

LOCALLY DEVELOPED COURSE OUTLINE

Advanced Acting/Touring Theatre

35-3

Submitted By:
Chinook's Edge School Division No. 73

Submitted On:
May. 21, 2015

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Advanced Acting/Touring Theatre 35
Credit Number	3
Hours of Instruction	62.50 hrs
Implementation Dates	9/1/2015 - 8/31/2019
Proposal Type	Reauthorization
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Acknowledgment	

<p>Course Description</p>	<p>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</p> <p>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:</p> <p>15: Drama 10</p> <p>25: Drama 20 or Advanced Acting/Touring for Theatre 15</p> <p>35: Drama 30 or Advanced Acting/Touring for Theatre 25</p> <p>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.</p>
<p>Course Prerequisite</p>	

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.

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.

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.

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.**

Specific Learner Outcomes

1 Explore the role of acting for stage as a means of performance communication in our society.	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Review and analyze the role of context in a play (ex. historical, traditional, contemporary)	X	X	X	X	X	X
1.2 Review and analyze the influence of given circumstances in a scene or script	X	X	X	X	X	X
1.3 Review and analyze the role of text and character using a variety media	X	X	X	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	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

2 Demonstrate a variety of acting skills (physical, vocal and cognitive) required to express thoughts, ideas and emotions through acting on stage.	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Execute and lead a variety of warm-up exercises for the body and voice	X	X	X	X	X	X
2.2 Communicate within an artistic context using vocabulary and terms unique to the theatre	X	X	X	X	X	X
2.3 Analyze and apply audition skills required for acting for theatre (ex. slating)	X	X	X	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	X	X	X

2.6 Analyze and apply blocking techniques in a scene or play	X	X	X	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	X	X	X

3 Explore and apply elements of performance and performance etiquette.	15-3	15-5	25-3	25-5	35-3	35-5
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	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	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	X	X	X
3.4 Transfer rehearsal knowledge to stage practice	X	X	X	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

There are no special facilities or spaces beyond a standard classroom setting that are required to teach this course; however, a gymnasium with a stage or an auditorium / theatre area would be an optimal setting in which to implement this course.

Equipment

There is no special equipment required to teach this course; however, a performance stage area with a basic lighting and sound system is recommended.

Learning Resources

All resources used to teach Locally Developed Courses are subject to Board of Trustees approval and only those resources listed in this outline have been approved by the Board of Trustees. A list of resources is attached.

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

Others

Identification of Controversial or Sensitive Course Content

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administration prior to their coverage in class.

Identification of Safety Components

All Chinook's Edge School Division No. 73 procedures (in accordance with Chinook's Edge School Division No. 73 Administrative Procedure 2-09 *Field Trips and Excursions*) will be followed if students are taken off campus (re: planning, parental permission, risk assessment, etc.).

Significant Overlap with Provincial Curriculum

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.

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 Evaluation and Monitoring

The Associate Superintendent Learning Services, in collaboration with the school Principal will evaluate and monitor the course(s) to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge School Division No. 73) are met. The school Principal will supervise the course implementation at the school level.

Course pre-requisites, copyright privileges, and conditions listed by the developing board will be adhered to.

Appendix I

Appendix II

Table of Contents

Board Motion	2
Course Basic Information	3
Philosophy	5
Rationale	5
Learner Outcomes	6
General Outcomes	6
Specific Learner Outcor	7
Facilities or Equipment	8
Facility	8
Equipment	9
Learning Resources	9
Others	9
Identification of Controversial or Sensitive Course Components	9
Identification of Safety Components	9
Significant Overlap with Provincial Curriculum	10
Assessment	11
Appendix I	14
Appendix II	14