

Senior School Curriculum

Theatre



MINISTRY OF EDUCATION

Bermuda

2000

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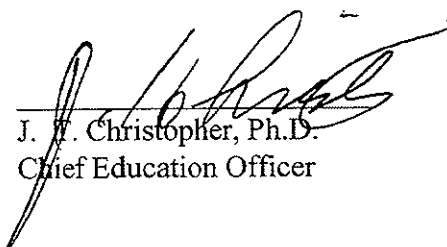
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s senior schools.



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Chief Education Officer

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OVERVIEW

The aim of the senior school is to provide for the academic achievement and personal development necessary to prepare students for work, further education and productive citizenry in the 21st Century. In keeping with this aim, the senior school curriculum builds on the middle level programme and is organized around four (4) career pathways: arts and communications, applied technologies, health & human services and international business and tourism.

The senior school curriculum, composed of a rigorous programme of study, sets high expectations for students by emphasizing mastery of complex academic and technical concepts. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement.

The curriculum guide contains three (3) sections beginning with the Introduction. The stated twelve goals of education direct instructional outcomes in all senior school subjects and programmes. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the senior school programme of instruction and contains the following: subject's rationale, course description, requirements and outline, correlation matrix and modules for each course offered. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains an appendix of valuable resources for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for senior level education. These twelve (12) goals enable senior level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

CAREER PATHWAYS

The curriculum at the senior level will be organized around four (4) career pathways: arts and communications, applied technologies, health and human services and international business and tourism. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Career pathways help students focus on and prepare for the future. In addition, teachers, counsellors and other adults can better support students as they direct their energies toward their established goal.

The senior school graduation requirements are subsumed within each pathway and include four years of English language arts and three years of mathematics, science and social studies. Students also are required to take physical education, health education, computer studies, business studies, family studies or design and technology and at least one of the arts.

Additionally, information technology, library information, career education, learning support and other student service programmes will be offered to all senior level students. It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the senior school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

BERMUDA SCHOOL CERTIFICATE (BSC)

From September 1999 all students who successfully complete the graduation requirements will be awarded the Bermuda School Certificate (BSC). Students must acquire 116 credits; the 70 required credits from the chart below and an additional 46 credits from student selected courses.

SUBJECTS	COURSE LEVELS				Total Requirements
	100	200	300	400	
English Language Arts	4	4	4	4	16
Mathematics	4	4	4	-	12
Science	4	4	4	-	12
Social Studies	4	4	4	-	12
Physical Education	2	2	2	-	6
Health Education	2	-	-	2	4
The Arts*	2	-	-	-	2
Business Studies	2	-	-	-	2
Computer Studies	2	-	-	-	2
EITHER: Family Studies OR Design Technology	2 or 2	-	-	-	2 or 2
TOTALS	28	18	18	6	70

*A further two credits will be required in the Arts when the new facility at The Berkeley Institute is completed.

How will the courses be organized?

All 100 level courses will be mandatory.

200-400 level courses will be organized under broad career pathways:

Applied Technologies
Arts and Communications
Health and Human Services
International Business and Tourism

Within each Career Pathway students will choose courses in line with their intended career choice.

How are course grades obtained?

A variety of assessments, including written tests, portfolios and practical assignments will be used to indicate achievement of course objectives. Each assessment instrument is detailed in the curriculum document. Students need a pass grade (D) in each course to be awarded credit.

What do the grades mean?

GRADE	% SCORES	MEANING OF GRADE	GRADE POINT
A	90 and above	Outstanding	4.0
B	80 -89	Good	3.0
C	70 -79	Satisfactory	2.0
D	60 - 69	Pass	1.0
F	59 and below	Failing Grade	0.0

What is a Grade Point Average (GPA)?

The GPA is the total of grade points achieved in all courses taken by the student divided by the number of courses taken.

$$\text{GPA} = \frac{\text{grade points for all courses}}{\text{number of courses taken}}$$

Can students graduate and go directly to College or University?

Students will be able to enter the Bermuda College or another college or university directly from the senior school programme provided they meet that college's or university's entry requirements. Admission will depend upon the courses the student has taken, the grades obtained and overall grade point average.

Will students who enter the system from abroad or from a local private institution be given credit towards the BSC?

Students coming from a recognized institution will be given credit for course work successfully completed at that institution.

SENIOR SCHOOL COURSES AT A GLANCE

English Language Arts (EL)	Mathematics (MT)
<p>English Language & Literature I (R) English Language & Literature II (R)</p> <p>English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & Debate Writer's Workshop</p>	<p>Foundations of Mathematics (R) Mathematics Laboratory (no credit)</p> <p>Advanced Mathematics Applied Mathematics I Applied Mathematics II Applied Mathematics IIIA Applied Mathematics IIIB Business Mathematics I Business Mathematics II Integrated Mathematics I Integrated Mathematics II Introductory Calculus</p>
Science (SC)	Social Studies (SS)
<p>Science I (R) Science II (R)</p> <p>Applied Biology & Chemistry Applied Physics Biology I Biology II Chemistry I Chemistry II Earth Science Environmental Science I Environmental Science II Human Biology Introduction to Horticulture Marine Science Physics I Physics II</p>	<p>Bermuda Social Science: An Overview (R) Politics & Law in Action (R)</p> <p>Comparative Religion and Ethics Introduction to African History Introduction to American History Preserving our Heritage Physical and Human Geography I Physical and Human Geography II Physical and Human Geography III World History</p>

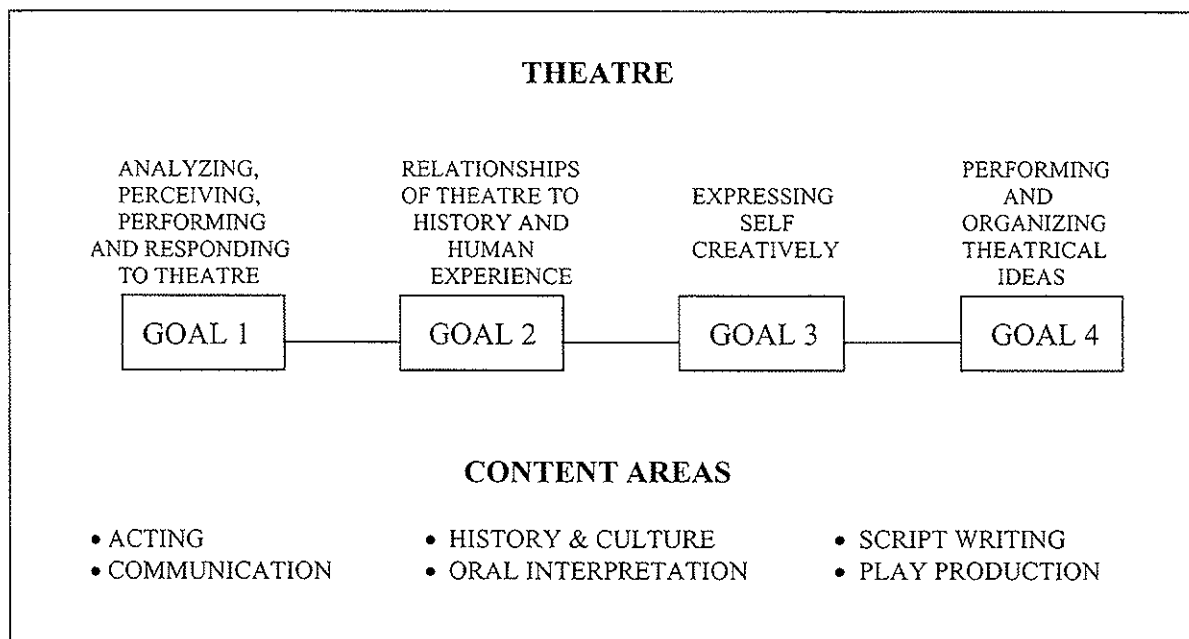
Business Studies (BS)	Computer Science (CS)
<p>Business Essentials I (R)</p> <p>Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & Tourism</p>	<p>Computer Science I (R)</p> <p>Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design</p>
Design & Technology (DT)	Family Studies (FM)
<p>Design & Technology</p> <p>Design & Realization I Design & Realization II Design & Realization III Electronics Technology I Electronics Technology II Electronics Technology III Graphic Communication I Graphic Communication II Graphic Communication III Transportation Technology I Transportation Technology II Transportation Technology III</p>	<p>Exploring Family Living</p> <p>Child Care & Development I Child Care as a Profession II Discovering Food & Nutrition Exploring Careers in Design & Textiles Exploring Careers in Nutrition & Hospitality Fashion & Textile Design Interior Decorating Meal Management & Hospitality Personal Care I Personal Care II Textile Design</p>

Health (HE)	Physical Education (PE)
<p>Health & Wellness (R) Health Issues(R) Tobacco, Alcohol & Other Drugs (A)* First Aid CPR (A)* Relationships & Human Sexuality (B)** Diseases, Prevention & Control (B)** Health Occupations</p> <p>***Courses labeled A or B will run consecutively as a pair.</p>	<p>Physical Education I (R) Physical Education II (R) Physical Education III (R) Physical Education IV</p>
Foreign Languages (FL)	Functional Skills (FC)
<p>French/Spanish/Portuguese I French/Spanish/Portuguese II French/Spanish/Portuguese III French/Spanish/Portuguese IV Foreign Languages for International Business</p>	<p>Functional Skills I Functional Skills II Functional Skills III Functional Skills IV</p>

Music (MU)	Visual Art (VR)
<p>Music in Society</p> <p><u>Instrumental Music</u> Instrumental Ensemble Instrumental Independent Study Jazz Band Keyboard Lab Music Technology Show Band Ensemble</p> <p><u>Vocal Music</u> Concert Choir Vocal Independent Study Vocal Ensemble</p>	<p>Visual Art in Society</p> <p>Ceramics Drawing & Painting Drawing, Painting & Printed Works Photography Three Dimensional Visual Art</p>
Dance (DN)	Theatre (TH)
<p>Dance in Society</p> <p>Ballet, Modern, Tap & Jazz I Ballet, Modern, Tap & Jazz II Dance & Sports Dance Production Popular & Social Dance Dance Company World Dance Forms</p>	<p>Theatre in Society</p> <p>Acting I Acting II General Communication Play Directing Play Production Scriptwriting Technical Theatre Video Arts</p>

THEATRE PHILOSOPHY

Through studying theatre, students will develop the ability to perform, produce and/or create while developing an appreciation for and skills in theatre. A primary goal of theatre education is the personal expression of inner feelings, sensations and emotions as theatre is performed for social, ritual, entertainment and cultural purposes. Theatre education experiences sensitize our youth while humanizing them and increases their aesthetic awareness. Through studying theatre, critical and creative thinking are developed. Learning through theatre has the potential to enhance the general motivation to learn and to develop a respect for a disciplined approach to learning. Theatre, allows us to articulate, communicate and cultivate our creative potential and uniqueness in improving the quality of life in Bermuda



**THEATRE
GOALS AND SUBGOALS**

GOAL 1 TECHNIQUES AND SKILLS

STUDENTS WILL DEVELOP TECHNIQUES AND SKILLS WHICH WILL ENHANCE THEIR ABILITY TO PERCEIVE, PERFORM AND RESPOND TO THEATRE.

- Subgoal 1.1** Synthesize an understanding of the language of theatre
- Subgoal 1.2** Develop an understanding of theatre as a way to create and communicate meaning
- Subgoal 1.3** Analyze theatre principles, processes and structures
- Subgoal 1.4** Develop an acceptable level of physical conditioning for theatre

GOAL 2 HISTORY AND CULTURE

STUDENTS WILL ANALYZE THE INTERRELATIONSHIPS OF THEATRE WITH HISTORY, CULTURE AND TECHNOLOGY.

- Subgoal 2.1** Recognize theatre as a form of individual and cultural expression
- Subgoal 2.2** Categorize theatre philosophies, styles and genres
- Subgoal 2.3** Analyze the relationship between theatre and technology
- Subgoal 2.4** Analyze interrelationships among theatre and other arts
- Subgoal 2.5** Evaluate connections among theatre and other disciplines

GOAL 3 CREATIVITY, COMPOSITION AND PERFORMANCE

STUDENTS WILL DEVELOP THE ABILITY TO EXPRESS THEMSELVES CREATIVELY, AND COMPOSE AND PERFORM THEATRE.

