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YEAR ONE
 ACTING & SCRIPT ANALYSIS AND STAGECRAFT

Suggested Pacing	Content Standards What must students know and be able to do? (Outcome & Competency)	Learning and Performance Expectations (Strand & Paragraph)	Assessment of Learning Options How will we know if they learned this skill?	Learning Resources Options What will we do if they didn't, and what if they did?
Quarter 1	<p>Outcome 1.1. Employability Skills</p> <p>1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.</p> <p>1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience (e.g., interdependence of technical and artistic elements).</p> <p>1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.</p> <p>1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, resumé writing, interviewing skills, portfolio development).</p>	<p>Strand 1. Business Operations/21st Century Skills</p> <p>Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p>	<p>Career Study</p> <p>Resume</p> <p>Business and Law worksheets and discussions</p>	<p>Broadwayworld.com</p> <p>Examples of Professional Resumes</p> <p>Theatre Resume Guidebook</p> <p>Money Instructor Worksheets and Lesson Plans</p>

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	<p>1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.</p> <p>Outcome 1.2. Leadership and Communications</p> <p>1.2.11. Write professional correspondence, documents, job applications and resumés.</p> <p>1.2.12. Use technical writing skills to complete forms and create reports.</p> <p>1.2.14. Use motivational strategies to accomplish goals.</p> <p>Outcome 1.3. Business Ethics and Law</p> <p>1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.</p> <p>1.3.2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment.</p> <p>1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).</p>			
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	<p>1.3.4. Identify how federal and state consumer protection laws affect products and services.</p> <p>1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.</p> <p>1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.</p> <p>1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC]).</p>			
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	<p>1.3.8. Verify compliance with computer and intellectual property laws and regulations.</p> <p>1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational and professional ethical standards.</p> <p>Outcome 1.4. Knowledge Management and Information Technology</p> <p>1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).</p> <p>1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).</p> <p>1.4.5. Use information technology tools to maintain, secure and monitor business records.</p> <p>Outcome 1.6. Business Literacy</p> <p>1.6.1. Identify business opportunities.</p>			
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	<p>1.6.2. Assess the reality of becoming an entrepreneur, including advantages and disadvantages (e.g., risk versus reward, reasons for success and failure).</p> <p>1.6.3. Explain the importance of planning your business.</p> <p>1.6.4. Identify types of businesses, ownership and entities (i.e., individual proprietorships, partnerships, corporations, cooperatives, public, private, profit, not-for-profit).</p> <p>1.6.5. Describe organizational structure, chain of command, the roles and responsibilities of the organizational departments and interdepartmental interactions.</p> <p>1.6.6. Identify the target market served by the organization, the niche that the organization fills and an outlook of the industry.</p> <p>1.6.7. Identify the effect of supply and demand on products and services.</p> <p>1.6.8. Identify the features and benefits that make an organization's product or service competitive.</p>			
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	<p>1.6.9. Explain how the performance of an employee, a department and an organization is assessed.</p> <p>1.6.10. Describe the impact of globalization on an enterprise or organization.</p> <p>1.6.11. Describe how all business activities of an organization work within the parameters of a budget.</p> <p>1.6.12. Describe classifications of employee benefits, rights, deductions and compensations.</p> <p>Outcome 1.7. Entrepreneurship/Entrepreneurs</p> <p>1.7.1. Compare and contrast the four types of business ownership (i.e., individual proprietorships, partnerships, corporations, cooperatives).</p> <p>1.7.2. Explain the role of profit as the incentive to entrepreneurs in a market economy.</p> <p>1.7.3. Identify the factors that contribute to the success and failure of entrepreneurial ventures.</p> <p>1.7.4. Assess the roles of nonprofit and for-profit businesses.</p>			
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	<p>1.7.5. Develop a business plan.</p> <p>1.7.6. Describe life cycles of an entrepreneurial business and an entrepreneur.</p> <p>1.7.7. Create a list of personal strengths, weaknesses, skills and abilities needed to be successful as an entrepreneur.</p> <p>1.7.8. Explain pathways used to become an entrepreneur.</p> <p>1.7.9. Conduct a self-assessment to determine entrepreneurial potential.</p> <p>1.7.10. Describe techniques for obtaining experience (e.g., apprenticeship, co-operative [co-op] education, work placement, internship, job shadowing) related to an entrepreneurial objective.</p> <p>1.7.11. Identify initial steps in establishing a business (e.g., limited liability company [LLC], tax ID, permits, insurance, licensing).</p> <p>1.7.12. Identify resources available to entrepreneurs (e.g., Small Business Administration, mentors, information resources, educational opportunities, grants</p>			
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	<p>for artistic support).</p> <p>1.7.13. Protect intellectual property and knowledge (e.g., copyright, patent, trademark, trade secrets, processes).</p> <p>Outcome 1.8. Operations Management</p> <p>1.8.1. Forecast future resources and budgetary needs using financial documents (e.g., balance sheet, demand forecasting, financial ratios).</p> <p>1.8.2. Select and organize resources to develop a product or a service.</p> <p>1.8.3. Analyze the performance of organizational activities and reallocate resources to achieve established goals.</p> <p>1.8.4. Identify alternative actions to take when goals are not met (e.g., changing goals, changing strategies, efficiencies).</p> <p>1.8.5. Use inventory and control systems to purchase materials, supplies and equipment (e.g., Last In, First Out [LIFO]; First In, First Out [FIFO]; Just in Time [JIT]; LEAN).</p>			
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	<p>1.8.6. Identify the advantages and disadvantages of carrying cost and Just-in-Time (JIT) production systems and the effects of maintaining inventory (e.g., perishable, shrinkage, insurance) on profitability.</p> <p>1.8.7. Collect information and feedback to help assess the organization's strategic planning and policymaking processes.</p> <p>1.8.8. Identify routine activities for maintaining business facilities and equipment.</p> <p>1.8.9. Develop a budget that reflects the strategies and goals of the organization.</p> <p>1.8.10. Analyze how business management and environmental manag</p> <p>Outcome 1.9. Financial Management</p> <p>1.9.1. Create, analyze and interpret financial documents (e.g., budgets, income statements).</p> <p>1.9.2. Identify tax obligations (i.e., opportunities for deductions).</p> <p>1.9.3. Review and summarize savings, investment strategies and</p>			
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	<p>purchasing options (e.g., cash, lease, finance, stocks, bonds).</p> <p>1.9.4. Identify credit types and their uses in order to establish credit.</p> <p>1.9.5. Identify ways to avoid or correct debt problems.</p> <p>1.9.6. Explain how credit ratings and the criteria lenders use to evaluate repayment capacity affect access to loans.</p> <p>1.9.7. Review and summarize categories (types) of insurance and identify how insurances can reduce financial risk.</p> <p>1.9.8. Identify income sources and expenditures.</p> <p>1.9.9. Compare and contrast different banking services available through financial institutions.</p> <p>1.9.10. Identify the role of depreciation in tax planning and liability.</p> <p>Outcome 1.10. Sales and Marketing</p> <p>1.10.1. Identify how the roles of sales, advertising and public</p>			
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	<p>relations contribute to a company's brand.</p> <p>1.10.2. Determine the customer's needs and identify solutions.</p> <p>1.10.3. Communicate features, benefits and warranties of a product or service to the customer.</p> <p>1.10.4. Identify the company policies and procedures for initiating product and service improvements.</p> <p>1.10.5. Monitor customer expectations and determine product/service satisfaction by using measurement tools.</p> <p>1.10.6. Discuss the importance of correct pricing to support a product's or service's positioning in the marketing mix.</p> <p>1.10.7. Describe the importance and diversity of distribution channels (i.e., direct, indirect) to sell a product.</p> <p>1.10.8. Use promotional techniques to maximize sales revenues (e.g., advertising, sales promotions, publicity, public relations).</p>			
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	<p>1.10.9. Describe how product mix (e.g., product line, product items) maximizes sales revenues, market, share and profit margin.</p> <p>1.10.10. Demonstrate sales techniques.</p> <p>Outcome 1.11. Principles of Business Economics</p> <p>1.11.1. Identify the economic principles that guide geographic location of an industry's facilities (e.g., relative scarcity, price, quantity of products and services).</p> <p>1.11.2. Identify the difference between monetary and nonmonetary incentives and explain how changes in incentives cause changes in behavior.</p> <p>1.11.3. Use economic indicators to identify economic trends (e.g., deregulation) and conditions (e.g., inflation, interest rate fluctuations, unemployment rates).</p> <p>1.11.4. Determine how the quality, quantity and pricing of goods and services are affected by domestic and international competition in a market economy.</p> <p>1.11.5. Analyze factors that affect currency and exchange rates.</p>			
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	<p>1.11.6. Explain how financial markets and government policies influence interest rates (credit ratings/debt ceiling), trade deficits and unemployment.</p> <p>1.11.7. Describe how economic performance and culture are interdependent.</p> <p>1.11.8. Identify the relationships between economy, society and environment that lead to sustainability (e.g., evolution and impact of the arts).</p> <p>1.11.9. Describe how laws and regulations influence domestic and international trade.</p>			
<p>Quarter 1</p>	<p>Outcome 2.1. Art Elements and Design Principles</p> <p>2.1.1. Describe art elements of line, value, color, shape, space, form and texture in various media that are used individually or in combination.</p> <p>2.1.2. Identify specific characteristics (i.e., positive and negative, organic, geometric, quality, weight, direction) of art elements that communicate and express ideas.</p>	<p>Strand 2. Design Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.</p>	<p>Set Design 1: Table Project</p> <p>Scene Shop Safety Quiz</p>	<p><i>Theatre Backstage from A to Z</i></p> <p>Scene Shop Safety Quiz</p> <p>Slideshows in Google Classroom</p> <p>Masterclass with industry professional</p>

