performances of others.
8. Students will identify musical styles and musical style periods through performance.
9. Students will use technology through rehearsal and performance.

Content (Knowledge, Skills & Values)

1. Perform as an ensemble.
2. Perform examples from the text *Standard of Excellence 1 and 2*.
3. Perform a variety of music of all musical styles from Classical to Modern.
4. Perform Overtures, Ballads, and Marches.
5. Use Major Scales through four sharps and four flats in performances.
6. Perform concert music graded a one and two level.
7. Use time signatures 2/4 through 4/4.
8. Use *Smartmusic* to enhance rehearsals.
9. Use rhythms through sixteenth notes.

Resources, Activities & Assessments

1. Spring concert.
2. Music Reading tests.
3. Tests on examples from *Standard of Excellence*.

**Visual and Performing Arts
Department
Course Goals**

Course Code **JZBND**

Course Name **Jazz Band**

Goals

1. Students will demonstrate performance proficiency as an ensemble
2. Students will perform a wide variety of jazz music, representing all jazz styles.
3. Students will identify the use of musical elements used in different jazz styles.
4. Students will demonstrate the use of musical elements used in different jazz styles.
5. Students will show how professional musicians perform in a rehearsal and in a performance.
6. Students will examine current and famous jazz composers and arrangers.
7. Students will identify current and famous jazz charts.
8. Students will participate in a **daily** practice routine in the classroom and **at home**.
9. Students will show an appreciation of a wide variety of music.
10. Students will demonstrate the use of improvisation in their performances.

Content (Knowledge, Skills & Values)

1. Perform as an ensemble
2. Perform a variety of music of all musical styles from New Orleans Jazz to Modern Jazz.
3. Perform Swing, Latin, Rock, Bebop, Fusion and Ballad style Jazz.
4. Use Blues Scales through four sharps and four flats for improvisation.
5. Perform Jazz music graded a three to four level.
6. Use time signatures through 5/4 and odd meter in performances.
7. Use *Smartmusic* to enhance rehearsals.
8. Use rhythms through sixteenth notes

Resources, Activities & Assessments

1. Christmas/ Spring concert
2. Archdiocese Jazz Band festival
3. District/ State honors band
4. Local area concerts
5. Spring concert festivals

**Visual and Performing Arts
Department
Course Goals**

Course Code MUSC1

Course Name Music Appreciation

Goals

1. Students will show interest in lifelong knowledge and enjoyment of concert music-recorded, broadcast, and live performances.
2. Students will demonstrate comprehensive listening skills.
3. Students will become informed concert-goers and consumers of music.
4. Students will become active supporters of music and the arts.
5. Students will show how a professional musician would perform in a rehearsal and in a performance.
6. Students will identify musical styles and musical style periods.
7. Students will recognize famous composers and current composers of the classical music repertoire.

Content (Knowledge, Skills & Values)

1. Identify musical style periods by composer
2. Identify musical style periods by techniques used in a musical composition
3. Recognize the historical time periods in which the composers were producing their compositions.
4. Use the five levels of listening to listen to classical music and popular music with a deeper understanding and appreciation.

Resources, Activities & Assessments

1. Listening Journal- students keep a weekly journal with their impressions of a variety of musical examples
2. Chapter Tests
3. Reports on concerts that happen at Bishop DuBourg
4. Listening examples, and videos shown throughout the semester
5. Project papers on composers and styles of music

**Visual and Performing Arts
Department
Course Goals**

Course Code **MUSTH**

Course Name **Music Theory**

Goals

1. Students will demonstrate aural skills through listening and writing music.
2. Students will describe the basic materials and processes of music that are heard or presented in a score.
3. Students will identify the rudiments and terminology of music.
4. Students will compose and notate music.
5. Students will identify musical styles and musical style periods.
6. Students will recognize famous composers and current composers of the classical music repertoire.