- Subgoal 3.1** Create theatre through improvisation
- Subgoal 3.2** Perform interpretive theatre
- Subgoal 3.3** Apply thinking skills to theatre

Subgoal 3.4 Design original theatre compositions

Subgoal 3.5 Enhance performance competencies for theatre

GOAL 4 **AESTHETIC JUDGMENT**

**STUDENTS WILL DEVELOP THE ABILITY TO MAKE
AESTHETIC JUDGMENTS THROUGH THEATRE
EXPERIENCES.**

Subgoal 4.1 Evaluate theatrical performance

Subgoal 4.2 Display sensitivity in applying aesthetic criteria to one's own theatrical performance

Subgoal 4.3 Develop a continuing appreciation for the aesthetics of theatre

GOAL 1	Students will develop techniques and skills which will enhance their ability to perceive, perform and respond to theatre.			
THEATRE	PERFORMANCE INDICATORS			
Sub Goals	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Synthesize an understanding of the language of theatre	N/A	N/A	recognize terms for general lighting, set and technical element terms	synthesize an understanding of the language of theatre
1.2 Develop an understanding of theatre as a way to create and communicate meaning	N/A	N/A	demonstrate personal experiences through improvisation	develop an understanding of theatre as a way to create and communicate meaning
1.3 Analyze theatre principles, processes and structures	N/A	N/A	analyze the classification of drama	analyze theatre principles, processes and structures
1.4 Develop an acceptable level of physical conditioning	N/A	N/A	use required conditioning for the whole body and apply motor and vocal skills for theatre	develop an acceptable level of physical conditioning

*As appropriate, integrated into primary English language arts curriculum

GOAL 2		Students will analyze the interrelationships of theatre with history, culture and technology.			
THEATRE		PERFORMANCE INDICATORS			
Sub Goals		PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1	Recognize theatre as a form of individual and cultural expression	N/A	N/A	recognize ethnic influences in theatre	recognize theatre as a form of individual and cultural expression
2.2	Categorize theatre related philosophies, styles and genres	N/A	N/A	recognize theatre philosophies, styles and genres of our culture	categorize theatre related philosophies, style and genres
2.3	Analyze relationships between theatre and technology	N/A	N/A	create stage blocking using the computer	analyze the relationship between theatre and technology
2.4	Analyze interrelationships among theatre and other arts	N/A	N/A	recognize interrelationships among theatre and other arts	analyze interrelationships among theatre and other arts
2.5	Evaluate connections among theatre and other disciplines	N/A	N/A	recognize the impact of theatre in history and communications	evaluate connections among theatre and other disciplines

***As appropriate, integrated into primary English language arts curriculum**

GOAL 3	Students will develop the ability to express themselves creatively and compose and perform theatre.			
THEATRE	PERFORMANCE INDICATORS			
Sub Goals	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1 Create theatre through improvization	N/A	N/A	develop, communicate and sustain characterization through role play	create theatre through improvisation
3.2 Perform interpretive dance	N/A	N/A	interpret ideas and concepts	perform interpretive theatre
3.3 Apply thinking skills to theatre	N/A	N/A	make decisions related to theatre	apply thinking skills to theatre
3.4 Design original theatre compositions	N/A	N/A	write a short dramatic scene	design original theatre compositions
3.5 Enhance performance competencies for dance	N/A	N/A	develop stage etiquette and concentration	enhance performance competencies for theatre

*As appropriate, integrated into primary English language arts curriculum

GOAL 4	Students will develop the ability to make aesthetic judgments through theatre experiences.			
THEATRE	PERFORMANCE INDICATORS			
Sub Goals	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Evaluate theatrical performances	N/A	N/A	analyze a professional production	evaluate theatrical performances
4.2 Display sensitivity in applying aesthetic criteria to one's own theatrical performance	N/A	N/A	use caring critique to improve one's performance	display sensitivity in applying aesthetic criteria to one's own theatrical performance
4.3 Develop a continuing appreciation for the aesthetics of theatre	N/A	N/A	enjoy theatrical performances	develop a continuing appreciation for the aesthetics of theatre

*As appropriate, integrated into primary English language arts curriculum

COMMUNICATION	THEATRE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Communication Process	N/A	N/A	<ul style="list-style-type: none"> • verbal messages • non verbal messages • the communication model 	<ul style="list-style-type: none"> • generators of sound • vibrators of sound • resonators of sound
Interpersonal and Group Communication	N/A	N/A	<ul style="list-style-type: none"> • sequential listening • analytical listening • group discussion 	<ul style="list-style-type: none"> • the interview • group discussion
Public Communication	N/A	N/A	<ul style="list-style-type: none"> • researching and organizing speeches 	<ul style="list-style-type: none"> • the persuasive speech • the informative speech
Mass Communication	N/A	N/A	<ul style="list-style-type: none"> • analyzing speeches • delivering informative speeches 	<ul style="list-style-type: none"> • panel discussions • the symposium
Viewing	N/A	N/A	<ul style="list-style-type: none"> • write story boards 	<ul style="list-style-type: none"> • researching the impact of radio and television

*As appropriate, integrated into primary English language arts curriculum

HISTORY AND CULTURE	THEATRE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Development of Theatre	N/A	N/A	<ul style="list-style-type: none"> • Commedia dell'Arte • the Medieval stage • cross curricular connections with social studies 	<ul style="list-style-type: none"> • restoration drama • modern theatre • non western theatre • Elizabethan stage and Shakespeare
Multicultural	N/A	N/A	<ul style="list-style-type: none"> • ethnic influences in theatre • theatre in Bermuda 	<ul style="list-style-type: none"> • contemporary theatre in the western world
Aesthetic Judgments	N/A	N/A	<ul style="list-style-type: none"> • evaluation of character • video taped Broadway and London performances • attend theatrical performances in Bermuda 	<ul style="list-style-type: none"> • evaluation of set design

*As appropriate, integrated into primary English language arts curriculum

SCRIPT WRITING	THEATRE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Reading and Analyzing Scripts	N/A	N/A	<ul style="list-style-type: none"> • one act play • folk tales 	<ul style="list-style-type: none"> • full length dramas
Plot Develop	N/A	N/A	<ul style="list-style-type: none"> • character analysis writing • dialogue • dialect • writing scenes • one act plays 	<ul style="list-style-type: none"> • discussions with writers • one act plays
Characterization	N/A	N/A	<ul style="list-style-type: none"> • character sketches • character relationships 	<ul style="list-style-type: none"> • elements of characterization
Varieties of Drama	N/A	N/A	<ul style="list-style-type: none"> • Comedy of Manners • realism • naturalism • social drama • melodrama • musical • symbolism • allegory 	<ul style="list-style-type: none"> • children's theatre • farce • surrealism • satire • 20th century • romantacism • expressionism • sentimental comedy •
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • analysis • pride 	<ul style="list-style-type: none"> • evaluation • enjoyment

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PLAY PRODUCTION	THEATRE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Fundamentals	N/A	N/A	<ul style="list-style-type: none"> • production staff duties • safety and tools 	<ul style="list-style-type: none"> • production staff duties
Directing	N/A	N/A	<ul style="list-style-type: none"> • rehearsals 	<ul style="list-style-type: none"> • advanced techniques
Costuming	N/A	N/A	<ul style="list-style-type: none"> • period costume 	<ul style="list-style-type: none"> • costume design • effective costuming
Make Up	N/A	N/A	<ul style="list-style-type: none"> • principles and procedures 	<ul style="list-style-type: none"> • nonrealistic make up • make up for different cultures
Scence and Scenic Design	N/A	N/A	<ul style="list-style-type: none"> • development of scenic design • simple set construction • types of sets • scenery painting 	<ul style="list-style-type: none"> • special materials • set construction • scenery
Lighting and Sound	N/A	N/A	<ul style="list-style-type: none"> • lighting terminology • equipment • instruments from other cultures 	<ul style="list-style-type: none"> • special lighting effects • light plan • special sound effects
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • analysis • pride 	<ul style="list-style-type: none"> • attending performances • critique • enjoyment

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ORAL INTERPRETATION	THEATRE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Voice and Diction	N/A	N/A	<ul style="list-style-type: none"> • resonance • pitch • pause • patterns of inflection • expression • articulation 	<ul style="list-style-type: none"> • elements of voice and diction
Types of Literature	N/A	N/A	<ul style="list-style-type: none"> • narrative poetry • drama • classics • original essays • choral reading 	<ul style="list-style-type: none"> • Shakespeare • original works • choral reading
Analysis of Material	N/A	N/A	<ul style="list-style-type: none"> • characterization dialogue • word choice 	<ul style="list-style-type: none"> • dialogue
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • analysis • pride 	<ul style="list-style-type: none"> • evaluation • enjoyment

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ACTING	THEATRE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Exploring Roles	N/A	N/A	<ul style="list-style-type: none"> • mime • improvisations • creative dramatics • theatre games • role play 	<ul style="list-style-type: none"> • advanced mime • advanced role play
Technique	N/A	N/A	<ul style="list-style-type: none"> • contemporary acting • timing • leading gestures • blocking • memorization 	<ul style="list-style-type: none"> • contemporary acting • classical acting • stage combat
Vocal Delivery	N/A	N/A	<ul style="list-style-type: none"> • pause • rate • pace • patterns of inflection • projection 	<ul style="list-style-type: none"> • contemporary acting • classical acting
Characterization	N/A	N/A	<ul style="list-style-type: none"> • intellectual motivation • dialect 	<ul style="list-style-type: none"> • elements of characterization
Terminology	N/A	N/A	<ul style="list-style-type: none"> • simple terminology 	<ul style="list-style-type: none"> • expanded terminology
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • feedback and analysis • enjoyment 	<ul style="list-style-type: none"> • criticism • enjoyment

*As appropriate, integrated into primary English language arts curriculum

REFERENCES

National Art Education Association, National Standards for Arts Education, Music Educators National Conference, Virginia, 1994.

INTRODUCTION TO SENIOR SCHOOL CURRICULUM

The senior school curriculum (S1 - S4) recognizes the distinct needs of the middle to late adolescent learner (14 to 18 years) and is based on the necessity of working consciously with the many developmental changes of students during this phase. It is a time to build on the foundation laid in the middle school by preparing students for work, further education and productive citizenry in the 21st Century.

As members of the senior school community, students have an opportunity to choose from a number of options and to participate in a variety of activities. The more involved students become in the life of the school, the more meaning school will have. Students will get the most from their educational experiences if their choices reflect their personal needs, interests, and talents. Students should select carefully those courses which offer the greatest opportunity for learning and which serve to better individual education and career goals.

Following are some of the characteristics of senior school students:

- intellectual habits increase
- thought processes become more abstract
- awareness of complexity of issues increases; rejection of simplistic explanations
- thought becomes more comprehensive
- ability to hypothesize and analyze increases
- thought becomes less egocentric
- interest in laws that regulate society increases
- ability to focus attention for long periods, increases (i.e. on topics of interest)

The senior school curriculum is a written guide that identifies the goals and curriculum objectives which teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the senior school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in Bermuda's senior schools.

SENIOR LEVEL EDUCATION

GOAL:

To ensure students become critical and analytical readers, logical and insightful thinkers, and concise users of visual, written and oral language.

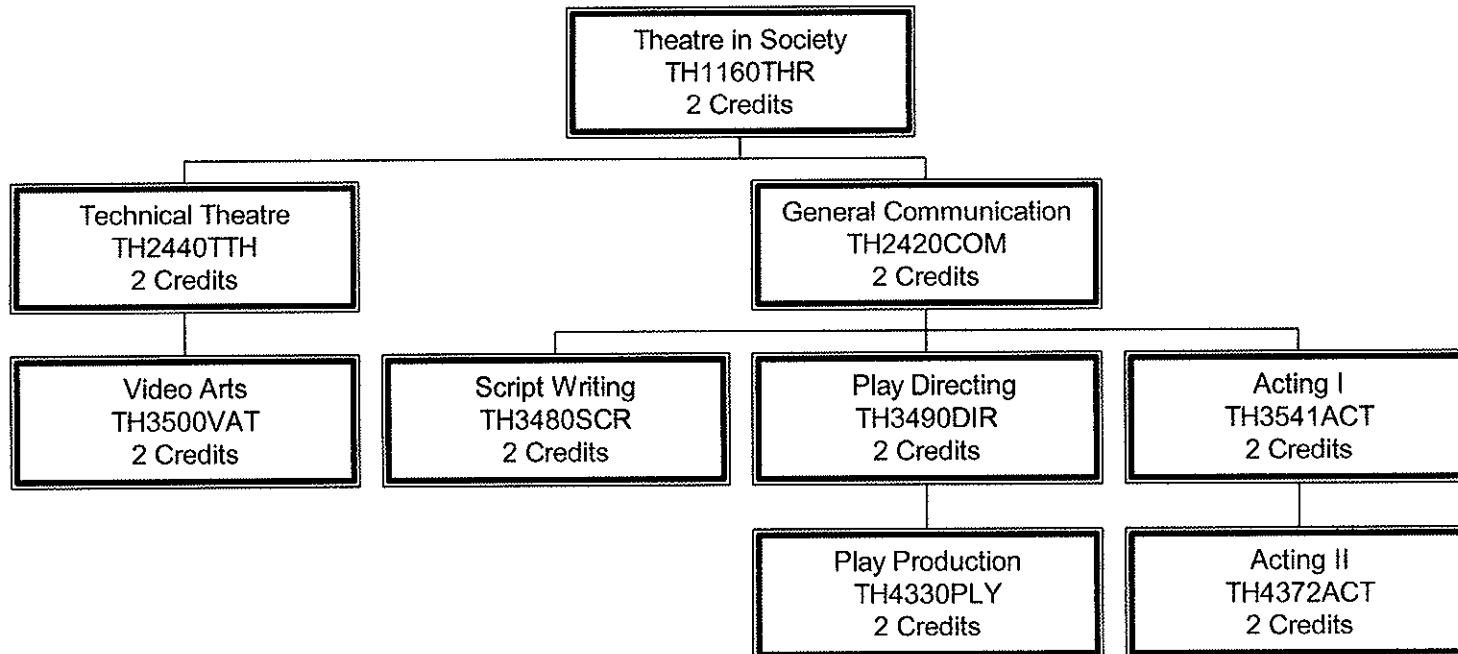
SENIOR SCHOOL THEATRE RATIONALE

Theatre education in Bermuda's Senior school exists as a composite art form, a mixture of literature and visual art, speech and movement, story and spectacle. Theatre is a means of communication, allowing the students to come to terms with themselves through the exploration of the environment, involving the whole person, mind, emotions, body and imagination.

At the senior school level, options will be provided for interested students to develop self expression and creativity through studying a variety of technical and performance oriented curricular and co-curricular courses.

As young people prepare to be life-long learners, the senior school theatre programme will provide them with an indepth understanding about the history and culture of theatre in Bermuda and globally. Students will develop an appreciation for how theatre can enrich their lives individually and socially and will become advocates for the arts.

