

YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

PERFORMING ARTS OCCUPATIONS

CBEDS Code: 5721

Course description:

This course is designed to enable students to explore all forms of drama and dance activities, which leads to formal presentation of a theater or play production. This class emphasizes more formal instruction in theater production, performance, direction, stage technique, stage design, costuming, properties, theater history, and business management. In addition to the various performing arts occupations, students will also learn job seeking-job maintenance skills.

Classroom Physical Environment:

The classroom setting for the theater/play production has adequate space which allows the students and instructor to produce, perform and design the formal presentation of a play or musical performance. Equipment and supplies available to the students will include video cameras, VCR, TV, piano, musical equipment, editing equipment, and sound equipment.

Recommended Prerequisites: None

DURATION: (360 + 180 (CC) = 540) hours

CREDIT: 5 units per semester

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
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1. GENERAL EXPECTATIONS	Goal: To develop & expand students'	Anchor/CR	CTE	CL	CC
<p>1.1 Aesthetic Perception.</p> <p>1. Techniques to enhance observation of visual and tactile qualities, images, & symbols.</p>	<p>aesthetic perception.</p> <p>A. Demonstrate an increased awareness of visual & tactile qualities in works of art, nature, events, & objects within the total environment.</p> <p>B. See the world directly & metaphorically by perceiving the physical world in terms of visual & tactile images & symbols which are unique to the visual/performing arts.</p>	<p>CR 1 2 10</p>	<p>PA B8.0-B8.4</p>	<p>10</p>	
<p>1.2. Visual Arts Knowledge & Skills.</p> <p>1. Explication of artistic skills.</p> <p>2. Analyzing personal experiences for visual expressions & artwork.</p> <p>3. Acquiring manipulative & organizational skills in the use of visual arts media.</p>	<p>Goal: To develop & expand students' visual arts knowledge & skills, thereby enabling them to express ideas creatively & imaginatively.</p> <p>A. Acquire the artistic skills to express & communicate responses to experiences.</p> <p>B. Recognize the importance of personal experiences & respect the originality in their own visual expressions & in the artwork of others.</p> <p>C. Develop manipulative & organizational skills in using visual arts media effectively to translate ideas, feelings, & values.</p>	<p>CR 1 2 5 10</p>	<p>B1.0 B9.0-B9.6</p>	<p>15</p>	
<p>1.3 Historical & Cultural Developments In Visual Arts Heritage.</p> <p>1. Examine a variety of artworks & accomplishments of contemporary, historic, & prehistoric cultures.</p> <p>2. Analyze the role of art in different cultures.</p> <p>3. Developing students' understanding of their own creative abilities & artistic heritage.</p> <p>4. Understanding, clarifying, & comparing aesthetic values</p>	<p>Goal: To assist students in acquiring knowledge of historical & cultural developments in their visual arts heritage, which occur as a result of varying needs & aesthetic points of view.</p> <p>A. Demonstrate a knowledge & understanding of artworks & accomplishments of contemporary, historic, & prehistoric cultures.</p> <p>B. Display an understanding that art reflects, records, & shapes history, & plays a role in every culture.</p> <p>C. Gain an understanding of their creative abilities & their artistic heritage within the context of a comprehensive worldview.</p> <p>D. Clarify their own aesthetic values & learn to appreciate differences in the aesthetic values of others.</p>	<p>CR 1 2 5 10</p>	<p>B7.0-B7.5 B8.0</p>	<p>20</p>	