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	<p>2.1.3. Determine how and when to apply the principles of design, including unity, variety, balance, movement, emphasis, visual hierarchy and proportion/scale, to communicate ideas.</p> <p>2.1.4. Compare and contrast unity and variety within a design.</p> <p>2.1.5. Contrast formal/symmetrical, informal/asymmetrical and radial balance.</p> <p>2.1.6. Observe movement shown through repetition, pattern and rhythm.</p> <p>2.1.7. Interpret emphasis through contrast, isolation, size and placement.</p> <p>2.1.8. Identify visual hierarchy used to establish dominance.</p> <p>2.1.9. Recognize the use of proportion/scale.</p>			
<p>Quarter 1</p>	<p>Outcome 7.14. Performance Demands 7.14.6. Overcome psychological stresses to minimize their impacts on a performance. 7.14.7. Manage and relieve</p>	<p>Strand 7. Performance Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Monologue Performance 1 Scene from <i>Medea</i> Movement Performance 1</p>	<p><i>Medea</i> by Aristophanes <i>Respect for Acting</i> by Uta Hagen "Try" by P!nk</p>

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	<p>anxieties.</p> <p>Outcome 7.3. Basic Movement 7.3.1. Use exercises that build strength, stamina, flexibility, agility and coordination in locomotor and non-locomotor movements.</p> <p>7.3.2. Apply appropriate alignment, isolation, strength, flexibility, agility and coordination in locomotor and non-locomotor movements.</p> <p>7.3.3. Perform various examples of dance steps and movements within a dance genre.</p> <p>7.3.4. Exhibit stage presence, confidence and focus.</p> <p>7.3.5. Exhibit aesthetic awareness, creation of line, rhythm, musicality, expression and movement dynamics.</p> <p>Outcome 7.6. Music Elements 7.6.2. Identify meter.</p>			<p>Monologue Unit</p>
<p>Quarter 2</p>	<p>Outcome 2.3. Art Forms 2.3.1. Render a proportionately correct portrait and figure drawing.</p> <p>2.3.2. Draw in one-point, two-point, multi-point and aerial perspectives.</p>	<p>Strand 2. Design Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.</p>	<p>Set Design 2: Set Building</p>	<p><i>Theatre Backstage from A to Z</i></p> <p>Scene Shop Safety Quiz</p> <p>Slideshows in Google Classroom</p>