SENIOR SCHOOL THEATRE COURSES



COURSE DESCRIPTIONS

Theatre (TH)

Theatre in Society

Prerequisite: None

TH1160 THR

2 credit (s)

S1 level (s)

Theatre in Society provides a focus on the basic introduction and development of fundamental skills in self awareness, self discipline, concentration, voice and body warm-ups. Improvisation, vocal training, play construction, performance critiques and reviews (oral and written), etiquette, stage and body movement, basic mime techniques and introduction to technical theatre and performance will also be studied. This course will also focus on global theatre with a Bermudian emphasis.

Acting I

Prerequisite: General Communication

TH3541 ACT

2 credit (s)

S2-S4 level (s)

In this course the budding actor will learn the basic elements of drama such as stage terminology, acting styles and techniques, stage blocking, voice and diction and the speech mechanism. Students will also learn the relevance of theatre history so that they will better appreciate outstanding plays and playwrights. Students will write critiques after viewing local performances and local theatre personalities will be introduced. Much of this course will be spent developing characterization and learning how to improvise. The class will culminate with the student's participation in a dramatic scene, monologue or mime. Independent work as well as group work displaying basic knowledge of acting techniques will be emphasized.

Acting II

Prerequisite: Acting I

TH4372 ACT

2 credit (s)

S3-S4 level (s)

This course is for the advanced theatre student and emphasizes performance. Students will review voice and diction, character analysis and write critiques. Improvisation and mime will include script writing around social issues and notable performers such as Chaplin and Mareau. Students will also be expected to do in depth work on monologues and dramatic scenes. An optional independent study involving theatre history, puppetry and dance theatre with a written research component makes this course a cut above the rest.

General Communication

Prerequisite: Theatre in Society

TH2420 COM

2 credit (s)

S2-S4 level (s)

This course will expose the student to the important elements of communication that will promote individual improvement. The art of effective listening in order to clarify goals, main ideas and faulty reasoning as well as information about propaganda techniques will be addressed. Students will learn the foundations of speech, how to gather information for speech preparation and to deliver different types of speeches. Interview skills, debate and oral interpretation will also be addressed to better prepare students for future speaking challenges. Finally, students will understand the value of print, audiovisual and electronic media and the part the media plays in our everyday lives. All who take this course will be better prepared to speak with confidence as they present their ideas and the ideas of others.

Play Directing

Prerequisite: General Communication and Acting II

TH3490 DIR

2 credit (s)

S3-S4 level (s)

This is an advanced course for the theatre student and can only be taken after the student has taken the S1 Theatre in Society course as well as courses in Communication and Acting I and II. Focus will be placed on the elements of directing so that the student will be prepared to direct a short scene for the stage. Students will be expected to prepare a manager's script and learn to mark it appropriately. The importance of casting, auditions, rehearsals, theatre business and technical production will be emphasized. Students must also be prepared to work with others and display leadership skills vital to a director. Each student will direct a short scene for analysis.

Play Production

Prerequisite: General Communication, Play Directing, Acting I, Technical Theatre

TH4330 PLY

2 credit (s)

S4 level (s)

This is a course for the advanced student of theatre. In this course the student will learn to produce a one-act play. In the first part of the course that student will review the duties of the production team. Then, assisted by the teacher, the student will choose an appropriate script, cast the play, choose a director and an appropriate production staff, design and adhere to a rehearsal schedule. Finally, the student will present the one act play for presentation to the school and or the local community.

Scriptwriting

Prerequisite: General Communication

TH3480 SCR

2 credit (s)

S2-S4 level (s)

Imagination and creativity will be called into play in this course as students delve into the basics of creative writing for the theatre. Students will be expected to read various plays and analyze them. They will explore their talents by using the basic idea of storytelling through improvisation to create and write dramatic scenes. Students will learn interpretative communication, the structure of the play and the importance of rewriting and editing their own script. Characters will be analyzed with varying parameters of condition, place and time. The goal is to enhance the ability of the students to think through situations creatively and write to a logical conclusion.

Technical Theatre

Prerequisite: Theatre in Society

TH2440 TTH

2 credit (s)

S2-S4 level (s)

Students in this course will study in depth various aspects of technical theatre such as lighting design, set design and props, costume and make up as well as audio and visual technology. Students will learn to care and maintain lighting equipment, design and plot basic lighting, read and draw a basic floor design. Theatre history with an emphasis on costume and makeup will also be included in this course. Emphasis will also be placed on concentration and discipline using practical theatre techniques, thus preparing the students for problem solving in the theatre.

Video Arts

Prerequisite: Technical Theatre

TH3500 VAT

2 credit (s)

S3-S4 level (s)

This course will introduce students to the creative and technical elements of telling a story on video. Students will be divided into groups comprising a director, a camera person and two crewmembers, rotating on each new project. Techniques of recording, making a shooting plan and producing a final video presentation for class analysis will be the highlight of this course.

Theatre in Society

Course Code: TH1160THR



MINISTRY OF EDUCATION

Bermuda

2000

**SENIOR SCHOOL THEATRE ARTS
COURSE OVERVIEW**

Title : Theatre in Society

2 credit (s)

60 hour (s)

Prerequisite (s): None

S1 level (s)

Course Code: TH1160THR

required or elective

Course Description

Theatre in Society provides a focus on the basic introduction and development of fundamental skills in self awareness, self discipline and concentration., Voice and body warm-ups, improvisation, vocal training, play construction, performance critiques and reviews (oral and written), etiquette, stage and body movement, basic mime techniques, introduction to technical theatre and performance will also be studied in this course. This course will focus on global theatre with a Bermudian emphasis while fulfilling one of the two Arts graduation requirements. Further, this course will enhance the senior school students' skills and talents for possible further work in the field of theatre.

Course Requirements

The requirements for this course are as follows:

<p>Performance Assessments:</p> <ul style="list-style-type: none"> - stage etiquette - blocking - group work, scenes, advanced improvisation - individual scenes, monologues, etc. - discussions 	50%
<p>Product Assessments:</p> <ul style="list-style-type: none"> • portfolio containing:- <ul style="list-style-type: none"> - theatre history report - one page character analysis - learning log - self analysis of performance work - blocking of a scene - student written one act play - television/radio commercial - pictorial display 	30%
<p>Written Assessments:</p> <ul style="list-style-type: none"> - terminology; blocking, play analysis; technical theatre 	20%
Total	100%

Course Resources

Schanker, Harry H. and Ommanney, Katharine A. The Stage and the School. New York, NY: (Teacher's Resource Binder). Glencoe/McGraw- Hill, 1990.

DiYanni, Robert, Reading Drama- An Anthology of Plays. New York, NY: (Teacher's Guide) Macmillan/McGraw-Hill, 1990.

Grote, David, Theatre (preparation & performance). Illinois: Scott, Foresman and Company, 1989.

Grote, David, Teacher's Planbook to accompany Theatre Preparation & Performance. Illinois: Scott, Foresman and Company, 1989.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Theatre History	6	B. Acting Techniques & Skills	10
<i>All The World Is A Stage</i>		<i>Break A Leg</i>	
- the history of drama		- advanced improvisation	
- plays & playwrights		- advanced mime	
- actors & acting styles		- speech mechanics	
- varieties of drama		- choral reading	
- local drama		- acting styles & techniques	
- careers		- terminology	
- theatre terminology		- monologues	
		- scenes	
		- warm-up body and voice	
		- blocking	
		- characterization	
		- working with others	
C. Script Writing	7	D. Communication	6
<i>Right-On</i>		<i>Talk To Me</i>	
- structure of drama		- interpersonal & intrapersonal communication	
- play reading and analysis		- group discussions	
- principles of writing		- public discussions	
		- mass communication	
		- information technology	
E. Theatre Performance & Production	9		
<i>To Be Or Not To Be</i>			
- technical			
lights/sound, props/set, costume/make-up,			
video/special effects (all of above)			
- roles			
director & technical director, producer,			
stage manager, designers (of technology),			
crew, actors, agents			
- viewing:			
production calendar			
film/video/live performances			
critique & etiquette			
- aesthetic judgement			
pre rehearsal and rehearsal activities			
dramatic criticism			
theatre performance			

Subtotal	38
Optional double periods	<u>7</u>
Total double periods	45

SENIOR SCHOOL THEATRE

check one: S1 S2 S3 S4

Theatre In Society

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Technique and Skill	1.1	Language of Theatre	x	x			
		1.2	Communicate meaning	x	x	x	x	x
		1.3	Principles, Processes "Structure"	x	x	x	x	x
		1.4	Physical Conditioning	x	x	x	x	x
		1.5	Skills	x	x	x	x	x
2	History and Culture	2.1	Individual culture expression	x	x	x		x
		2.2	Philosophies, styles, genres	x		x		
		2.3	Technology relationships				x	
		2.4	Arts relationships				x	x
		2.5	Interdisciplinary Corrections	x		x	x	x
3	Creativity Composition and Performance	3.1	Improvisation		x	x	x	x
		3.2	Interpretation		x	x	x	x
		3.3	Thinking Skills Applications		x	x	x	x
		3.4	Original Compositions		x	x		
		3.5	Performance and competencies		x		x	
4	Aesthetic Judgment	4.1	Theatrical Performance					
		4.2	Sensitivity Aesthetic Criteria					
		4.3	Continuing Appreciation					
CONTENT STRUCTURE		Theatre History		x				
		Acting Techniques and Skills			x			
		Script Writing				x		
		Communication					x	
		Theatre Performance and Production						x
		MODULE		A	B	C	D	E

MODULE KEY

A - Theatre History
 B - Acting Technique and Skills
 C - Scriptwriting

D - Communication
 E - Theatre Performance and Production

THEATRE

<p>Course Title: THEATRE IN SOCIETY</p> <p>Module Title: Theatre History "All The World's A Stage"</p> <p>Number of Periods: 6 double periods</p>	<p>Sequence Reference: TH1160THR-A</p> <p style="text-align: right;">Senior School Level</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.3 Technique and Skill • 2.1, 2.2, 2.5 History and Culture • 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • History and Culture 								
Curriculum Objectives:	Content Detail:								
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • compare and contrast plays from each periods • contrast theatre from cultures around the world • identify plays and playwrights • outline theatre history from ancient Egypt to present day • describe the progression of theatre history in Bermuda • critique live local presentations • describe the varieties of drama; types and styles • explain theatre terminology • explain the relationship between theatre and history • catalogue pictures to display dramatic styles 	<ul style="list-style-type: none"> • the history of drama: <ul style="list-style-type: none"> - Egyptian theatre - Greek theatre - Roman theatre - theatre in early /mid Europe - theatre in early /mid Africa - North American drama - Asian drama - theatre around the world - ethnic influences • varieties of drama: <ul style="list-style-type: none"> - comedy, tragedy, fare romantic drama, fantasy, melodrama, comedy of manners, sentimental comedy, social drama • styles: realism and naturalism; romanticism, symbolism, expressionism, allegory • plays and playwrights • actors and acting styles • local drama 								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - deliver a 2 minute oral presentation on one aspect of theatre history • Product Assessments: <ul style="list-style-type: none"> - outline theatre history in a portfolio - picture display of dramatic styles • Written Assessments: <ul style="list-style-type: none"> - theatre history - playwrights - terminology and varieties of drama types and styles 									
Prerequisite Skill Areas	Special Resources								
(if any):	(materials, equipment & community involvement):								
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • VCR / Television • video of styles / periods etc • visits to local theatres • textbook 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Schanker, Harry H. and Ommanney, Katharine A. The Stage and the School. New York, NY: (Teacher's Resource Binder). Glencoe/McGraw- Hill, 1990.

DiYanni, Robert, Reading Drama- An Anthology of Plays. New York, NY: (Teacher's Guide) Macmillan/McGraw-Hill, 1990.

Grote, David, Theatre (preparation & performance). Illinois: Scott, Foresman and Company, 1989.

Grote, David, Teacher's Planbook to accompany Theatre Preparation & Performance. Illinois: Scott, Foresman and Company, 1989.

REFERENCES - STUDENT:

Schanker, Harry H. Ommanney, Katharine A., The Stage and the School New York, N.Y.: Glencoe/McGraw- Hill, 1997.

DiYanni, Robert, Reading Drama- An Anthology of Plays(Teacher's Guide) New York, NY: Macmillan/McGraw-Hill, 1990.

Grote, David. Theatre (preparation & performance). Illinois: Scott, Foresman and Company, 1989.

THEATRE

Course Title: THEATRE IN SOCIETY Module Title: Acting Techniques & Skills <i>"Break A Leg"</i>	Sequence Reference: TH1160THR-B <p style="text-align: right;">Senior School Level</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: auto;"> <tr> <td style="padding: 2px;">S1</td> <td style="padding: 2px;">S2</td> <td style="padding: 2px;">S3</td> <td style="padding: 2px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
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Number of Periods: 10 double periods									

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.4, 1.5 Technique and Skill • 2.1 History and Cultures • 3.1, 3.5 Creativity Composition and Performance • 4.1, 4.3 Aesthetic Judgment 	Content Focus <ul style="list-style-type: none"> • Acting • Communication
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • recognize various acting forms and styles • analyze characters • demonstrate ability to function in a team • analyze play with full blocking terminology • demonstrate physical conditioning • demonstrate creative thinking through story-telling, dramatic monologues, mime, improvisation, blocking and scene work 	<ul style="list-style-type: none"> • warming up body and voice • acting styles and techniques • terminology • monologues • working with others <ul style="list-style-type: none"> - advanced improvisation, mime • individual work <ul style="list-style-type: none"> - monologues, story-telling, characterization • story telling • speech mechanism • blocking and motivated sequence • stage etiquette

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - independent and group work displaying stage etiquette - block one scene from any one-act play - display correct blocking • Product Assessments: <ul style="list-style-type: none"> - write a one page character analysis - write a one page self assessment • Written Assessments: <ul style="list-style-type: none"> - quiz on acting terminology, styles and techniques

Prerequisite Skill Areas	Special Resources
(if any):	(materials, equipment & community involvement):
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • VCR and television • video recorder and cassettes • attend theatrical presentations • visits by local actors • visits to local theatres • theatre games • textbooks

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Schanker, Harry H. and Ommanney, Katherine A. The Stage and the School. New York, NY: (Teacher's Resource Binder). Glencoe/McGraw-Hill 1997.