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<p>1.4 Making Informed Aesthetic Judgments. 1. Developing criteria to evaluate works of art and nature. 2. Processes for making & justifying judgments about aesthetic qualities. 3. Techniques to analyze visual relationships based on aesthetic values.</p>	<p>Goal: To provide students with a base for making informed aesthetic judgments. A. Make informed responses to works of art, nature, & other objects within the total environment by using objective criteria for analysis, interpretation & judgment. B. Derive meaning & value from experiences by making & justifying judgments about aesthetic qualities in works of art & other objects within the total environment. C. Use analysis, interpretation, & judgment about visual relationships based on learned aesthetic values to improve art production.</p>	<p>Anchor/CR 2.0 5.0 7.0 8.0 9.0 CR 5 10 11</p>	<p>CTE B8.0-B8.4</p>	<p>CL 10</p>	<p>CC</p>
<p>2. SPECIFIC EXPECTATIONS 2.1 Introduction to Theater. 1. Review safety regulations connected to the field of theater equipment & practices. 2. Assigning individual responsibilities in performances or presentations. 3. Terminology used in the field. 4. Describe supportive roles as related to outside activities.</p>	<p>Goal: To provide students an overview of technical theater, including safety, individual responsibility, terminology, & supportive roles. A. Prove themselves conscious of safety regulations connected to aspects of theater equipment & practices. B. Assume individual responsibility in one or more performances or presentations as stage manager, crew leader, and/or lighting master. C. Learn & understand terminology dealing with the theater facility, stage equipment, lighting & sound. D. Learn & understand supportive roles as related to outside activities such as assemblies, community performances, & dance productions.</p>	<p>6.0 7.0 2.0 CR 6 7 8 10 12</p>	<p>B1.0 P&M C1.0</p>	<p>20</p>	
<p>2.2 Scenery & Stage Properties 1. The history of staging. 2. Safe operation of equipment used to build sets. 3. Proper procedures in building, painting, & rigging scenery. 4. Floor plans & elevations. 5. Property (prop) list inventory procedures.</p>	<p>Goal: To provide students with the necessary procedures & techniques to work with scenery & stage properties. A. Learn & understand the history of staging & how it has been applied by various periods & cultures. B. Safely operate the equipment necessary to build sets. C. Understand & demonstrate the proper procedures in building, painting, & rigging scenery. D. Design, execute, & interpret floor plans & elevations. E. How to research, generate, & inventory a property (prop) list for any theater productions.</p>	<p>6.0 7.0 10.0 CR 1 2 4-12</p>	<p>B7.0 P&M C.10</p>	<p>30</p>	

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<p>2.3 Stage Lighting</p> <ol style="list-style-type: none"> Review stage lighting equipment & control systems. Placement of lights & calculating lighting intensity. 	<p>Goal: To provide students with knowledge of stage lighting equipment & placement.</p> <p>A. Demonstrate a knowledge of stage lighting equipment & control systems.</p> <p>B. Understand the theory associated with the placement of lights & calculation of lighting intensity.</p>	<p>Anchor/CR</p> <p>6.0 7.0 10.0</p> <p>CR 1 2 4-7 9-12</p>	<p>CTE</p> <p>P&M C1.0 B9.4</p>	<p>CL</p> <p>30</p>	<p>CC</p>
<p>2.4 Costume Design & Wardrobe Control</p> <ol style="list-style-type: none"> Designing wardrobes based on story line. Research resources and techniques to identify styles & patterns. Building, organizing, coordinating a stage wardrobe. 	<p>Goal: To provide students an understanding of costume design & wardrobe control.</p> <p>A. Create & design wardrobe based upon the story line.</p> <p>B. Research periods to identify clothing styles & patterns commensurate to the setting of the play.</p> <p>C. Build, organizes, and/or coordinates a stage wardrobe (when necessary).</p>	<p>7.0 10.0</p> <p>CR 2 4-12</p>	<p>B6.0 B7.0 B9.3</p>	<p>10</p>	
<p>2.5 Make-Up Design</p> <ol style="list-style-type: none"> Review make-up design, creation, & application. 	<p>Goal: To provide students an understanding of make-up design.</p> <p>A. Design, create, & apply make-up for a character.</p>	<p>7.0 10.0</p> <p>CR 2 4-12</p>	<p>B6.0 B7.0</p>	<p>15</p>	
<p>2.6 Sound Systems</p> <ol style="list-style-type: none"> Stage sound equipment & control systems operation. Review theory of appropriate use of sound equipment. 	<p>Goal: To provide students with an understanding of theory & operation of stage sound equipment.</p> <p>A. Satisfactorily operate stage sound equipment & control systems.</p> <p>B. Understand the theory of appropriate use of sound equipment.</p>	<p>4.0 5.0 7.0 10.0</p> <p>CR 1 2 4 5 7 9 10</p>	<p>B9.2</p>	<p>15</p>	
<p>2.7 Stage Management.</p> <ol style="list-style-type: none"> Prompt book use & assembly procedure. Demonstrate cue calling. Explain responsibilities of the stage manager & assistant director. 	<p>Goal: To provide students stage management techniques.</p> <p>A. Assemble a prompt book to be used by the stage manager during practice & performances.</p> <p>B. Assist the actors & crew by calling the cues for a play or performance.</p> <p>C. Distinguish between the responsibilities for both the stage manager & assistant director, & perform either.</p>	<p>5.0 7.0 9.0</p> <p>CR 2 5 7-10 12</p>	<p>P&M C2.0 C3.0-C3.1 C4.0</p>	<p>15</p>	