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	<p>2.3.3. Apply color using pencil, marker, dry media, wet media and digital media.</p> <p>2.3.4. Demonstrate shape, volume, depth and dimension.</p> <p>2.3.5. Employ techniques that produce actual and implied texture (e.g., filters, embroidery, embossing, clay, wax, wood, metal).</p> <p>2.3.6. Select the material based on its characteristics (e.g., design, construction, maintenance, care of product) for the intended use.</p> <p>2.3.7. Create a 3D design according to specific measurements using drawing, cutting, scoring and bonding techniques.</p> <p>Outcome 2.4. Visual Layouts 2.4.1. Create thumbnail and rough sketches.</p>			<p>Masterclass with industry professional</p>
<p>Quarter 2</p>	<p>Outcome 4.4. Lighting 4.4.1. Measure light levels using a light exposure meter.</p> <p>4.4.2. Employ the characteristics (e.g., hard light, diffused light, incident light) and properties of light.</p>	<p>Strand 4. Audio, Video and Photo Imaging Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production.</p>	<p>Lighting Design and Operation for Movement Pieces</p>	<p><i>Theatre Backstage from A to Z</i></p> <p><i>Respect for Acting by Uta Hagen</i></p> <p>"Try" by P!nk</p>

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	<p>4.4.3.Manipulate and direct light using ratios, gels, filters, diffusion and gobos.</p> <p>4.4.4.Implement lighting techniques (e.g., four-point, bounce, high-key, low-key, cross-key, mixed) to produce specific effects.</p>			
<p>Quarter 2</p>	<p>Outcome 7.14. Performance Demands</p> <p>7.14.1.Apply the warm-up process and other techniques that prevent strain on various parts of the body and voice.</p> <p>7.14.2.Recognize physical stress as a potential risk factor to the body’s various movements.</p> <p>7.14.3.Develop techniques to enhance a performance based on the knowledge of anatomy and physiology.</p> <p>7.14.4.Develop a nutrition plan and lifestyle choices that support optimal performance and reduce stress and injury.</p> <p>7.14.5.Anticipate the physical requirements of a performance.</p> <p>Outcome 7.15. Rehearsal and</p>	<p>Strand 7. Performance Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Movement Performance 2</p> <p>Scene from <i>Richard III</i></p>	<p><i>Richard III</i> by William Shakeseapre</p> <p><i>Respect for Acting</i> by Uta Hagen</p> <p>“Try” by P!nk</p>

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	<p>Audition</p> <p>7.15.1. Plan for different types of auditions and adapt to in-person, audio and video format requirements.</p> <p>7.15.2. Select the audition material that meets the expectations of the company or individual holding the audition.</p> <p>7.15.3. Prepare physically and mentally for rehearsal and audition demands.</p> <p>7.15.4. Critique the strengths and weaknesses of a performance during rehearsal.</p>			
<p>Quarter 3</p>	<p>Outcome 3.2. Entertainment-based Writing</p> <p>3.2.2. Compare and contrast writing to be read and writing to be performed.</p> <p>3.2.3. Brainstorm the theme and plot through outlining or storyboarding.</p> <p>3.2.5. Create copy with appropriate tone and content for the speaker or performer.</p> <p>3.2.8. Create fiction and non-fiction scripts for various media.</p> <p>3.2.10. Determine how the script</p>	<p>Strand 3. Written Content Creation</p> <p>Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.</p>	<p>TV Pilot Writing Project</p>	<p><i>Respect for Acting</i> by Uta Hagen</p> <p>Examples, posted in Google Classroom</p> <p>Screenplay Format</p> <p>Screenplay Template</p>

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	<p>dictates various elements, including setting, music and blocking.</p> <p>3.2.11. Create script for stage, radio, libretti, television and film.</p>			
<p>Quarter 3</p>	<p>Outcome 4.1. Science of Sound 4.1.1. Analyze sound by its properties, including amplitude, frequency, wavelength, velocity, diffraction, diffusion, phase and harmonics.</p> <p>4.1.3. Identify sound as measured or perceived.</p> <p>4.1.4. Identify sound pressure level (SPL).</p> <p>4.1.5. Analyze acoustics and their impact on sound.</p> <p>4.1.6. Apply the principles of direct sound, early reflection and reverberation.</p> <p>Outcome 4.2. Audio Capturing 4.2.1. Determine sound recording requirements.</p> <p>4.2.2. Compare and contrast microphone properties (e.g., polar patterns, type of transducer) with their intended use (e.g., handheld, wireless, boom).</p>	<p>Strand 4. Audio, Video and Photo Imaging Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production.</p>	<p>TV Pilot Filming & Editing Project</p>	<p>Videography Basics</p> <p>Beginner's Guide to Filmmaking</p>