Stanford, Judith A. Reading Drama-An Anthology of Plays. New York, NY: (Teacher's Guide). Macmillan/McGraw-Hill, 1990.

REFERENCES - STUDENT:

Miller, Jordan Y. Introduction to Drama. Boston: MA: D.C. Heath and Company, 1992.

THEATRE

<p>Course Title: THEATRE IN SOCIETY</p> <p>Module Title: Script Writing "Right -On"</p> <p>Number of Periods: 7 double periods</p>	<p>Sequence Reference: TH1160THR-C</p> <p style="text-align: right;">Senior School Level</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">S1</td> <td style="width: 25%;">S2</td> <td style="width: 25%;">S3</td> <td style="width: 25%;">S4</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
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<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 2.1, 2.2 History and Culture • 3.1 - 3.4 Creativity, Composition and Performance • 4.1, 4.3 Aesthetic Judgement 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Script Writing • Play reading 								
Curriculum Objectives:	Content Detail:								
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • identify the structure of drama • demonstrate the principles of writing • read and analyze a one act play • write a one act play concerning a social issue 	<ul style="list-style-type: none"> • structure of drama <ul style="list-style-type: none"> - exposition - initial incident - rising action - climax - falling action - conclusion • character <ul style="list-style-type: none"> - methods of characterization - motivation action • play reading and analysis • principles of writing <ul style="list-style-type: none"> - plot development - character development - rewriting - read through 								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments • Product Assessments: <ul style="list-style-type: none"> - write a one act play demonstrating the principles of play writing - analyze a one act play identifying the structure of drama • Written Assessments: 									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • VCR • visits by local writers • visits to theatres • organized workshops 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Schamker, Harry H. and Ommanney, Katherine A. The Stage and School. New York, N.Y. : (Teacher's Resource Binder). Glenco/McGraw Hill, 1997.

Naegelin, Lanny; Krikac, Ron. Getting Started la Oral Interpretation. Illinois: National Textbook Company, 1993.

Durham-Thompson, Shangri-La, Battle for Freedom. Toronto, Canada: University of Toronto Press, 1994.

REFERENCES - STUDENT:

Schamker, Harry H. Ommanney, Katherine A. The Stage and School. New York: N.Y.: Glencoe/McGraw Hill, 1997.

Naegelin, Lanny; Krikac, Ron. Getting Started la Oral Interpretation. Illinois: National Textbook Company, 1993.

Durham-Thompson, Shangri-La, Battle for Freedom. Toronto, Canada: University of Toronto Press, 1994.

THEATRE

Course Title: THEATRE IN SOCIETY	Sequence Reference: TH1160THR-D								
Module Title: Communication <i>"Talk To Me"</i>	Senior School Level								
Number of Periods: 6 double periods	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">S1</td> <td style="padding: 2px 5px;">S2</td> <td style="padding: 2px 5px;">S3</td> <td style="padding: 2px 5px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px 5px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
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Subgoal Emphasis: <ul style="list-style-type: none"> • 1.2, 1.3 Technique & Skill • 2.3, 2.5 History and Culture • 3.1, 3.2, 3.3, 3.5 Creativity, Composition and Performance • 4.2, 4.3 Aesthetic Judgment 	Content Focus <ul style="list-style-type: none"> • Communication
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • demonstrate oral communication skills • demonstrate ability to conduct research • demonstrate effective interview skills • understand the value of group discussion • demonstrate ability to present a public speech • demonstrate ability to research a topic 	<ul style="list-style-type: none"> • inter- and intra-personal communication • communication senses • interview skills • group communication: discussion, parliamentary procedure • public speaking: informative & persuasive speaking • mass communication: radio, television, print computers • information research

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - deliver one informative and one persuasive 3 minute speech on a social issue - participate in the interview process demonstrating effective interviewing skills • Product Assessments: <ul style="list-style-type: none"> - write a one page self analysis • Written Assessments:

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • VCR • newspapers • visits to local publishers • visits to local radio/TV stations • visits/workshop by local communication experts • internet

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Hybels, Sandra and Weaver II, Richard L. Communicating Effectively. New York: McGraw-Hill, Inc., 1995.

Payne, James and Carlin, Diana, Getting Started In Public Speaking. Illinois: National Textbook Company, 1994.

Tanner, Averett, Creative Communication. Kansas: projects in acting, speaking. Oral Reading, Clark Publishing Company, 1987.

REFERENCES - STUDENT:

Hybels, Sandra and Weaver II, Richard L. Communicating Effectively. New York: McGraw-Hill, Inc., 1995.

Payne, James and Carlin, Diana, Getting Started In Public Speaking. Illinois: National Textbook Company, 1994.

Tanner, Averett, Creative Communication. Kansas: projects in acting, speaking. Oral Reading, Clark Publishing Company, 1987.

THEATRE

Course Title: THEATRE IN SOCIETY

Sequence Reference: TH160THR-E

Module Title: Theatre Performance & Production
"To Be Or Not To Be"

Senior School Level

Number of Periods: 9 double days

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.2, 1.3, 1.5 Technique and Skill
- 2.1, 2.3, 2.4 History and Culture
- 3.2, 3.3 Creativity, Composition and Performance
- 4.3 Aesthetic Judgement

Content Focus

- Play Production
- Acting

Curriculum Objectives:

At the end of this module, students will:

- demonstrate knowledge of the basic elements of play production
- demonstrate the ability to design 1) lights, 2) set, 3) costume, 4) sound, 5) make-up
- display inherent ability for objective criticisms
- outline the careers/roles in theatre
- view and discuss critically a theatrical performance
- view and analyze and explain a musical performance, dance performance or art exhibit and their relationship to theatre
- demonstrate how computers assist theatre production

Content Detail:

- theatre roles and careers
- (producer, director, technical director, stage manager, designers, crew, actors, agents and teachers)
- technical theatre
- (lights, sound, props, set, costume, make-up, video and special effects)
- viewing
- (production calendar, critique and theatre etiquette)
- pre-rehearsal and rehearsal activities
- dramatic criticism
- musical theatre
- computer assisted production

Module Evaluation:

- **Performance Assessments:**
- write a one page critique of a stage performance
- **Product Assessments:**
- design a light plot for a dramatic scene
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- visit a local theatre
- VCR
- television
- computer

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Schanker, Harry H. and Ommanney, Katharine A. The Stage and the School. New York, NY: Glencoe, McGraw-Hill, 1997.

REFERENCES - STUDENT:

Schanker, Harry H. and Ommanney, Katharine A. The Stage and the School. New York, NY: Glencoe, McGraw-Hill, 1997.

Acting I

Course Code: TH3541ACT



MINISTRY OF EDUCATION

Bermuda
2000

**SENIOR SCHOOL THEATRE
COURSE OVERVIEW**

Title: Acting 1

**2 credit (s)
60 hour (s)**

Prerequisite (s): General Communication

S2 – S4 level (s)

Course Code: TH 3541ACT

required or elective

Course Description

In this course the budding actor will learn the basic elements of drama such as stage terminology, acting styles and techniques, stage blocking, voice and diction and the speech mechanism. Also, students will learn the relevance of theatre history so that they will better appreciate outstanding plays and playwrights. Students will write critiques, after viewing local performances, and local theatre personalities will be introduced. Much of this course will be spent developing characterization and learning how to improvise. The class will culminate with the student's participation in a dramatic scene, monologue or mime. Independent work, as well as group work, displaying basic knowledge of acting techniques will be emphasized.

Course Requirements

The requirements for this course are as follows:

<p>Performance Assessments:</p> <ul style="list-style-type: none"> - revise quotes by various characters - class participation - readings/choral presentation 	<p>50%</p>
<p>Product Assessments:</p> <ul style="list-style-type: none"> - journal - design a stage set - design & construct costume & make-up for a character - a lyrical poem - presentation on modern theatre restoration drama or non-western theatre 	
<p>Written Assessments:</p> <ul style="list-style-type: none"> - tests & quizzes on; basic acting techniques & styles - terminology - actor's craft - voice & diction - elements of production - written self evaluation 	
<p>Final Assessment:</p>	

Course Resources

- Bay, Howard, Stage Design, Pitman. New York: 1974.
 Cassin, Scott, Jack, Costumes & Settings for Historical Plays. London: Vols. 1, 2, 3, 4, BT Batford Ltd., 1979.
 Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.
 Newcombe, Judson P. Communication: An Introduction to Speech. Massachusettes: Allyn & Bacon Inc. 1988.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Basic Acting Skills 4 - blocking - motivated sequence - speaking/projection - imaging - acting styles and techniques - warm ups		B. Actor's Craft 8 - reading the script - characterization - working on stage - working with others - costume and makeup - scenery and props - lighting and sound - viewing	
C. Voice and Diction 8 - articulation/pronunciation - speech mechanism - vocal expression, pitch, rate - vocal equipment - vocal warm ups - interpretative communication - projection		D. Theatre History 8 - plays and playwrights - types of drama - theatre terminology - local theatre	
E. Performance 10 - improvisation - the dramatic monologue - dramatic scenes - mime			

Subtotal 38 Optional double periods <u>7</u> Total double periods..... 45

SENIOR SCHOOL THEATRE

check: S1 S2 S3 S4

Acting I

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Language of Theatre	x	x		x	x	
		1.2	Communicate meaning	x	x		x	x	
		1.3	Principles, Processes "Structure"	x	x		x	x	
		1.4	Physical Conditioning	x	x	x			x
		1.5	Skills	x	x	x	x	x	
2	History and Culture	2.1	Individual culture expression	x	x		x	x	
		2.2	Philosophies, styles, genres	x	x		x	x	
		2.3	Technology relationships		x				
		2.4	Arts relationships		x				
		2.5	Interdisciplinary Connections				x		
3	Creativity Composition and Performance	3.1	Improvisation		x				
		3.2	Interpretation	x	x				
		3.3	Thinking Skills Applications	x	x	x	x	x	
		3.4	Original Compositions		x		x	x	
		3.5	Performance and competencies	x	x	x			
4	Aesthetic Judgment	4.1	Theatrical Performance		x		x		
		4.2	Aesthetic Criteria		x		x		
		4.3	Aesthetics of Theatre	x	x	x	x	x	
CONTENT STRUCTURE	Theatre History		x						
	Acting Techniques and Skills			x					
	Script Writing				x				
	Communication					x			
	Theatre Performance and Production							x	
MODULES				A	B	C	D	E	F

MODULE KEY:

A - Basic Acting Skills
 B - Actor's Craft
 C - Voice and Diction

D - Theatre History
 E - Performance

THEATRE

Course Title: ACTING I Module Title: Basic Acting Skills Number of Periods: 4 double periods	Sequence Reference: TH2411ACT-A <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 – 1.5 Technique & Skills • 2.1, 2.2 History & Culture • 3.2, 3.3, 3.5 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Acting • Communication 												
Curriculum Objectives:													
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • understand and use stage blocking terminology • appreciate and demonstrate the use of motivation in developing sequence • demonstrate the ability to speak loudly, clearly and in front of an audience • demonstrate the use of imagining in developing believable situations • research and appreciate different styles and techniques of acting • understand the uniqueness of characters portrayal 	<p style="text-align: center;">Content Detail:</p> <ul style="list-style-type: none"> • terminology • blocking • motivated sequence • speaking (projection/articulation) • imagining • acting styles & techniques • warm up techniques for fitness (mental and physical) • characterization - the outer life <ul style="list-style-type: none"> - building a character type, complex characters, playing against type, stereotypes • characterization – inner life <ul style="list-style-type: none"> - sympathizing with character, playing comic characters, playing age or handicaps 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - full participation in group & individual class activities - creativity/imagination in classwork - recite famous characters' quotes • Product Assessments: <ul style="list-style-type: none"> - journal kept of daily reflections • Written Assessments: <ul style="list-style-type: none"> - tests on various segments of basic acting techniques and styles terminology 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • General Communications 	<ul style="list-style-type: none"> • visits to various theatrical productions • visits by local and foreign actors • textbooks • theatre games • audio-visual equipment 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: ACTING I Module Title: Actor's Craft Number of Periods: 8 double periods	Sequence Reference: TH2411ACT-B <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 – 1.5 Technique & Skills • 2.1 – 2.4 History & Culture • 3.1 – 3.5 Creativity, Composition & Performance 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Acting • Communication 												
Curriculum Objectives:													
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate the ability to understand and read a script • analyze characters and develop these traits in their own re-enactments • demonstrate an ability to work cooperatively and creatively with others • display control and concentration when working on the stage • have acquired basic knowledge in various technical areas of theatre • demonstrate the ability to view material objectively and with proper etiquette 	<ul style="list-style-type: none"> • reading the script • characterization • working with others • working on stage • costume & makeup • scenery & props • lighting & sound • viewing • warm up exercise • theatre games 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: - class participation • Product Assessments: - design and construct (costume & makeup) for character in modern play - journal of ideas and samples for lights/costume/makeup - design a set for a play • Written Assessments: - tests and quizzes on various segments of the Actor's Craft 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • General Communications 	<ul style="list-style-type: none"> • visit local theatres • technical speakers from community • video/radio • light & sound boards • scripts 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bay, Howard, Stage Design, Pitman. New York: 1974.

Cassin, Scott, Jack, Costumes & Settings for Historical Play. London Vols. 1, 2, 3, 4, BT Batford Ltd., 1979.