Content (Knowledge, Skills & Values)

I. Musical Terminology

- A. Terms for intervals, triads, seventh chords, scales, and modes
- B. Terms pertaining to rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance

II. Notational Skills

- A. Rhythms and meters
- B. Clefs and pitches
- C. Key signatures, scales, and modes
- D. Intervals and chords
- E. Melodic transposition

III. Basic Compositional Skills

- A. Four-voice realization of figured-bass symbols and Roman numerals
- B. Composition of a bass line (with chord symbols) for a given melody

IV. Score Analysis (with or without aural stimulus)

- A. Small-scale and large-scale harmonic procedures, including:
 1. identification of cadence types
 2. Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords
 3. identification of key centers and key relationships; recognition of modulation to closely related keys
- B. Melodic organization and developmental procedures
 1. scale types; modes
 2. motivic development and relationships (e.g., inversion, retrograde, sequence, imitation)
- C. Rhythmic/metric organization
 1. meter type (e.g., duple, triple, quadruple, irregular) and beat type (e.g., simple, compound)

- 2. rhythmic devices and procedures (e.g., augmentation, diminution, hemiola)
- D. Texture
 - 1. types (e.g., monophony, homophony, polyphony)
 - 2. devices (e.g., imitation, canon)
- E. Formal devices and/or procedures
 - 1. phrase structure
 - 2. phrases in combination (e.g., period, double period, phrase group)
 - 3. small forms
- V. Aural Skills
 - A. Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
 - B. Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters)
 - C. Harmonic dictation (notation of soprano and bass lines and harmonic analysis in a four-voice texture)
 - D. Identification of isolated pitch and rhythmic patterns
 - E. Detection of errors in pitch and rhythm in one- and two-voice examples
 - F. Identification of processes and materials in the context of music literature representing a broad spectrum of genres, media, and styles
 - 1. melodic organization (e.g., scale-degree function of specified tones, scale types, mode, contour, sequences, motivic development)
 - 2. harmonic organization (e.g., chord function, inversion, quality)
 - 3. tonal organization (e.g., cadence types, key relationships)
 - 4. meter and rhythmic patterns
 - 5. instrumentation (i.e., identification of timbre)
 - texture (e.g., number and position of voices, degree of independence, presence of imitation, density)
 - 7. formal procedures (e.g., phrase structure; distinctions among literal repetition, varied repetition, and contrast; small forms)

Resources, Activities & Assessments

- 1. Quizzes
- 2. Test

**Visual and Performing Arts
Department
Course Goals**

Course Code BPNLB

Course Name Beginning Piano Lab

Goals

1. Students will identify the use of musical elements used in music rehearsed and performed.
2. Students will demonstrate performance proficiency as an individual and as an ensemble on the piano.
3. Students will participate in a daily practice routine in the classroom and at home on the piano.
4. Students will show an appreciation of a wide variety of music through personal performance and performances of others on the piano.
5. Students will perform a wide variety of music, representing all musical styles.

Content (Knowledge, Skills & Values)

1. Read treble clef and bass clef music.
2. Use time signatures 2/4, 3/4, 4/4.
3. Use music notes whole note through eighth notes.
4. Apply piano technique in both right and left hands.
5. Perform chord accompaniment.
6. Recognize how a piano works.
7. Perform as an ensemble.

Resources, Activities & Assessments

1. Alfred's Adult Piano Method Book
2. Playing tests
3. Individual and Ensemble Performances

Visual & Performing Arts Department Course Goals

Course Code STCR11-STCR12

Course Name STAGECRAFTS Sem1/Sem2

Goals

1. Students will display a working knowledge of the elements and skills that are part of technical theatre.
2. Students will exhibit a knowledge of the name, purpose, and proper use of the tools, hardware, and materials necessary for set design and construction.
3. Students will exhibit a knowledge of the name, purpose, and proper use of the tools, paints, and materials necessary for set painting and decoration.
4. Students will exhibit ease and comfort in working with a group of their peers on set construction and decoration projects.
5. Students will analyze and evaluate their individual and group work in creating a stage set.
6. When available, students will learn the purpose of hard copy stage design drawings and how to use them in bringing the set to reality on the stage.