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	<p>4.2.3. Determine microphone and speaker placement, according to their directional characteristics.</p> <p>4.2.4. Record on dual system devices.</p> <p>4.2.5. Import audio using analog-to-digital interfaces (e.g., Musical Instrument Digital Interface [MIDI], breakout boxes).</p> <p>4.2.6. Organize a production from audio recording to distributing.</p> <p>4.2.7. Distinguish among digital media formats (e.g., .mp3, .mp4, .wav, .aiff).</p> <p>4.2.8. Select a score for production and post-production needs.</p> <p>Outcome 4.6. Videography</p> <p>4.6.1. Analyze the capabilities of different video devices.</p> <p>4.6.2. Select, prepare, clean and maintain equipment for a production.</p> <p>4.6.3. Achieve proper exposure and depth of field using gain, white balance, focus, focal length, audio</p>			
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	<p>controls, bars and tone.</p> <p>4.6.4. Select file format, frame speed and resolution.</p> <p>4.6.5. Frame shots for proper composition, including extreme long, long, medium, close-up, extreme close-up, two-shot, over-the-shoulder, head room, nose room and lead room.</p> <p>4.6.6. Apply screen direction using vectors (e.g., motion, index, graphic).</p> <p>4.6.7. Create steady shots and smooth camera movements using handheld techniques, tripods and other stabilizing equipment.</p> <p>4.6.8. Create slow/fast motion effect by adjusting shutter speed.</p> <p>4.6.9. Log video during shooting.</p> <p>Outcome 4.7. Audio/Video Editing</p> <p>4.7.1. Compare and contrast linear and nonlinear digital editing systems for audio/video.</p> <p>4.7.2. Import and log media for editing.</p> <p>4.7.3. Manage files of digital clips.</p>			
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	<p>4.7.4. Use storyboard techniques to place media on a timeline.</p> <p>4.7.5. Correct color, condense and enhance a video production.</p> <p>4.7.6. Edit audio or video online and offline with transitions, cutting points, order of shots and continuity.</p> <p>4.7.7. Add special effects to a video through filters, keying and image control.</p> <p>4.7.8. Mix audio for video through filters, ambient sound, sound effects, equalization (EQ) and matching levels.</p> <p>4.7.9. Create graphics for video products (e.g., titles, still images).</p> <p>4.7.10. Export and upload media in the appropriate format (e.g., print to video, DVD, video file).</p> <p>Outcome 6.1. Content Management 6.1.1. Identify the characteristics that make media interactive. 6.1.2. Compare how digital and interactive media are used in different environments (e.g., kiosks, electronic billboards,</p>	<p>Strand 6. Digital Design Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications.</p>		
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	<p>Digital Out of Home [DOoH] signage, games).</p> <p>6.1.3. Select an application according to its capabilities in meeting the purpose and budget.</p> <p>6.1.4. Import media into the selected application.</p> <p>6.1.5. Identify the hardware capabilities of various devices and how processor speed, Random Access Memory (RAM), monitor resolution and media storage affect the development and use of digital projects.</p> <p>6.1.6. Convert file formats for use in editing software and other applications.</p> <p>6.1.7. Export media in the appropriate format for delivery.</p> <p>6.1.8. Manage digital assets through organizational techniques (e.g., metadata, keywords, file/folder structure, name conventions).</p> <p>Outcome 6.4. Animation 6.4.1. Develop a plan and storyboard for an animation. 6.4.2. Import two-dimensional (2D)</p>			
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	<p>and three-dimensional (3D) assets.</p> <p>6.4.3. Create key frames and apply tweens and paths.</p> <p>6.4.4. Create special effects and virtual navigation.</p> <p>6.4.5. Create environments for 2D and 3D animations.</p> <p>6.4.6. Render and export animations.</p>			
Quarter 3	<p>Outcome 7.11. Production Management</p> <p>7.11.1. Identify the stages in the production process.</p> <p>7.11.2. Describe the function and responsibilities of individuals involved in creating, planning, scheduling and producing a production.</p> <p>7.11.3. Develop script formats, interpretations, subjects, production choices and ideas.</p> <p>7.11.5. Manage personnel and workflow.</p>	<p>Strand 7. Performance</p> <p>Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	Set Design 3: Props	<p><i>Theatre Backstage from A to Z</i></p> <p>How to Make Any Prop or Costume</p>
Quarter 3	<p>Outcome 7.2. Genres</p> <p>7.2.1. Compare and contrast the various styles.</p>	<p>Strand 7. Performance</p> <p>Learners apply knowledge and skills for performance, including roles,</p>	<p>Scene from <i>Tartuffe</i></p> <p>TV Pilot Performance</p>	<p><i>Tartuffe</i> by Moliere</p> <p><i>Respect for Acting</i> by</p>

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	<p>7.2.2. Identify and compare the lives, works and influence of significant individuals in various cultures, traditions and historical periods.</p> <p>7.2.3. Compare and contrast characteristics (e.g., technique, form, content) of genres from a particular time period or area of influence.</p> <p>7.2.4. Explain the influence of social context, historical periods and culture in the development of a performance.</p> <p>Outcome 7.4. Space, Time and Energy</p> <p>7.4.1. Work within conventional and nonconventional spaces.</p> <p>7.4.2. Use space and dynamics in solo and ensemble performances.</p> <p>7.4.3. Respond to meter, rhythmic pattern and phrasing in a performance.</p> <p>7.4.4. Apply various patterns in performance movements.</p> <p>7.4.5. Alter a theatrical, choreographic or interdisciplinary performance.</p>	<p>processes, procedures and production design.</p>		<p>Uta Hagen</p>
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	<p>Outcome 7.5. Choreography 7.5.9.Adapt movement to the choreographer’s intent.</p>			
<p>Quarter 4</p>	<p>Outcome 4.3. Audio Operations 4.3.1.Produce live sound, tracks and overdubbing (e.g., narrative, voiceover, music). 4.3.2.Apply the principles of compression and limiting. 4.3.3.Differentiate between linear and non-linear transfers. 4.3.4.Synchronize new audio tracks with previously recorded video and audio tracks. 4.3.5.Perform audio mixing, including relative level, spatial positioning, equalization, dynamics processing and effects processing). 4.3.6.Apply virtual mixing techniques. 4.3.7.Apply the principles of time-based effects. 4.3.8.Synchronize sound effects for film, television, radio or live performances.</p>	<p>Strand 4. Audio, Video and Photo Imaging Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production.</p>	<p>Sound Design for One Acts</p>	<p><i>Theatre Backstage from A to Z</i> Introduction to Sound Design The Power of Music in Film</p>

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	<p>4.3.9.Adjust sound according to the needs of the environment.</p> <p>4.3.10.Select and place audio amplifiers, speakers and monitors for the planned effect.</p> <p>4.3.11.Eliminate feedback by applying principles of electronics equalization.</p>			
<p>Quarter 4</p>	<p>Outcome 7.1. Interrelationships 7.1.6. Determine the relationship among costume, scenic, lighting and sound designers.</p> <p>Outcome 7.12. Production Design 7.12.1.Create a design that captures the director’s vision and concept.</p> <p>7.12.2.Create a design using standards scenery elements.</p> <p>7.12.3.Integrate all design elements (e.g., costuming, scenery, lighting, audio and properties) to reflect the mood, setting and socioeconomic statuses indicated in the production plan.</p> <p>7.12.4.Determine stage rigging based on stage configuration.</p>	<p>Strand 7. Performance Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Set Design 4: Scenic Painting</p> <p>Set Design 5: Scale Model</p>	<p><i>Theatre Backstage from A to Z</i></p> <p>Scenic Painting Masterclass</p> <p>Scenic Painting Techniques</p> <p>Scale Model Masterclass</p> <p>Scale Model Techniques</p>