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: ACTING I Module Title: Voice & Diction Number of Periods: 8 double periods	Sequence Reference: TH2411ACT-C <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.4, 1.5 Technique & Skills • 3.3, 3.5 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	Content Focus: <ul style="list-style-type: none"> • Acting • Communication 												

Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • demonstrate an ability to use standard articulation • develop the knowledge to understand, describe and appreciate the speech mechanism • demonstrate an ability to express themselves vocally • demonstrate an understanding and appropriate use of vocal equipment • explain and use elements of pitch and rate • demonstrate an understanding and appreciation for interpretive communication • discuss the generators, vibrators and resonators of sound • appreciate the value of choral reading 	<ul style="list-style-type: none"> • terminology • vowel sounds • consonant sounds • pronunciation/articulation • vocal warm-ups <ul style="list-style-type: none"> - breathing - articulation • projection • generators, vibrators & resonators of sound • choral reading

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - class participation - selected reading - choral reading • Product Assessments: <ul style="list-style-type: none"> - write a lyrical poem - self evaluation • Written Assessments: <ul style="list-style-type: none"> - tests and quizzes on voice diction

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • General Communication 	<ul style="list-style-type: none"> • tape recorder/microphone • visit local public speeches • guest speakers • video • text

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Cassin, Scott, Jack, Costumes & Settings for Historical Play. London: Vols. 1, 2, 3, 4, BT Batford Ltd., 1979.

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

Newcombe, Judson P. Communication: An Introduction to Speech. Massachusettes Allyn & Bacon Inc., 1988.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: ACTING I Module Title: Theatre History Number of Periods: 8 double periods	Sequence Reference: TH2411ACT-D <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1-1.3, 1.5 Technique & Skills • 2.1, 2.2, 2.5 History & Culture • 3.3, 3.4 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • History & Culture • Acting • Communication 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • know a selection of different plays and playwrights – throughout history • identify and appreciate different types of drama • know theatre history terminology • visit, appreciate and support local theatre • analyze the relationships between modern, restorative and non western drama • know famous dramatic characters & scenes • understand the connection between theatre and history 	<ul style="list-style-type: none"> • plays and playwrights (local and foreign) • types of drama • theatre terminology • local theatre & theatre personalities • famous characters • famous historical scenes • famous plays & historical plays • modern theatre • restoration drama • non western theatre 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: - visits to theatres checklist on behaviour - group presentation of selected style of drama - researched • Product Assessments: -research 2 different types of playwrights: list plays, explain style compare/contrast - presentation on modern theatre, restoration drama and non western theatre • Written Assessments: - tests and quizzes on various segment of theatre History and terminology 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • General Communications 	<ul style="list-style-type: none"> • plays • local playwrights • visits to the class • visits local theatre 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: ACTING I

Sequence Reference: TH2411ACT-E

Module Title: Performance

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

-
-
-

Content Focus:

- Performance
-
-

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|--|--|
| <ul style="list-style-type: none"> • demonstrate the ability to create ?? and creativity in an improvisation • create a dramatic monologue • demonstrate ability to work with partner to develop and perform a dramatic scenes • create a mime | <ul style="list-style-type: none"> • improvisation • the dramatic monologue • dramatic scenes • mime |
|--|--|

Module Evaluation:

- **Performance Assessments:**
 - articulation/pronunciation/projection/memorization/characterization/creativity/believability:
 - improvisation
 - dramatic monologue
 - dramatic scene
 - mime
- **Written Assessments:**
 - tests and quizzes on elements for production

Prerequisite Skill Areas

(if any):

- General Communication

Special Resources

(materials, equipment & community involvement):

- video
- T.V.
- perform in schools, churches, local theatres, hospital etc.
-

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

Acting II

Course Code: TH4372ACT



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL THEATRE COURSE OVERVIEW

Title: Acting II

**2 credit (s)
60 hour (s)**

**Prerequisite (s): General Communication,
Acting I**

S3 – S4 level (s)

Course Code: TH 4372ACT

required or elective

Course Description

This course is for the advanced theatre student and emphasizes performance. Students will review voice and diction, character analysis and write critiques. Improvisation and mime will include script writing around social issues and notable performers such as Chaplin and Marceau. Also students will be expected to do in depth work on monologues and dramatic scenes. An optional independent study, involving theatre history, puppetry and dance theatre, with a written research component, makes this an advanced course.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: <ul style="list-style-type: none"> - class participation and cooperation - oral presentation: stage craft & technology - group presentation on two types of drama - perform a dramatic monologue 	50%
Product Assessments: <ul style="list-style-type: none"> - design & construct period costume & makeup - design & construct a miniature stage setting - research assignment on two types of drama - self & peer evaluation - critique: improvisations and mimes - report on dance theatre & live performances 	30%
Written Assessments: <ul style="list-style-type: none"> - quizzes on – technical stage craft - plays and playwrights - types of dramas - theatre genres - theatre history - sixteen steps to characterization - journal – ideas on design & technology - written paper comparing two types of drama 	20%
Total	100%

Course Resources

Cassin - Scott, Jack, Costumes & Settings for Historical Plays. London: Vols. 1,2,3,4 BT: Batford Limited, 1979.
 Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993
 Viola Spolin, Improvisation for the Theatre
 Jonothan Neelands, Making Sense of Drama
 Martin, Ben, Marcel Marceau, Master of Mime. New York: Paddington Press, 1978.
 Newcombe, Judson P. Communication: An Introduction to Speech. Massachusetts: Allyn & Bacon Inc., 1988.
 Reid, Francis, The Staging Handbook. London: A & B Black, 1990.
 Robert Barton, David Booth, Agness Buckles & William Moore, Nobody In the Cast.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Stagecraft	7	B. Performance	14
- lighting and Sound		- improvisation	
- production staff		- dramatic monologues	
- scenic design		- dramatic scenes	
- costume and makeup		- rehearsing	
- props		- approaches to acting	
		- performance to critiques	
		- mime	
		- theatre sports	
		- viewing	
		- transformation	
C. Plays and Playwrights	7	D. Optional Independent Study	24
- Greek (Aeschylus, Sophocles, Euripides, Aristophanes)		- puppetry	
- Roman Theatre		- dance theatre	
- Elizabethan Theatre		- theatre history	
- Types of Drama		E. Character Analysis & Critique	10
- Comedy		- mental & physical traits	
- Sentimental Comedy		- reacting and interacting	
- Comedy of Manners		- stereotypes	
- Farce		- motivated sequence	
- Tragedy			
- Romantic Drama			
- Fantasy			
- Social Drama			
- play analysis/critiques			

Subtotal	38
Optional double periods	<u>7</u>
Total double periods.....	45

Note: Independent Study can be taken instead of performance and character analysis & critique.

SENIOR SCHOOL THEATRE

check: S1 S2 S3 S4

Acting II

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Language of Theatre	x	x	x	x	x	
		1.2	Communicate meaning		x	x		x	
		1.3	Principles, Processes "Structure"	x	x	x	x	x	
		1.4	Physical Conditioning		x			x	
		1.5	Skills		x			x	
2	History and Culture	2.1	Individual culture expression		x	x		x	
		2.2	Philosophies, styles, genres				x		
		2.3	Technology relationships	x	x		x		
		2.4	Arts relationships		x		x		
		2.5	Interdisciplinary Corrections				x		
3	Creativity Composition and Performance	3.1	Improvisation		x				
		3.2	Interpretation		x			x	
		3.3	Thinking Skills Applications	x	x	x	x	x	
		3.4	Original Compositions		x			x	
		3.5	Performance and competencies		x			x	
4	Aesthetic Judgment	4.1	Theatrical Performance						
		4.2	Sensitivity Aesthetic Criteria						
		4.3	Continuing Appreciation						
CONTENT STRUCTURE		Theatre History		x					
		Acting Techniques and Skills			x				
		Script Writing				x			
		Communication					x		
		Theatre Performance and Production						x	
MODULES				A	B	C	D	E	F

MODULE KEY:

- A - Stage Craft
- B - Performance
- C - Plays and Playwrights

- D - Optional Independent Study
- E - Character Analysis & Critique

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Cassin – Scott, Jack, Costumes & Settings for Historical Plays. London: Vols. 1,2,3,4 BT: Batford Limited, 1979.

Reid, Francis, The Staging Handbook. London: A & B Black, 1990.

REFERENCES - STUDENT:

Cassin – Scott, Jack, Costumes & Settings for Historical Plays. London: Vols. 1,2,3,4 BT: Batford Limited, 1979.

Reid, Francis, The Staging Handbook. London: A & B Black, 1990.

THEATRE

Course Title: ACTING II

Sequence Reference: TH3482ACT-B

Module Title: Performance

Senior School Level

Number of Periods: 14 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1 – 1.5 Technique and Skill Development
- 2.1, 2.2, 2.4 History and Culture
- 3.1 - 3.5 Creativity, Composition, Performance
- 4.1 - 4.3 Aesthetic Judgment

Content Focus

- Acting
- Oral Interpretation
- Communication

Curriculum Objectives:

At the end of this module, students will:

- communicate with body language, mime, gesture and facial expression
- use a variety of mime techniques
- use a variety of improvisation techniques
- appreciate professional mime/improvisation
- demonstrate ability to improvise
- demonstrate ability to critique a mime performance
- tell stories through mime
- improve physical conditioning

Content Detail:

- warm-ups
- rehearsals
- improvisation
- dramatic monologue
- dramatic scenes
- theatre sports
- stories through mime
- transformations
- notable mime performers
 - Marceau, Chaplin
- student written scripts based on social issues
- approaches to acting
- genres
 - comedy, tragedy
- choral reading techniques
- performance critiques

Module Evaluation:

- **Performance Assessments:**
 - participation
 - self and peer evaluation
 - performance evaluation by teacher
- **Product Assessments:**
- **Written Assessments:**
 - critique on improvisation scenes & mime scenes
 - quiz on Marceau & Chaplin, genres

Prerequisite Skill Areas

(if any):

- basic acting
- co-operative group work skills
- critical listening and viewing skills
- critical thinking

Special Resources

(materials, equipment & community involvement):

- VCR
- vertical file on mime/theatre
- library/department research resources
- visit local theatre
- perform locally – school, church & other

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Viola, Spolin, Improvisation for the Theatre.

Jonathan, Neelands, Making Sense of Drama.

Robert Barton, David Booth, Agness Buckles & William Moore, Nobody In the Cast

Martin, Ben, Marcel Marceau, Master of Mime. New York: Paddington Press, 1978.

Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993

REFERENCES - STUDENT:

The Stage and the School

Various scripts provided by teacher

Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993

THEATRE

Course Title: ACTING II

Sequence Reference: TH3482ACT-C

Module Title: Play and Playwrights

Senior School Level

Number of Periods: 7 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3 Technique & Skill
- 2.1 History & Culture
- 3.3 Creativity, Composition & Performance
- 4.3 Aesthetic Judgment

Content Focus

- History & Culture

Curriculum Objectives:

At the end of this module, students will:

- explain and appreciate the beginning of theatre
- understand and appreciate different types (genres) of theatre throughout history
- analyze and critique view and read plays
- examine the ideas expressed in Greek drama & Roman theatre
- evaluate the merits of different types of drama, farce, fantasy, tragedy etc.

Content Detail:

- Greek (Aeschylus, Sophocles Euripides, Aristophanes)
- Roman Theatre
- Elizabethan Theatre
- Types of Drama
 - Comedy
 - Sentimental Comedy
 - Comedy of Manners
 - Farce
 - Tragedy
 - Romantic Drama
 - Fantasy
 - Social Drama
- play analysis/critiques

Module Evaluation:

- **Performance Assessments:**
 - group presentation to class of 2 types of drama
- **Product Assessments:**
 - group research of 2 types of drama
- **Written Assessments:**
 - tests and quizzes on various segments of plays and playwrights and types of drama
 - written assessment comparing sentimental comedy to farce, tragedy, social drama etc.

Prerequisite Skill Areas

(if any):

- General Communication and Acting I

Special Resources

(materials, equipment & community involvement):

- library field trip
- video/TV of samples
- guest speakers: local playwrights
- visit local productions

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993

Robert Barton, David Booth, Agnes Buckles, William Moore, Nobody in the Cast

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993.

Scripts as provided by teacher

THEATRE

Course Title: ACTING II

Sequence Reference: TH3482ACT-D

Module Title: Optional Independent Study

Senior School Level

Number of Periods: 24 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.3 Technique & Skill
- 2.2 – 2.5 History & Culture
- 3.3 Creativity, Composition & Performance
- 4.1 - 4.3 Aesthetic Judgment

Content Focus

- History and Culture

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- understand, appreciate and develop samples of puppetry
- research, analyze, perform and critique dance theatre
- research further elements of theatre history, analyzing and appreciating the range and their effects on theatre today
- view and critique a theatrical performance

- puppetry
- dance theatre
- theatre history
 - African
 - Roman
 - Greek
 - Medieval
 - Shakespearian
 - Realism
 - Romanticism
 - Expressionism
- viewing

Module Evaluation:

- **Performance Assessments:**
 - demonstration of puppetry
 - demonstration of dance theatre
- **Product Assessments:**
 - make a puppet
- **Written Assessments:**
 - tests and quizzes on theatre history
 - report on dance theatre
 - Historical Report on selected subject (period style/playwright/etc.)

Prerequisite Skill Areas

(if any):

- General Communication and Acting I

Special Resources

(materials, equipment & community involvement):

- perform locally:
 - school
 - church
 - hospital
- speak with local artists

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993.