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<p>2.8 Marketing & Management</p> <ol style="list-style-type: none"> 1. Designing, producing, & disseminating publicity materials. 2. Developing & overseeing a budget. 3. Developing plans to manage ushers & box office. 	<p>Goal: To provide students with essential marketing & management information.</p> <ol style="list-style-type: none"> A. Design, produce & disseminate the appropriate publicity materials needed for any theatrical production. B. Develop & oversee any budgeting materials or spreadsheets necessary for the financial success of the performance. C. Develop & implement a plan for managing the ushers & box office before, during, & after the production. 	<p>Anchor/CR</p> <p>2 4 5 7 9 10 11</p> <p>CR 2 5 6-10 12</p>	<p>CTE</p> <p>P&M C6.0</p>	<p>10</p>	
<p>2.9 Professional Musical Theater</p> <ol style="list-style-type: none"> 1. Demonstrate theater etiquette 2. Discuss Musical Theater 3. Discuss literature and musical material. 4. Discuss lighting and basic costuming. 5. Examine music comprehension 6. Discuss musical theater history 7. Discuss dance therapy 	<p>Goal: To provide students an understanding of the Musical Theater Industry</p> <ol style="list-style-type: none"> A. Students will exhibit theater etiquette before and during performance. B. Students will have a working knowledge of literature and musical material as it relates to the theater. C. Students will have a working knowledge of lighting and basic costuming. D. Students will participate in discussions related to musical theater history E. Students will have a basic knowledge of dance therapy 	<p>5.0 7.0 9.0-11.0</p> <p>CR 1 2 4-12</p>	<p>B1.0 B6.0 B.70 B8.0 B9.0-B9.5</p>	<p>20</p>	<p>20</p>
<p>2.10 Perform elements of dance</p> <ol style="list-style-type: none"> 1. Discuss the body 2. Discuss body parts 3. Practice body moves 4. Use dance steps 	<p>Goal: To provide students with a basic understanding of human anatomy as it relates to dance.</p> <ol style="list-style-type: none"> A. Students will have a basic understanding of body parts as they relate to dance. B. Students will have a basic understanding of the inner anatomy of muscles, bones, joints, lungs, and cardiovascular. C. Students will have a basic understanding of the outer anatomy of head, shoulders, arms, hands, back rib cages, hips, abdomen, feet, and legs. D. Students will demonstrate body moves such as: stretch, bend, twist, circle, fall, recovery, contract, release, lift, collapse, swing, sway, shake, tilt, hinge, abduction, adduction, flex. <p>Students will use dance steps to demonstrate walk, run, leap, hop, jump, skip, gallop, slide, grapevine</p>	<p>6.5 6.6</p> <p>CR 2 5 6 7 10</p>	<p>B1.0-B1.2</p>	<p>40</p>	<p>30</p>

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2.11 Perform elements of singing	Goal: To provide students with an understanding of singing.	Anchor/CR	CTE	CL	CC
1. Discuss the mechanics of vocalizing 2. Practice vocal warm-ups 3. Practice using the voice and the body together 4. Practice musical theater vocal literature.	A. Students will learn the mechanics of vocalizing. B. Students will participate in vocal warm-up. C. Students will practice singing and movement simultaneously. D. Students will use musical theater vocal literature during performances.	6.5 6.6 CR 2 5 6 7 10	B5.0	50	30
2.12 Drama Unit <i>Perform elements of acting</i> 1. Practice physical and vocal warm-ups. 2. Body movement and gestures for the stage. 3. Pantomime, mime and improvisation exercises. 4. Character study and historical research. 5. Monologues and scene work. 6. Put together an acting portfolio/resume.	Goal. To provide students with the skills necessary to develop, communicate and sustain characters in improvisations and formal and informal productions. A. Compare and demonstrate various classical and contemporary acting techniques and methods. B. Demonstrate artistic discipline to achieve ensemble in rehearsal and performance. C. Create consistent characters from dramatic texts in live stage productions, film, television, or media productions. D. Develop an audition portfolio.	6.4-6.6 3.0 3.9 CR 2 3 5-11	B1.0-B1.2 B1.6 B3.0 B6.1 B7.0 B9.6		
2.13 Demonstrate audition rehearsal & performance preparation.	Goal. To provide students with rehearsal and performance preparation: A. Students will demonstrate physical activities involving concentration, body awareness, flexibility, strengthening, and warm up. B. Students will evaluate technical dance problems and their possible solutions. C. Students will evaluate technical vocal problems and their possible solutions. D. Students will develop dance and rhythm combinations. E. Students will demonstrate acting and vocal techniques. G. Students will demonstrate basic choreography skills.	6.4 6.5 CR 2 5-12	B1.0-B1;.2 B4.2 B4.3 B5.0 B4.8 B6.0	100	100