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	<p>7.12.5.Create a set rendering, scale ground plan and set model using different techniques (e.g., collage, paint elevation chart, thumbnail design).</p> <p>7.12.6.Identify stagecraft properties and their function and placement in a production.</p> <p>7.12.7.Execute scenic painting, lighting and costuming based on the audience’s perception of highlights and shadows.</p> <p>7.12.8.Interpret the elements of a simple light plot.</p> <p>7.12.9.Execute a lighting design.</p>			
<p>Quarter 4</p>	<p>Outcome 7.10. Acting Process</p> <p>7.10.1.Analyze a script and use clues, inherent in the dialogue, to create a character.</p> <p>7.10.2.Develop vocal and physical attributes of a role using the script, direction and imagination.</p> <p>7.10.3.Develop the score of action for a role based on given circumstances.</p> <p>7.10.4.Apply a series of everyday activities to the role through sensory imagination.</p>	<p>Strand 7. Performance</p> <p>Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Scene from <i>Hedda Gabler</i></p> <p>Scene from <i>The Cherry Orchard</i></p> <p>Monologue Performance 2</p>	<p><i>Hedda Gabler</i> by Henrik Ibsen</p> <p><i>The Cherry Orchard</i> by Anton Chekhov</p> <p><i>Respect for Acting</i> by Uta Hagen</p>

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	<p>7.10.5. Develop the physical, social and emotional elements of a character through action.</p> <p>7.10.6. Express a variety of characters and different theatrical styles through vocal qualities, posture, movement and language.</p> <p>7.10.7. Sustain a character as an actor in an ensemble rehearsal and performance.</p> <p>7.10.8. Identify and execute inner monologue, personal imagery, imaginative imagery, personal associations and elements of action.</p> <p>7.10.9. Research different social contexts of character relationships, classes and situations.</p> <p>7.10.10. Apply classical and contemporary acting techniques.</p> <p>7.10.11. Evaluate collaborative efforts and artistic choices in informal and formal productions.</p>			
<p>Quarter 4</p>	<p>Outcome 1.4. Knowledge Management and Information Technology 1.4.3. Verify compliance with security rules, regulations and</p>	<p>Strand 1. Business Operations/21st Century Skills Learners apply principles of economics, business management, marketing and employability in an</p>	<p>Cumulative Portfolio</p>	<p>How to Create a Google Website</p>

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	<p>codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to the industry pathway.</p> <p>1.4.4. Use system hardware to support software applications (e.g., innovations in imaging and screen printing).</p> <p>1.4.5. Use information technology tools to maintain, secure and monitor business records.</p> <p>1.4.6. Use an electronic database to access and create business and technical information.</p> <p>1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).</p> <p>1.4.8. Use electronic media (e.g., social media) to communicate and follow network etiquette guidelines.</p>	<p>entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p>		
<p>10 times per year</p>	<p>Outcome 1.2. Leadership and Communications 1.2.1. Extract relevant, valid information from materials and cite</p>	<p>Strand 1. Business Operations/21st Century Skills Learners apply principles of economics, business management,</p>	<p>Analysis of and essays on acting texts and scripts</p>	<p><i>Medea</i> by Euripides <i>Richard III</i> by William Shakespeare</p>

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	<p>sources of information (e.g., First Amendment, Freedom of Information Act).</p> <p>Outcome 1.5. Global Environment</p> <p>1.5.1. Describe how cultural understanding, cultural intelligence skills and continual awareness are interdependent.</p> <p>1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization.</p> <p>1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.</p> <p>1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.</p> <p>1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.</p> <p>1.5.6. Analyze work tasks for understanding and interpretation from a different cultural perspective.</p> <p>1.5.7. Use intercultural communication skills (e.g., code</p>	<p>marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p>		<p><i>Tartuffe</i> by Moliere</p> <p><i>Hedda Gabler</i> by Henrik Ibsen</p> <p><i>The Cherry Orchard</i> by Anton Chekhov</p> <p><i>Respect for Acting</i> by Uta Hagen</p>
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	<p>switching) to exchange ideas and create meaning.</p> <p>1.5.8. Identify how multicultural teaming and globalization can foster development of new and improved products and services (e.g., digital) and recognition of new opportunities.</p> <p>Outcome 3.3. Fact-based Writing</p> <p>3.3.4. Compare and contrast objective and subjective fact-based text.</p> <p>3.3.11. Create content format, length and flow based on purpose, audience and channel.</p> <p>3.3.13. Engage symmetrical and asymmetrical strategies in the creation and revision of content.</p>	<p>Strand 3. Written Content Creation</p> <p>Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.</p>		
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YEAR TWO
 ACTING PERFORMANCE AND COSTUMING & MAKEUP

Suggested Pacing	Content Standards What must students know and be able to do? (Outcome & Competency)	Learning and Performance Expectations (Strand & Paragraph)	Assessment of Learning Options How will we know if they learned this skill?	Learning Resources Options What will we do if they didn't, and what if they did?
Quarter 1	<p>Outcome 1.1. Employability Skills</p> <p>1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.</p> <p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> <p>1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.</p> <p>1.1.9. Give and receive constructive feedback to improve work habits.</p> <p>1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.</p>	<p>Strand 1. Business Operations/21st Century Skills Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p>	<p>Career Plan</p> <p>Cover Letter</p>	<p>How to Write an Incredible Cover Letter in 2020</p> <p>Developing a S.M.A.R.T. Career Plan</p>