THEATRE

Course Title: ACTING II Module Title: Character Analysis and Critique Number of Periods: 10 double periods	Sequence Reference: TH3482ACT-E <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1 - 1.5 Technique and Skill Development • 2.1 History & Culture • 3.2 - 3.5 Creativity, Composition and Performance • 4.1 - 4.3 Aesthetic Judgment 	Content Focus <ul style="list-style-type: none"> • Acting • Communication
--	--

Curriculum Objectives:	Content Detail:
------------------------	-----------------

At the end of this module, students will: <ul style="list-style-type: none"> • demonstrate appropriate speech and movement in character • create a character • apply knowledge of mime, movement and motivated sequence improvisation, and vocal technique to character creation • recognize acting techniques that create character in professional performances • improve speech communication skills 	<ul style="list-style-type: none"> • sixteen steps to characterization (The Stage and The School) • mental & physical traits • reacting and interacting • stereotypes • motivated sequence • warm-ups • critiques
---	--

Module Evaluation:

<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - a character skit and a monologue to perform - quiz on characterization - participation in class - peer and self-evaluation - critique professional performance (live or on tape) • Product Assessments: <ul style="list-style-type: none"> - discuss or present a written analysis on the motivated sequence - three minute oral presentation on stereotypes - develop a character sketch and monologue • Written Assessments: <ul style="list-style-type: none"> - quiz on sixteen steps to characterization
--

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
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<ul style="list-style-type: none"> • knowledge of blocking, position, mime, movement • co-operative group work skills • critical listening and viewing skills 	<ul style="list-style-type: none"> • VCR • visits to local theatre • videotaped performances for analysis
--	--

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993.

Newcombe, Judson P. Communication: An Introduction to Speech. Massachusetts: Allyn & Bacon Inc., 1988.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott, Foresman & Company, 1993.

Newcombe, Judson P. Communication: An Introduction to Speech. Massachusetts: Allyn & Bacon Inc., 1988.

General Communication

Course Code: TH2420COM



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL THEATRE COURSE OVERVIEW

Title: General Communication

**2 credit (s)
60 hour (s)**

Prerequisite (s): S1 Theatre in a Society

S2 – S4 level (s)

Course Code: TH2420COM

required or elective

Course Description

This course will expose students to the important elements of communication that promote individual improvement. The art of effective listening will be addressed in order to clarify goals, main ideas and faulty reasoning as well as information about propaganda techniques. Students will learn the foundations of speech, how to gather information for speech preparation and to deliver different types of speeches. Also, interview skills, debate and oral interpretation will be addressed to better prepare students for future speaking challenges. Finally, students will understand the value of print, audiovisual and electronic media and the part the media plays in our everyday lives. All who take this course will be better prepared to speak with confidence as they present their ideas and the ideas of others.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: -participate in group discussions & oral interpretation -critically analyze a speaker/presenter -debate -independent & group work -research history of electronic media -deliver a 2 – 3 minute speech	20%
Product Assessments: -analysis of verbal & non verbal communication -read & outline a famous speech -produce a short video -written self & peer assessments -publish a newsletter and/or a small magazine	40%
Written Assessments: - tests and quizzes on: communication process -essay on speech process	20%
Final Assessment	20%
Total	100%

Course Resources

- Gavin, Cooper & Gordon, The Basics of Speech. Illinois: National Textbook Company, 1994.
- Goskil, Arthur L. and Englander, David A. How to Shoot a Movie & Video Story. New York: Morgan & Morgan, 1988.
- Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.
- Newscombe, Judson P. Communication: An Introduction to Speech. Massachusetts: Allyn & Bacon Inc., 1988.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Foundations of Speech	6	B. Effective Listening	5
- communication process		- factors effecting listening	
- verbal and non verbal communication		- critical listening	
- articulation		- speaker's goals	
- effective conversation			
- gathering information			
- the speech mechanism			
C. Speech Making	7	D. Audio Visual Arts	5
- types of speeches		- terminology	
- speech preparation		- audio-visual technology	
- speech presentation		- pre-production	
- responsibilities of the speaker		- production	
- the interview		- post production	
- debate			
- methods of persuasion			
E. Print Media	5	F. Electronic Media	5
- terminology		- terminology	
- layouts		- publishing software	
- editing techniques		- animation techniques	
- production		- production	
- post-production		- post-production	
- photography		- internet and web sites	
G. Interpretive Communication	5		
- types of literature			
- diction			
- effective delivery			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL THEATRE

check one: S1 S2 S3 S4

General Communication

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Technique and Skill	1.1	Language of Theatre				x		x	x
		1.2	Communicate meaning	x	x	x	x	x	x	x
		1.3	Principles, Processes "Structure"	x	x		x	x	x	
		1.4	Physical Conditioning	x						
		1.5	Skills		x	x	x	x		x
2	History and Culture	2.1	Individual culture expression		x		x	x		x
		2.2	Philosophies, styles, genres					x	x	x
		2.3	Technology relationships				x	x	x	
		2.4	Arts relationships					x		
		2.5	Interdisciplinary Corrections					x	x	
3	Creativity Composition and Performance	3.1	Improvisation			x	x	x		x
		3.2	Interpretation			x	x	x	x	x
		3.3	Thinking Skills Applications	x	x	x	x	x	x	x
		3.4	Original Compositions			x	x	x		x
		3.5	Performance and competencies	x	x	x	x	x	x	x
4	Aesthetic Judgment	4.1	Theatrical Performance		x		x	x		x
		4.2	Sensitivite Aesthetic Criteria			x	x		x	x
		4.3	Continuing Appreciation	x	x		x			x
		Theatre History		x						
	CONTENT	Acting Techniques and Skills			x					
	STRUCTURE	Script Writing				x				
		Communication					x			
		Theatre Performance and Production						x		
		MODULES		A	B	C	D	E	F	G

MODULE KEY:

- | | | |
|---------------------------|-----------------------|----------------------------------|
| A - Styles and Techniques | D - Audio Visual Arts | G - Interpretative Communication |
| B - Structure | E - Print Media | |
| C - Edit and Re-write | F - Electronic Media | |

THEATRE

<p>Course Title: GENERAL COMMUNICATION</p> <p>Module Title: Foundations of Speech</p> <p>Number of Periods: 5 double periods</p>	<p>Sequence Reference: TH2420COM-A</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.2, 1.3, 1.4 Technique & Skill • 3.3, 3.5 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Communication 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • explain the communication process • analyze verbal and non-verbal communication • demonstrate correct articulation of thoughts • participate in effective conversation • demonstrate ability to gather relevant information for communication • label diagrams of breathing and vocal mechanisms 	<ul style="list-style-type: none"> • terminology • communication process • verbal and non verbal communication • articulation • effective conversation • gathering information • the speech mechanism <ul style="list-style-type: none"> - phonation - resonance - breathing muscles 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - participate in a group discussion - articulate a given thought to a group • Product Assessments: <ul style="list-style-type: none"> - analysis of and non verbal communication • Written Assessments: <ul style="list-style-type: none"> - test and quizzes on the communication process and types of communication - write an essay on the speech process 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • S1 "Theatre in Society" 	<ul style="list-style-type: none"> • tape recorder/video camera 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gavin, Cooper & Gordon, The Basics of Speech. Illinois: Teacher's Manual, National Textbook Company, 1994.
Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.
Newscombe, Judson P. Communication: An Introduction to Speech. Massachusetts: Allyn & Bacon Inc., 1988.

REFERENCES - STUDENT:

Gavin, Cooper & Gordon, The Basics of Speech. Illinois: National Textbook Company, 1994.
Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: GENERAL COMMUNICATION Module Title: Effective Listening Number of Periods: 5 double periods	Sequence Reference: TH2420COM-B <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.2, 1.3, 1.5 Technique & Skill • 2.1 History & Culture • 3.3, 3.5 Creativity, Composition & Performance • 4.1, 4.3 Aesthetic Judgment 	Content Focus <ul style="list-style-type: none"> • Communication
--	--

Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • explain the factors affecting listening • demonstrate critical listening • identify the speaker's main goals • participate in a group discussion • listen effectively to peers, noting main points • develop, analyze and apply skills & sensitivity to feedback 	<ul style="list-style-type: none"> • factors affecting listening • critical listening • speaker goals: <ul style="list-style-type: none"> - main ideas - supporting details - faulty reasoning - propaganda techniques - band wagon - card staking - stereotype - feedback

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - group discussion - critically analyze a speaker or presenter • Product Assessments: <ul style="list-style-type: none"> - analysis of presentation/speaker -- their goals etc. • Written Assessments: <ul style="list-style-type: none"> - test and quizzes on various segments of effective listening, speaker's goals & critical listening

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • S1 "Theatre in Society" 	<ul style="list-style-type: none"> • listening to taped speeches for critique, guest speakers, tours of any company, television/radio/tape recorder and newspapers

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gavin, Cooper & Gordon, The Basics of Speech. Illinois: Teacher's Manual, National Textbook Company, 1994.
Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.
Newscombe, Judson P. Communication: An Introduction to Speech. Massachusetts: Allyn & Bacon Inc., 1988.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

<p>Course Title: GENERAL COMMUNICATION</p> <p>Module Title: Speech Making</p> <p>Number of Periods: 11 double periods</p>	<p>Sequence Reference: TH2420COM-C</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
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<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.2, 1.5 Technique & Skills • 2.1 History & Culture • 3.1 – 3.5 Creativity, Composition & Performance • 4.2 Aesthetic Judgments 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Communication 												
<p>Curriculum Objectives:</p> <p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • describe the types of speeches • understand the value and process of preparing a speech • participate in an interview • participate in a debate • analyze the audience before, during and after giving a speech • deliver a 2-3 minute prepared speech • develop the ability to read and outline speeches 	<p>Content Detail:</p> <ul style="list-style-type: none"> • terminology • types of speeches <ul style="list-style-type: none"> - informative - entertaining - persuasive • speech preparation <ul style="list-style-type: none"> - audience analysis - subject - purpose - outline • speech presentation <ul style="list-style-type: none"> - responsibilities of the speaker • interview • debate <ul style="list-style-type: none"> - methods of persuasion - ethos - logos - polthos 												
<p>Module Evaluation:</p>													
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - speech presentation and interview - group debate • Product Assessments: <ul style="list-style-type: none"> - audience analysis - read & outline a famous speech • Written Assessments: <ul style="list-style-type: none"> - test and quizzes on types of speeches - written speech - written interview 													
<p>Prerequisite Skill Areas (if any):</p>	<p>Special Resources (materials, equipment & community involvement):</p>												
<ul style="list-style-type: none"> • S1 "Theatre in Society" 	<ul style="list-style-type: none"> • guest speakers • students speak at other local school • debates with other schools • debate with local company • live events to analyze audiences • video and audio equipment • viewing various video materials for critique • podium • stop watch 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: GENERAL COMMUNICATION Module Title: Audio-Visual Arts Number of Periods: 10 double periods	Sequence Reference: TH2420COM-D <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1 – 1.3, 1.5 Technique & Skills • 2.3 History & Culture • 3.1 – 3.5 Creativity, Composition & Performance • 4.1 – 4.3 Aesthetic Judgment 	Content Focus: <ul style="list-style-type: none"> • Communication
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Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • define terms associated with A.V Arts • demonstrate understanding of A.V. technology • participate in, and understand, the importance of pre-production • appreciate and understand the elements of post production 	<ul style="list-style-type: none"> • terminology • audio-visual technology • pre-production • production • post-production • feedback

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: - independent and group work, displaying understanding of basic procedure of effective audio-visual production • Product Assessments: - co-produce (with a group of other students) a short video of the group's choice - independent editing of a given video piece • Written Assessments: - tests & quizzes on various segments of audio-visual arts, terminology & elements of production

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • S1 "Theatre In Society" • • • • • 	<ul style="list-style-type: none"> • visits to various audio-visual studios • visits by local and foreign media personnel • textbooks • video production equipment • editing suite • viewing various video materials for critique

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Caine, Michael, Acting In Film. New York: Applause, 1990.

REFERENCES - STUDENT:

Caine, Michael, Acting In Film. New York: Applause, 1990.

THEATRE

Course Title: GENERAL COMMUNICATION	Sequence Reference: TH2420COM-E												
Module Title: Print Media	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
Number of Periods: 10 double periods													

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.2, 1.3, 1.5 Technique & Skill • 2.1 – 2.5 History & Culture • 3.1 – 3.5 Creativity, Composition & Performance • 4.1 Aesthetic Judgment 	Content Focus <ul style="list-style-type: none"> • Communication
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • define the terms associated with print media • develop layouts for print media • know speech editing techniques • participate in all aspects of production • appreciate and understand the elements of post production • understand the basic principles of photography as they are related to print media 	<ul style="list-style-type: none"> • terminology • layouts • editing techniques • production • post-production • photography • feedback

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - independent and group work displaying basic knowledge of print media techniques • Product Assessments: <ul style="list-style-type: none"> - co-publish (with a group of other students) a small print magazine - draw a layout for a four-page school newsletter • Written Assessments: <ul style="list-style-type: none"> - tests & quizzes on various segments of print media, including photography - written self assessment

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • S1 “Theatre In Society” 	<ul style="list-style-type: none"> • visits to various print media houses • visits by local and foreign media personnel • textbooks, newspapers, newsletters & magazines • photographic equipment • computers • copiers

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: GENERAL COMMUNICATION

Sequence Reference: TH2420COM-F

Module Title: Electronic Media

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1 – 1.3 Technique & Skill
- 2.2, 2.3, 2.5 History & Culture
- 3.2 – 3.5 Creativity Composition & Performance
- 4.2 Aesthetic Judgment

Content Focus

- Communication

Curriculum Objectives:

At the end of this module, students will:

- define the terms associated with electronic media
- demonstrate proper use of publishing software
- demonstrate an understanding of animation techniques
- participate in all aspects of production
- understand the basic use and principles of the internet and web sites
- develop and explore the creative process associated with electronic media

Content Detail:

- terminology
- publishing software
- animation techniques
- production
- post-production
- internet & web sites
- research

Module Evaluation:

- **Performance Assessments:**
 - independent and group work displaying basic knowledge of electronic media techniques
 - use the internet to research the history of electronic media

- **Product Assessments:**
 - publish a four-page school newsletter using the computer publishing software

- **Written Assessments:**
 - tests & quizzes on various segments of electronic media

Prerequisite Skill Areas

(if any):

- S1 "Theatre In Society"

Special Resources

(materials, equipment & community involvement):

- visits to various media houses
- visits by local and foreign media personnel
- textbooks & magazines
- computers with appropriate publishing software
- access to the internet

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Goskil, Arthur L. and Englander, David A. How to Shoot a Movie & Video Story. New York: Morgan & Morgan, 1988.