Content (Knowledge, Skills & Values)

1. Tech theatre skills—carpentry, joining, stabilizing, securing, stage painting.
2. Plays and Acting—published plays by accomplished playwrights read individually or worked on as a group; written articles on Acting by authorities and practicing theatre professionals.

Resources, Activities & Assessments

1. *Technical Theater for Nontechnical People*—Drew Campbell; basic tech principles book.
2. Journal to be used by each student for notes and assignments and written reports.
3. How-to videos on tech theatre areas, tools, and specific construction projects.
4. Professional set design: floor plan, construction drawings, elevations, and color renderings.

5. Readings from the resource text
6. Student journal for daily entries of individual explanation and analysis of class activities and progress.
7. Reports in the journal on plays and magazine articles read outside of class.
8. Projects planned, organized, and carried out on sets for the plays performed on stage.
9. Classroom performance and behavior.
10. Attendance at school productions.

Visual & Performing Arts Department Course Goals

Course Code STGPER

Course Name Introduction to the Stage

Goals

1. Students will display a working knowledge of the elements and skills that make up the process of acting.
2. Students will exhibit ease in speaking, moving and performing before a group of their peers.
3. Students will exhibit ease and comfort in working with a group of their peers on performance projects.
4. Students will use, practice and explain the individual skills that are part of the art of acting.

Content (Knowledge, Skills & Values)

1. Acting skills—warming up, improvisation, movement, stage directions, observation, sense memory, pantomime, vocal production and articulation, creating a character.
2. Theatre history—brief surveys of history of theatre from among: ancient Greece and Rome, Middle Ages, the Renaissance, Elizabethan England, the 18th century, the 19th century, contemporary theatre.
3. Plays and Acting—published plays by accomplished playwrights read individually or worked on as a group; written articles on acting by authorities and practicing theatre professionals.

Resources, Activities & Assessments

1. Basic Drama Projects—text of hands-on acting exercises and assignments by Fran Tanner.
2. Ancillary materials: e.g. play scripts, theatre magazines, and individual projects and games.
3. Notebook to be used by each student for notes and assignments and written reports.
4. Laptops for specific theatre projects.
5. Readings from the text units.
6. Quizzes on reading assignments.

7. Tests on text units.
8. Class notes to be taken in the notebook.
9. Reports on plays and magazine articles read outside of class in the notebook.
10. Projects created, rehearsed, and performed individually or in groups.
11. Classroom performance and behavior.
12. Attendance at school productions.

Visual & Performing Arts Department Course Goals

Course Code THTR

Course Name INTRODUCTION TO THEATRE SEM 1

Goals

1. Students will display a working knowledge of the vocabulary and jargon that is part of the art of theatre.
2. Students will exhibit ease in speaking and presenting before a group of their peers.
3. Students will exhibit ease and comfort in working with a group of their peers on hands-on projects.
4. Students will explain the basic areas of expertise necessary to putting together a production of a play.

Content (Knowledge, Skills & Values)

1. Production practitioners—playwright, director, producer, the cast, rehearsals, design of sets, lights, sound, costumes, makeup and props.
2. Theatre history—brief surveys of history of theatre from ancient Greece and Rome, Middle Ages, the Renaissance, Elizabethan England, the 18th century, the 19th century, contemporary theatre.
3. Plays and Technical Theatre—published plays by accomplished playwrights read individually or worked on as a group; written articles on Technical Theatre by authorities and practicing theatre professionals.

Resources, Activities & Assessments

1. Basic Drama Projects—text of hands-on acting exercises and assignments by Fran Tanner.
2. Ancillary materials: e.g. play scripts, theatre magazines, and individual projects and games.
3. Notebook to be used by each student for notes and assignments and written reports.
4. Laptops for specific theatre projects.
5. Readings from the text units.

6. Quizzes on reading assignments.
7. Tests on text units.
8. Class notes to be taken in the notebook.
9. Reports on plays and magazine articles read outside of class in the notebook.
10. Projects created, organized and presented individually or in groups.
11. Classroom performance and behavior.
12. Attendance at school productions.