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	<p>1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.</p> <p>1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits and abusive behavior.</p> <p>Outcome 1.2. Leadership and Communications</p> <p>1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.</p> <p>1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications (e.g., common content for large audience, control of tone, speed, cost, lack of non-verbal cues, potential for forwarding information, longevity).</p> <p>1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team (e.g., writer, reporter, designer, director, actor, conductor, technical crew).</p> <p>1.2.13. Identify stakeholders and</p>			
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	<p>solicit their opinions.</p> <p>Outcome 2.5. Typography 2.5.1. Select typefaces (e.g., serif, sans serif).</p> <p>2.5.4. Mix families of type within a project.</p> <p>2.5.7. Assess typography's effects on message delivery and aesthetics (e.g., limit families, readability).</p> <p>Outcome 3.1. Career-based Writing 3.1.1. Analyze the writing content and styles of fact-, entertainment- and marketing-based models.</p> <p>3.1.2. Compare and contrast fiction and nonfiction.</p> <p>3.1.3. Assess or determine the platform for delivery (e.g., video, audio, print).</p> <p>3.1.4. Compare and contrast vocabulary, transition words, diction and sentence structure within writing models.</p> <p>3.1.5. Create copy that emphasizes the central theme through supporting ideas or facts.</p>	<p>Strand 2. Design Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.</p> <p>Strand 3. Written Content Creation Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.</p>		
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	<p>3.1.6. Adapt writing for the literacy level of the audience, including the use of readability software.</p> <p>3.1.7. Critique timeliness, effect and proximity characteristics of copy.</p> <p>3.1.8. Meet word count and organization-sensitive requirements.</p> <p>3.1.9. Adapt the format (e.g., web, column) and body style (e.g., inverted-pyramid, hourglass, narrative) based on technical requirements and the purpose for writing.</p> <p>3.1.11. Review, re-write and edit to prepare the final copy for client and artistic approval.</p> <p>3.1.12. Critique the impact of your writing and incorporate feedback in a revision.</p> <p>Outcome 3.4. Market-based Writing</p> <p>3.4.1. Research and analyze trends and local markets for opportunities.</p> <p>3.4.2. Determine the wants and</p>			
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	needs of the target audience.			
Quarter 1	<p>Outcome 2.1. Art Elements and Design Principles</p> <p>2.2.1. Explain the science of color perception using the electromagnetic spectrum.</p> <p>2.2.2. Analyze position in color theory models (e.g., color wheel; Munsell’s design relationship among chroma/intensity, value/lightness and hue).</p> <p>2.2.3. Describe how changes to tint, shade, hue, value, intensity and saturation relate to color theory.</p> <p>2.2.4. Identify gamut output issues and calibrate color.</p> <p>2.2.5. Select color profiles for different mediums (e.g., Red Green Blue [RGB], Cyan Magenta Yellow Key [CMYK], Pantone®, Reference Output Medium Metric [ROMM] RGB, CIE-L*a*B* color space).</p> <p>2.2.6. Replicate color across multiple mediums accommodating how color changes from the monitor to the final product (e.g., coated and uncoated papers, metallic, color-calibrated</p>	<p>Strand 2. Design</p> <p>Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.</p>	<p>Costume Design 1: A Streetcar Named Desire</p>	<p><i>A Streetcar Named Desire</i> by Tennessee Williams</p> <p>Costume Design Part of Technical Theater</p> <p>Psychological Properties of Color</p>

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	<p>monitors).</p> <p>2.2.7. Compare and contrast additive and subtractive color theory (e.g., RGB, CMYK).</p> <p>2.2.8. Compare and contrast choices using the psychology of color.</p> <p>2.2.9. Critique the use of color schemes (e.g., primary, secondary, tertiary, analogous, complementary, triads, monochromatic) in various media.</p> <p>Outcome 2.4. Visual Layouts 2.4.2. Apply the proper color profile for the final output.</p>			
<p>Quarter 1</p>	<p>Outcome 7.14. Performance Demands 7.14.6. Overcome psychological stresses to minimize their impacts on a performance.</p> <p>7.14.7. Manage and relieve anxieties.</p> <p>Outcome 7.3. Basic Movement 7.3.1. Use exercises that build strength, stamina, flexibility, agility and coordination in locomotor and non-locomotor movements.</p> <p>7.3.2. Apply appropriate alignment,</p>	<p>Strand 7. Performance Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Monologue Performance 1</p> <p>Scene from <i>A Streetcar Named Desire</i></p> <p>Music Theatre Performance</p>	<p><i>A Streetcar Named Desire</i> by Tennessee Williams</p> <p><i>An Actor Prepares</i> by Konstantin Stanislavski</p> <p>How to Act a Song</p>

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	<p>isolation, strength, flexibility, agility and coordination in locomotor and non-locomotor movements.</p> <p>7.3.3.Perform various examples of dance steps and movements within a dance genre.</p> <p>7.3.4.Exhibit stage presence, confidence and focus.</p> <p>7.3.5.Exhibit aesthetic awareness, creation of line, rhythm, musicality, expression and movement dynamics.</p> <p>Outcome 7.6. Music Elements 7.6.2. Identify meter.</p>			
<p>Quarter 2</p>	<p>Outcome 6.2. Scanning 6.2.4. Scan images.</p> <p>6.2.5. Save images in various modes, resolutions and formats.</p> <p>Outcome 7.13. Costuming 7.13.7.Apply wardrobe, hair and makeup to convey the mood, character, setting and social status of a character.</p>	<p>Strand 6. Digital Design Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications.</p> <p>Strand 7. Performance Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Costume Design 2: <i>Death of a Salesman</i></p> <p>Makeup Unit 1</p>	<p><i>Death of a Salesman</i> by Arthur Miller</p> <p>Costume Design Worksheet</p> <p>Makeup Masterclass</p>
<p>Quarter 2</p>	<p>Outcome 7.14. Performance Demands</p>	<p>Strand 7. Performance Learners apply knowledge and skills</p>	<p>Mock Audition</p>	<p>How to Prepare for an Audition</p>

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	<p>7.14.1. Apply the warm-up process and other techniques that prevent strain on various parts of the body and voice.</p> <p>7.14.2. Recognize physical stress as a potential risk factor to the body's various movements.</p> <p>7.14.3. Develop techniques to enhance a performance based on the knowledge of anatomy and physiology.</p> <p>7.14.4. Develop a nutrition plan and lifestyle choices that support optimal performance and reduce stress and injury.</p> <p>7.14.5. Anticipate the physical requirements of a performance.</p> <p>Outcome 7.15. Rehearsal and Audition</p> <p>7.15.1. Plan for different types of auditions and adapt to in-person, audio and video format requirements.</p> <p>7.15.2. Select the audition material that meets the expectations of the company or individual holding the audition.</p> <p>7.15.3. Prepare physically and mentally for rehearsal and audition</p>	<p>for performance, including roles, processes, procedures and production design.</p>	<p>Scene from <i>Death of a Salesman</i></p> <p>Scene from <i>Who's Afraid of Virginia Woolf?</i></p>	<p><i>Death of a Salesman</i> by Arthur Miller</p> <p><i>Who's Afraid of Virginia Woolf?</i> By Edward Albee</p> <p><i>An Actor Prepares</i> by Konstantin Stanislavski</p>
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	<p>demands.</p> <p>7.15.4.Critique the strengths and weaknesses of a performance during rehearsal.</p>			
<p>Quarter 3</p>	<p>Outcome 4.1. Science of Sound 4.1.1. Analyze sound by its properties, including amplitude, frequency, wavelength, velocity, diffraction, diffusion, phase and harmonics.</p> <p>4.1.3. Identify sound as measured or perceived.</p> <p>4.1.4. Identify sound pressure level (SPL).</p> <p>4.1.5. Analyze acoustics and their impact on sound.</p> <p>4.1.6. Apply the principles of direct sound, early reflection and reverberation.</p> <p>Outcome 4.2. Audio Capturing 4.2.1. Determine sound recording requirements.</p> <p>4.2.2. Compare and contrast microphone properties (e.g., polar patterns, type of transducer) with their intended use (e.g., handheld, wireless, boom).</p>	<p>Strand 4. Audio, Video and Photo Imaging Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production.</p>	<p>Music Video Project</p>	<p>How to Make a Music Video</p> <p>Videography Basics</p> <p>Beginner's Guide to Filmmaking</p>