REFERENCES - STUDENT:

Goskil, Arthur L. and Englander, David A. How to Shoot a Movie & Video Story. New York: Morgan & Morgan, 1988.

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

“Creative Communication”

REFERENCES - STUDENT:

THEATRE

Course Title: GENERAL COMMUNICATION

Sequence Reference: TH2420COM-G

Module Title: Interpretive Communication

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 8 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.5 Technique & Skill
- 2.1, 2.2 History & Culture
- 3.1 – 3.5 Creativity Composition & Performance
- 4.1 – 4.3 Aesthetic Judgment

Content Focus

- Communication
- Oral Interpretation

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- distinguish between and use of literature
- understand and use accurate pronunciation and related speech patterns
- identify and use various forms of presentation
- develop the ability to critique selected readings
- develop the ability to deliver speech presentations
- develop the ability to interpret various selected readings

- terminology
- reading & analysis
- styles & techniques of communication
- interview process
- positive critiques
- research methods
- oral interpretative readings
- feedback

Module Evaluation:

- **Performance Assessments:**
 - independent and group work displaying understanding of various forms of communication
 - deliver a 2-3 minute speech/presentation

- **Product Assessments:**
 - produce a short script (promo/news/interview) outline

- **Written Assessments:**
 - quiz on interpretive communication
 - write a one page self assessment/peer assessment

Prerequisite Skill Areas

(if any):

- S1 "Theatre In Society"

Special Resources

(materials, equipment & community involvement):

- visits to various media houses
- visits by local and foreign media personnel
- textbooks
- VCR and television

Play Directing

Course Code: TH3490DIR



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL THEATRE COURSE OVERVIEW

Title: Play Directing

2 credit (s)
60 hour(s)

Prerequisite (s): General Communication, Acting II

S3 – S4 level (s)

Course Code: TH3490DIR

required or elective

Course Description

This is an advanced course for the theatre student and can only be taken after the student has taken the S1 Theatre in Society course as well as courses in communication and acting. Focus will be placed on the elements of directing so that the student will be prepared to direct a short scene for the stage. Students will be expected to prepare a manager's script and learn to mark it appropriately. The importance of casting, auditions, rehearsals, theatre business and technical production will be emphasized. Also, students must be prepared to work with others and display leadership skills which are vital to the director. Each student will direct a short scene for analysis.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - class participation - prepared readings - group discussions - oral presentations	50%
Product Assessments: - 3 minute presentation on analysis of a one act play - critiques - self evaluation - presentation on technical production, auditioning and casting or theatre business	30%
Written Assessments: quiz/test on the following: - stage areas - types of stages - plays & playwrights - theatre business - technical production	20%
Total	100%

Course Resources

- Bay, Howard, Stage Design. NY: Pitman, 1975.
 Eaker, Sherry, The Back Stage Handbook for Performing Artists. NY: Watson-Guption Publications, 1995.
 Reid, Francis, The Staging Handbook. London: A & C Black, 1994.
 Schanker, Harry and Ommanney, Katherine, The Stage and the School. NY: (6th Edition), Glen Co.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Terminology	6	B. Analysis	8
- types of stages		- plays and playwrights	
- blocking – acting areas		- historical background	
- script marking		- vocabulary definitions	
- stage manager’s/director’s script		- language, style, interpretation	
		- character and play analysis	
		- evaluations/critiques	
C. Auditioning and Casting	8	D. Technical Production	8
- character analysis		- designs (set, light, audio)	
- prepared readings		- makeup	
- first read through		- costume	
- rehearsal schedules		- props	
- audition information form		- stage crew	
		- setup/strike	
E. Theatre Business	8		
- box office			
- advertising			
- royalties			
- cost requirements			

Subtotal	38
Optional double periods	<u>7</u>
Total double periods.....	45

SENIOR SCHOOL THEATRE

check: S1 S2 S3 S4

Play Directing

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Technique and Skill	1.1	Language of Theatre	x	x		x	
		1.2	Communicate meaning		x			
		1.3	Principles, Processes "Structure"	x	x	x	x	x
		1.4	Physical Conditioning					
		1.5	Skills					
2	History and Culture	2.1	Individual culture expression		x			
		2.2	Philosophies, styles, genres	x	x			
		2.3	Technology relationships	x	x		x	
		2.4	Arts relationships		x		x	
		2.5	Interdisciplinary Corrections				x	
3	Creativity Composition and Performance	3.1	Improvisation	x				
		3.2	Interpretation					
		3.3	Thinking Skills Applications		x	x	x	x
		3.4	Original Compositions					
		3.5	Performance and competencies					x
4	Aesthetic Judgment	4.1	Theatrical Performance		x			
		4.2	Aesthetic Criteria					
		4.3	Aesthetics of Theatre		x	x	x	x
CONTENT STRUCTURE		Theatre History		x				
		Acting Techniques and Skills			x			
		Script Writing				x		
		Communication					x	
		Theatre Performance and Production						x
MODULES				A	B	C	D	E

MODULE KEY:

A - Terminology
 B - Analysis
 C - Auditioning & Casting

D - Technical Production
 E - Theatre Business

THEATRE

<p>Course Title: PLAY DIRECTING</p> <p>Module Title: Terminology</p> <p>Number of Periods: 6 double periods</p>	<p>Sequence Reference: TH3490DIR-A</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p>Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.3 Technique & Skills • 2.2 History and Culture • 3.1 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	<p>Content Focus:</p> <ul style="list-style-type: none"> • Play Production 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • explain terms used in giving stage directions • demonstrate an ability to mark scripts for easy stage movement • demonstrate an ability to create and interpret a stage manager's script 	<ul style="list-style-type: none"> • terminology • stage and acting areas – stage divisions, wings, fly space etc. • blocking • script marking • stage manager's script/director's script 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - class participation & cooperation - project participation • Product Assessments: <ul style="list-style-type: none"> - block a short play - script marking • Written Assessments: <ul style="list-style-type: none"> - test/quizzes on acting areas and blocking, marking the script, production terminology 													
Prerequisite Skill Areas	Special Resources												
(if any):	(materials, equipment & community involvement):												
<ul style="list-style-type: none"> • intermediate acting 	<ul style="list-style-type: none"> • text • videos • visit local theatres 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.
Reid, Francis, The Staging Handbook. London: A & C Black, 1990.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.
Reid, Francis, The Staging Handbook. London: A & C Black, 1990.

THEATRE

Course Title: PLAY DIRECTING Module Title: Analysis Number of Periods: 8 double periods	Sequence Reference: TH3490DIR-B <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.2, 1.3 Technique & Skills • 2.1, 2.2 History and Culture • 3.3 Creativity, Composition & Performance • 4.1, 4.3 Aesthetic Judgment 	Content Focus: <ul style="list-style-type: none"> • Play Production • Communication
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • know specific terminology • demonstrate ability to analyze a play • demonstrate creative thinking and participation in group discussion • demonstrate ability to analyse a character • research and use historical backgrounds in analysis • understand and appreciate language style and interpretation • demonstrate ability to write evaluation and critique 	<ul style="list-style-type: none"> • terminology • play/production analysis – title, author, setting, plot style • character analysis – biography, physical appearance personality • blocking – motivation, movement • cues-lights, audio, effects • historical background • language, style, interpretation • evaluations/critiques

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - class participation & cooperation - project participation - group discussions on all aspects of play production • Product Assessments: <ul style="list-style-type: none"> - character analysis, critiques • Written Assessments: <ul style="list-style-type: none"> - tests/quizzes on production terminology

Prerequisite Skill Areas	Special Resources
(if any): <ul style="list-style-type: none"> • intermediate acting 	(materials, equipment & community involvement): <ul style="list-style-type: none"> • texts • videos • visits to live productions • scripts

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.
Reid, Francis, The Staging Handbook. London: A & C Black, 1994.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.
Reid, Francis, The Staging Handbook. London: A & C Black, 1990.

THEATRE

Course Title: PLAY DIRECTING Module Title: Auditioning & Casting Number of Periods: 8 double periods	Sequence Reference: TH3490DIR-C <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.3 Technique and Skill • 3.3 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	Content Focus: <ul style="list-style-type: none"> • Play production • Communication
---	--

Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • demonstrate ability to organize and hold auditions • demonstrate ability to make “wise” decisions, based on character analysis • exemplify qualities of a good leader 	<ul style="list-style-type: none"> • auditions – character analysis, prepared monologues, audition schedules and information form • casting – decision-making process • first read-through – confirmation of cast • rehearsal schedules – up to dress rehearsal • audition information form

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> -class participation -project participation • Product Assessments: <ul style="list-style-type: none"> - analyze the “casting” procedure • Written Assessments: <ul style="list-style-type: none"> - tests/quizzes on the play production process

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • intermediate acting 	<ul style="list-style-type: none"> • text • audio visual equipment • scripts

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.
Reid, Francis, The Staging Handbook. London: A & C Black, 1990.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.
Reid, Francis, The Staging Handbook. London: A & C Black, 1990.

THEATRE

Course Title: PLAY DIRECTING Module Title: Technical Production Number of Periods: 8 double periods	Sequence Reference: TH3490DIR-D <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.3 Technique and Skill • 3.3 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	Content Focus: <ul style="list-style-type: none"> • Play Production
--	---

Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • acquire basic knowledge in various technical areas of theatre • demonstrate ability to hold a production meeting with various designers for a production • display leadership skills and function with a team 	<ul style="list-style-type: none"> • designs – set, light, audio, effects • make-up • costume • props • stage crew • set-up/strike

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> -class participation -project participation • Product Assessments: <ul style="list-style-type: none"> - summarize the technical requirements for a short play • Written Assessments: <ul style="list-style-type: none"> - tests/quizzes on design, makeup and costume

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • intermediate acting 	<ul style="list-style-type: none"> • theatre props and equipment as needed • videos • attend local production rehearsals • guest speakers: local technical producers

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bay, Howard, Stage Design. NY: Pitman, 1975.

Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.

REFERENCES - STUDENT:

Bay, Howard, Stage Design. NY: Pitman, 1975.

Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.

THEATRE

Course Title: PLAY DIRECTING Module Title: Theatre Business Number of Periods: 8 double periods	Sequence Reference: TH3490DIR-E <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.3 Technique and Skill • 3.3 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	Content Focus: <ul style="list-style-type: none"> • Play Production
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Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • acquire basic knowledge in the budget for running a theatrical production • display leadership qualities in business areas • understand the costs involved in, and appreciate running, a theatrical production • appreciate the art of advertising 	<ul style="list-style-type: none"> • box office • advertising • royalties • cost requirements (budget)

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: -class participation & cooperation • Product Assessments: -design a poster to advertise a production of choice -plan a budget for an upcoming production (group) - research royalties for five full length plays • Written Assessments: - tests/quizzes on theatre business

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • intermediate acting 	<ul style="list-style-type: none"> • visit local theatres • visit advertising agencies • newspapers • video taped commercials • visit TV/radio/news companies locally

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Eaker, Sherry, The Back Stage Handbook for Performing Artists. NY: Watson-Guption Publications, 1995.
Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.
Schanker, Harry and Ommanney, Katherine, The Stage and the School. NY: (6th Edition), Glen Co.

REFERENCES - STUDENT:

Eaker, Sherry, The Back Stage Handbook for Performing Artists. NY: Watson-Guption Publications, 1995.
Grote, David, Theatre Preparation & Performance. Scott Foresman & Company Limited, 1993.
Schanker, Harry and Ommanney, Katherine, The Stage and the School. NY: (6th Edition), Glen Co.