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<p>4.2.3. Determine microphone and speaker placement, according to their directional characteristics.</p> <p>4.2.4. Record on dual system devices.</p> <p>4.2.5. Import audio using analog-to-digital interfaces (e.g., Musical Instrument Digital Interface [MIDI], breakout boxes).</p> <p>4.2.6. Organize a production from audio recording to distributing.</p> <p>4.2.7. Distinguish among digital media formats (e.g., .mp3, .mp4, .wav, .aiff).</p> <p>4.2.8. Select a score for production and post-production needs.</p> <p>Outcome 4.6. Videography</p> <p>4.6.1. Analyze the capabilities of different video devices.</p> <p>4.6.2. Select, prepare, clean and maintain equipment for a production.</p> <p>4.6.3. Achieve proper exposure and depth of field using gain, white balance, focus, focal length, audio controls, bars and tone.</p>			
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	<p>4.6.4. Select file format, frame speed and resolution.</p> <p>4.6.5. Frame shots for proper composition, including extreme long, long, medium, close-up, extreme close-up, two-shot, over-the-shoulder, head room, nose room and lead room.</p> <p>4.6.6. Apply screen direction using vectors (e.g., motion, index, graphic).</p> <p>4.6.7. Create steady shots and smooth camera movements using handheld techniques, tripods and other stabilizing equipment.</p> <p>4.6.8. Create slow/fast motion effect by adjusting shutter speed.</p> <p>4.6.9. Log video during shooting.</p> <p>Outcome 4.7. Audio/Video Editing</p> <p>4.7.1. Compare and contrast linear and nonlinear digital editing systems for audio/video.</p> <p>4.7.2. Import and log media for editing.</p> <p>4.7.3. Manage files of digital clips.</p>			
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<p>4.7.4. Use storyboard techniques to place media on a timeline.</p> <p>4.7.5. Correct color, condense and enhance a video production.</p> <p>4.7.6. Edit audio or video online and offline with transitions, cutting points, order of shots and continuity.</p> <p>4.7.7. Add special effects to a video through filters, keying and image control.</p> <p>4.7.8. Mix audio for video through filters, ambient sound, sound effects, equalization (EQ) and matching levels.</p> <p>4.7.9. Create graphics for video products (e.g., titles, still images).</p> <p>4.7.10. Export and upload media in the appropriate format (e.g., print to video, DVD, video file).</p> <p>Outcome 6.1. Content Management 6.1.1. Identify the characteristics that make media interactive. 6.1.2. Compare how digital and interactive media are used in different environments (e.g., kiosks, electronic billboards, Digital Out of Home [DOoH])</p>	<p>Strand 6. Digital Design Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications.</p>		
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<p>signage, games).</p> <p>6.1.3. Select an application according to its capabilities in meeting the purpose and budget.</p> <p>6.1.4. Import media into the selected application.</p> <p>6.1.5. Identify the hardware capabilities of various devices and how processor speed, Random Access Memory (RAM), monitor resolution and media storage affect the development and use of digital projects.</p> <p>6.1.6. Convert file formats for use in editing software and other applications.</p> <p>6.1.7. Export media in the appropriate format for delivery.</p> <p>6.1.8. Manage digital assets through organizational techniques (e.g., metadata, keywords, file/folder structure, name conventions).</p> <p>Outcome 6.4. Animation</p> <p>6.4.1. Develop a plan and storyboard for an animation.</p> <p>6.4.2. Import two-dimensional (2D) and three-dimensional (3D)</p>			
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	<p>assets.</p> <p>6.4.3. Create key frames and apply tweens and paths.</p> <p>6.4.4. Create special effects and virtual navigation.</p> <p>6.4.5. Create environments for 2D and 3D animations.</p> <p>6.4.6. Render and export animations.</p>			
<p>Quarter 3</p>	<p>Outcome 7.13. Costuming</p> <p>7.13.1. Develop a character analysis to create costuming for production.</p> <p>7.13.2. Create renderings to illustrate design choices based on a script analysis or production plan.</p> <p>7.13.3. Create and interpret a costume plot to track the movement and specific costuming needs of characters in a play, including quick changes.</p> <p>7.13.4. Render costume concepts to scale.</p> <p>7.13.5. Develop a plan to create costumes that are functional and artistically effective.</p>	<p>Strand 7. Performance</p> <p>Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Costume Design 3: <i>Who's Afraid of Virginia Woolf?</i></p> <p>Costume Design 4: <i>Doubt</i></p>	<p><i>Who's Afraid of Virginia Woolf?</i> By Edward Albee</p> <p><i>Doubt</i> by John Patrick Shanley</p> <p>Costume Design Template</p> <p>Reading Patterns</p>

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<p>Quarter 3</p>	<p>Outcome 7.2. Genres 7.2.1. Compare and contrast the various styles. 7.2.2. Identify and compare the lives, works and influence of significant individuals in various cultures, traditions and historical periods. 7.2.3. Compare and contrast characteristics (e.g., technique, form, content) of genres from a particular time period or area of influence. 7.2.4. Explain the influence of social context, historical periods and culture in the development of a performance.</p> <p>Outcome 7.4. Space, Time and Energy 7.4.1. Work within conventional and nonconventional spaces. 7.4.2. Use space and dynamics in solo and ensemble performances. 7.4.3. Respond to meter, rhythmic pattern and phrasing in a performance. 7.4.4. Apply various patterns in performance movements.</p>	<p>Strand 7. Performance Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Scene from <i>Doubt</i> Music Video Performance</p>	<p><i>Doubt</i> by John Patrick Shanley <i>An Actor Prepares</i> by Konstantin Stanislavski</p>
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	<p>7.4.5. Alter a theatrical, choreographic or interdisciplinary performance.</p> <p>Outcome 7.5. Choreography 7.5.9. Adapt movement to the choreographer's intent.</p>			
Quarter 4	<p>Outcome 7.13. Costuming 7.13.6. Compare and contrast the various methods of acquiring costuming within the confines of a budget.</p> <p>7.13.7. Apply wardrobe, hair and makeup to convey the mood, character, setting and social status of a character.</p> <p>7.13.8. Create garments using machine and hand sewing.</p> <p>7.13.9. Adapt commercial sewing patterns for theatrical use.</p> <p>7.13.10. Describe the relationship among costume, scenic, lighting and sound designers.</p>	<p>Strand 7. Performance Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Makeup Unit 2</p> <p>Costume Design 5: <i>The Clean House</i></p>	<p>Makeup Masterclass</p> <p><i>The Clean House</i> by Sarah Ruhl</p> <p>Costume Budgeting</p>
Quarter 4	<p>Outcome 7.10. Acting Process 7.10.1. Analyze a script and use clues, inherent in the dialogue, to create a character.</p> <p>7.10.2. Develop vocal and physical attributes of a role using the script,</p>	<p>Strand 7. Performance Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.</p>	<p>Scene from <i>The Clean House</i></p> <p>Monologue Performance 2</p>	<p><i>The Clean House</i> by Sarah Ruhl</p> <p>An Actor Prepares by Konstantin Stanislavski</p>

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	<p>direction and imagination.</p> <p>7.10.3. Develop the score of action for a role based on given circumstances.</p> <p>7.10.4. Apply a series of everyday activities to the role through sensory imagination.</p> <p>7.10.5. Develop the physical, social and emotional elements of a character through action.</p> <p>7.10.6. Express a variety of characters and different theatrical styles through vocal qualities, posture, movement and language.</p> <p>7.10.7. Sustain a character as an actor in an ensemble rehearsal and performance.</p> <p>7.10.8. Identify and execute inner monologue, personal imagery, imaginative imagery, personal associations and elements of action.</p> <p>7.10.9. Research different social contexts of character relationships, classes and situations.</p> <p>7.10.10. Apply classical and contemporary acting techniques.</p>			
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	<p>7.10.11. Evaluate collaborative efforts and artistic choices in informal and formal productions.</p>			
<p>Quarter 4</p>	<p>Outcome 1.4. Knowledge Management and Information Technology 1.4.3. Verify compliance with security rules, regulations and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to the industry pathway.</p> <p>1.4.4. Use system hardware to support software applications (e.g., innovations in imaging and screen printing).</p> <p>1.4.5. Use information technology tools to maintain, secure and monitor business records.</p> <p>1.4.6. Use an electronic database to access and create business and technical information.</p> <p>1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).</p>	<p>Strand 1. Business Operations/21st Century Skills Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p>	<p>Cumulative Portfolio</p>	<p>How to Create a Google Website</p>

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	<p>1.4.8. Use electronic media (e.g., social media) to communicate and follow network etiquette guidelines.</p>			
<p>5 times per year</p>	<p>Outcome 1.2. Leadership and Communications 1.2.2. Deliver formal and informal presentations. 1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively. 1.2.4. Use negotiation and conflict-resolution skills to reach solutions. 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose. 1.2.6. Use proper grammar and expression in all aspects of communication. 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.</p> <p>Outcome 2.1. Art Elements and Design Principles 2.1.3. Determine how and when to apply the principles of design,</p>	<p>Strand 1. Business Operations/21st Century Skills Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p> <p>Strand 2. Design Learners apply the elements and principles of design and compositional techniques to create</p>	<p>Create and present costume designs with a group</p>	<p>Costume Design Part of Technical Theater</p> <p>Psychological Properties of Color</p> <p>Costume Design Worksheet</p> <p>Costume Design Template</p> <p>Reading Patterns</p> <p>Costume Budgeting</p>

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	<p>including unity, variety, balance, movement, emphasis, visual hierarchy and proportion/scale, to communicate ideas.</p> <p>2.1.4. Compare and contrast unity and variety within a design.</p>	<p>works of art and visual layouts for both tactile and digital art forms.</p>		
<p>10 times per year</p>	<p>Outcome 1.2. Leadership and Communications 1.2.1. Extract relevant, valid information from materials and cite sources of information (e.g., First Amendment, Freedom of Information Act).</p> <p>Outcome 1.5. Global Environment 1.5.1. Describe how cultural understanding, cultural intelligence skills and continual awareness are interdependent.</p> <p>1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization.</p> <p>1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.</p> <p>1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.</p>	<p>Strand 1. Business Operations/21st Century Skills Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p>	<p>Analysis of and essays on acting texts and scripts</p>	<p><i>An Actor Prepares</i> by Konstantin Stanislavski</p> <p><i>A Streetcar Named Desire</i> by Tennessee Williams</p> <p><i>Death of a Salesman</i> by Arthur Miller</p> <p><i>Who's Afraid of Virginia Woolf?</i> By Edward Albee</p> <p><i>Doubt</i> by John Patrick Shanley</p> <p><i>The Clean House</i> by Sarah Ruhl</p>

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	<p>1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.</p> <p>1.5.6. Analyze work tasks for understanding and interpretation from a different cultural perspective.</p> <p>1.5.7. Use intercultural communication skills (e.g., code switching) to exchange ideas and create meaning.</p> <p>1.5.8. Identify how multicultural teaming and globalization can foster development of new and improved products and services (e.g., digital) and recognition of new opportunities.</p> <p>Outcome 3.3. Fact-based Writing</p> <p>3.3.4. Compare and contrast objective and subjective fact-based text.</p> <p>3.3.11. Create content format, length and flow based on purpose, audience and channel.</p> <p>3.3.13. Engage symmetrical and asymmetrical strategies in the</p>	<p>Strand 3. Written Content Creation</p> <p>Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.</p>		
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	creation and revision of content.			
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