Play Production

Course Code: TH4330PLY



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL THEATRE COURSE OVERVIEW

Title: Play Production

**2 credit (s)
60 hour(s)**

**Prerequisite (s): General Communication, Play
Directing, Acting I, Technical Theatre**

S4 level (s)

Course Code: TH4330PLY

required or elective

Course Description

This is a course for the advanced student of theatre. In this course the student will learn to produce a one-act play. In the first part of the course that student will review the duties of the production team. Then, assisted by the teacher, the student will choose an appropriate script, cast the play, choose a director and an appropriate production staff, design and adhere to a rehearsal schedule. Finally, the student will present the one act play for presentation to the school and or the local community.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - set up auditions - choose a director - assist with auditions, cast actors and actress for production - select a stage crew and production staff - discussion of newspaper review (school, other) oral self assessment - present a one act play to school and or community	50%
Product Assessments: - design a poster for safety in theatre - design a programme for a theatrical production - design a press/promotional packet - design performance assessment forms - performance assessment records	30%
Written Assessments: • tests and quizzes on: <ul style="list-style-type: none"> - production elements - theatre management - safety rules - 250 word written analysis on the importance of music, visual arts and dance in theatre - 500 word critical assessment of pre-production, production and post production theatrical performance 	20%
Total	100%

Course Resources

Grote, David, Theatre Preparation and Performance. Illinois: Scott Foresman and Company, 1989.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Production Review 10 - production elements - set design - set construction - lights - sound and music - costuming - make up - properties - stage managers, prompter's and director's script - safety rules - technology		B. Theatre Management 20 - budget - publicity - box office and house management - technology - script choice - rehearsal schedule - auditions and casting - choosing the director, and production crew - prompter	
C. Production 3 - time management - performance - technical observation - production staff - striking the set		D. Criticism 5 - personal analysis - teacher critique - peer evaluation - newspaper review (school, classmate, other)	
Subtotal 38 Optional double periods <u>7</u> Total double periods..... 45			

SENIOR SCHOOL THEATRE

check one: S1 S2 S3 S4

Play Production

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Technique and Skill	1.1	Language of Theatre	x		x	x
		1.2	Communicate meaning	x	x		
		1.3	Principles, Processes & Structure	x	x		x
		1.4	Physical Conditioning	x			
		1.5	Skills	x			
2	History and Culture	2.1	Individual culture expression				
		2.2	Philosophies, styles, genres	x	x		
		2.3	Technology relationships	x			
		2.4	Arts relationships				
		2.5	Interdisciplinary Corrections				
3	Creativity Composition and Performance	3.1	Improvisation				
		3.2	Interpretation				
		3.3	Thinking Skills Applications	x	x	x	x
		3.4	Original Compositions			x	
		3.5	Performance and competencies	x	x	x	x
4	Aesthetic Judgment	4.1	Theatrical Performance		x	x	x
		4.2	Aesthetic Criteria		x	x	x
		4.3	Aesthetics of Theatre	x	x	x	x
CONTENT STRUCTURE		Theatre					
		Acting Techniques and Skills					
		Script Writing					
		Communication					
		Theatre Performance and Production		x	x	x	x
MODULES				A	B	C	D

MODULE KEY:

A - Play Production Review
B - Theatre Management

C - Production
D - Criticism

THEATRE

Course Title: PLAY PRODUCTION Module Title: Play Production Review Number of Periods: 10 double periods	Sequence Reference: TH4330PLY-A <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1 – 1.5 Technique and Skill • 2.2, 2.3 History and Culture • 3.3, 3.5 Creativity, Composition & Performance • 4.3 Aesthetic Judgement 	Content Focus: <ul style="list-style-type: none"> • Play Performance and Production • 												
Curriculum Objectives:													
At the end of this module, students will: <ul style="list-style-type: none"> • synthesize theatre philosophies, styles and genres • demonstrate knowledge of production elements • analyse relationships between theatre and other arts 	Content Detail: <ul style="list-style-type: none"> • production elements <ul style="list-style-type: none"> - set and light design - set and construction - sound and music - costume and make up - properties - stage manager's - directors script - safety rules - technology 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: • Product Assessments: - design a poster for safety in theatre • Written Assessments: - tests and quizzes on: <ul style="list-style-type: none"> - production elements - safety rules - 250 word written analysis on the importance of music, visual art and dance in theatre 													
Prerequisite Skill Areas	Special Resources												
(if any): <ul style="list-style-type: none"> • intermediate acting 	(materials, equipment & community involvement): <ul style="list-style-type: none"> • light board • rehearsal space 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. Illinois: Scott Foresman & Company, 1989.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. Illinois: Scott Foresman & Company, 1989.

THEATRE

Course Title: PLAY PRODUCTION Module Title: Theatre Management Number of Periods: 20 double periods	Sequence Reference: TH4330PLY-B <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.2 Technique & Skills • 3.3, 3.5 Creativity, Composition & Performance • 4.1- 4.3 Aesthetic Judgment 	Content Focus: <ul style="list-style-type: none"> • Play Performance and Production 												
Curriculum Objectives:													
At the end of this module, students will: <ul style="list-style-type: none"> • demonstrate knowledge of appropriate budgeting • apply critical thinking skills to stage management • organize and execute an appropriate management plan for a theatrical production 	Content Detail: <ul style="list-style-type: none"> • choosing the script • box office & house management • technical production • auditions and casting • actors, director and production crew • publicity • rehearsals • prompter 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - set up auditions - assist with auditions and casting - select a stage crew and production staff - choose a director • Product Assessments: <ul style="list-style-type: none"> - design a programme for a theatre production - design a press/promotional packet • Written Assessments: <ul style="list-style-type: none"> - tests and quizzes on: - theatre management 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • intermediate acting 	<ul style="list-style-type: none"> • texts • videos • visits to live productions • scripts 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. Illinois: Scott Foresman & Company, 1989.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. Illinois: Scott Foresman & Company, 1989.

THEATRE

Course Title: PLAY PRODUCTION

Sequence Reference: TH4330PLY-C

Module Title: Presentation

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 8 double periods

Subgoal Emphasis:

- 1.1 Technique and Skill
- 3.3 – 3.5 Creativity, Composition & Performance
- 4.1 – 4.3 Aesthetic Judgement

Content Focus:

- Play Performance and Production

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|--|--|
| <ul style="list-style-type: none"> • explain the importance of time management in theatre production • evaluate the theatrical presentation • critique individual performance | <ul style="list-style-type: none"> • time management • performance • technical presentation • house management • production staff • striking the set |
|--|--|

Module Evaluation:

- **Performance Assessments:**

- **Product Assessments:**
 - design performance assessment forms
 - make performance assessment notes

- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- video camera
- community/school audience

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. Illinois: Scott Foresman & Company, 1989.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. Illinois: Scott Foresman & Company, 1989..

THEATRE

Course Title: PLAY PRODUCTION Module Title: Criticism Number of Periods: 5 double periods	Sequence Reference: TH4330PLY-D <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.3 Technique and Skill • 2.2 History and Culture • 3.3, 3.5 Creativity, Composition & Performance • 4.1 – 4.3 Aesthetic Judgment 	Content Focus: <ul style="list-style-type: none"> • Play Performance and Production 												
Curriculum Objectives:	Content Detail:												
At the end of this module, students will: <ul style="list-style-type: none"> • analyze the theatrical performance • demonstrate knowledge of critical thinking skills • analyze personal growth 	<ul style="list-style-type: none"> • personal analysis • newspaper review (school, other) • teacher critique • peer evaluation 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - discussion of newspaper review (school, other) - oral self assessment • Product Assessments: • Written Assessments: <ul style="list-style-type: none"> - tests and quizzes on: - 500 word critical assessment of pre-production, production and post production of theatrical performance - pre-production, production, post production 													
Prerequisite Skill Areas	Special Resources												
(if any):	(materials, equipment & community involvement):												
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. Illinois: Scott Foresman & Company, 1989.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. Illinois: Scott Foresman & Company, 1989.

Scriptwriting

Course Code: TH3480SCR



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL THEATRE COURSE OVERVIEW

Title: Scriptwriting

2 credit (s)
60 hour (s)

Prerequisite (s): General Communication

S2 level

Course Code: TH3480SCR

required or elective

Course Description

Imagination and creativity will be called into play in this course as students develop the basics of creative writing for the theatre. Students will be expected to read various plays and analyze them. They will explore their talents, using the basis idea of storytelling through improvisation, to create and write dramatic scenes. Students will learn interpretative communication, the structure of the play and the importance of rewriting and editing their own script. Characters will be analyzed with varying parameters of condition, place and time. The goal is to enhance the ability of the students to think through situations creatively and to write a logical conclusion.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - independent & group work, displaying an understanding of terminology, styles, techniques of writing, basic writing structure, editing and re-writing - self & group evaluations	50%
Product Assessments: - short written scripts for interpretative analysis	30%
Written Assessments: - quizzes on writing styles & techniques writing structure, editing & re-writing - written self assessments	20%
Total	100%

Course Resources

Bay, Howard, Stage Design. New York: Pitman, 1974.
 Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.
 Joseph, Stephen, Scene Painting & Design. London: Sir Isaac Pitman & Sons Ltd., 1964.
 Kaye, Deena and Lbrecht, James, Sound & Music for the Theatre. New York: Watson-Guptill, 1992.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Styles and Techniques	8	B. Structure	15
- terminology		- play reading and analysis	
- writing styles		- emotions	
- interpretative communication		- characterization	
- moods		- improvisation	
		- plot development	
		- writing a one act play	
 C. Edit and Re-write	 15		
- reading and analysis			
- critique			
- working script			
- editing techniques			
- re-writing			

Subtotal	38
Optional double periods	<u>7</u>
Total double periods.....	45

SENIOR SCHOOL THEATRE

check: S1 S2 S3 S4

Script Writing

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Technique and Skill	1.1	Language of Theatre	x	x	x
		1.2	Communicate meaning		x	x
		1.3	Principles, Processes "Structure"	x	x	x
		1.4	Physical Conditioning		x	
		1.5	Skills		x	
2	History and Culture	2.1	Individual culture expression		x	x
		2.2	Philosophies, styles, genres			
		2.3	Technology relationships	x	x	
		2.4	Arts relationships		x	
		2.5	Interdisciplinary Corrections			
3	Creativity Composition and Performance	3.1	Improvisation		x	
		3.2	Interpretation		x	
		3.3	Thinking Skills Applications	x	x	x
		3.4	Original Compositions		x	
		3.5	Performance and competencies		x	
4	Aesthetic Judgment	4.1	Theatrical Performance	x	x	
		4.2	Sensitivity Aesthetic Criteria	x	x	
		4.3	Continuing Appreciation	x	x	
CONTENT STRUCTURE		Theatre History		x		
		Acting Techniques and Skills			x	
		Script Writing				x
		Communication				
		Theatre Performance and Production				
MODULES				A	B	C

MODULE KEY:

- A - Styles and Techniques
- B - Structure
- C - Edit and Re-write

THEATRE

Course Title: SCRIPT WRITING

Sequence Reference: TH2430SCR-A

Module Title: Styles & Techniques

Senior School Level

Number of Periods: 8 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1 - 1.4 Technique & Skill
- 2.1, 2.2 History & Culture
- 3.1 - 3.5 Creativity, Composition & Performance
- 4.1 - 4.3 Aesthetic Judgment

Content Focus

- Scriptwriting
- Communication

Curriculum Objectives:

At the end of this module, students will:

- demonstrate creative thinking in problem solving
- demonstrate ability to function in a team
- be conversant with stage & writing terminology
- be able to identify writing styles & techniques
- understand the effect of mood in a writing
- utilize interpretative communication skills effectively
- appreciate the value of feedback

Content Detail:

- terminology
- writing styles (monologues, comedies, tragedies, etc)
- interpretative communication (persuade, entertain, inform, educate etc)
- moods (set, décor, lights, props & sound effects, etc)
- oral communication

Module Evaluation:

- **Performance Assessments:**
 - independent and group work, displaying understanding of terminology, styles & techniques of writing
 - read aloud
 - self & peer evaluation

- **Product Assessments:**
 - short script for interpretative analysis

- **Written Assessments:**
 - quiz on writing styles and techniques
 - one page (250 words) self assessment

Prerequisite Skill Areas

(if any):

- S1 "Theatre In Society"

Special Resources

(materials, equipment & community involvement):

- attend theatrical presentations
- visits to local theatres
- visits by local and foreign writers
- theatre games
- textbooks
- VCR and television

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

<p>Course Title: SCRIPT WRITING</p> <p>Module Title: Structure</p> <p>Number of Periods: 15 double periods</p>	<p>Sequence Reference: TH2430SCR-B</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 - 1.5 Technique & Skills • 2.1 - 2.4 History & Culture • 3.2 – 3.5 Creativity, Composition & Performance • 4.1 – 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Script Writing • Oral Interpretation 												
<p>Curriculum Objectives:</p> <p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate creative thinking in problem solving • demonstrate ability to function in a team • demonstrate ability to read & analyze a short play • be able to analysis & develop dramatic characters • be able to create & develop a dramatic plot • be able to evaluate self and others 	<p>Content Detail:</p> <ul style="list-style-type: none"> • play reading & analysis • character analysis and development • understanding emotions • improvisation • plot creation & development • the act play • technology software • self evaluation 												
<p>Module Evaluation:</p> <ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - independent and group work, displaying understanding of basic structure of writing - reader's theatre performance • Product Assessments: <ul style="list-style-type: none"> - 5 minute script • Written Assessments: <ul style="list-style-type: none"> - quizzes on writing structure - a one page self assessment 													
<p>Prerequisite Skill Areas (if any):</p> <ul style="list-style-type: none"> • S1 "Theatre In Society" 	<p>Special Resources (materials, equipment & community involvement):</p> <ul style="list-style-type: none"> • attend theatrical presentations • visits to local theatres • visits by local and foreign writers • theatre games • textbooks • VCR and television 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: SCRIPT WRITING

Sequence Reference: TH2430SCR-C

Module Title: Edit & Re-write

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 15 double periods

Subgoal Emphasis:

- 1.1 – 1.3 Technique & Skill
- 2.1, 2.2 History & Culture
- 3.3, 3.4 Creativity, Composition & Performance

Content Focus

- Basic procedure of editing & re-writing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate creative thinking in problem solving
- demonstrate ability to function in a team
- demonstrate ability to read & analyze a short play
- be able to give & receive positive feedback
- write a critique
- demonstrate the ability to edit a script

Content Detail:

- play reading & analysis
- positive critiques
- working script
- editing techniques
- re-writing the one-act play

Module Evaluation:

- **Performance Assessments:**
- independent and group work displaying understanding of basic procedure of editing & re-writing

- **Product Assessments:**
- edit & re-write a short script
-

- **Written Assessments:**
- quiz on editing & re-writing
- one page self assessment

Prerequisite Skill Areas

(if any):

- S1 "Theatre In Society"

Special Resources

(materials, equipment & community involvement):

- attend theatrical presentations
- visits to local theatres
- visits by local and foreign writers
- theatre games
- textbooks
- VCR and television

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

Technical Theatre

Course Code: TH2440TTH



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL THEATRE COURSE OVERVIEW

Title: Technical Theatre

2 credit (s)
60 hour (s)

Prerequisite (s): Theatre in a Society
S2 Communication, Acting I

S2 – S4 level (s)

Course Code: TH 2440TTH

required or elective

Course Description

Students in this course will study, in-depth, various aspects of technical theatre such as lighting design, set design and props, costume and make-up, as well as audio and visual technology. Students will learn to care for and maintain lighting equipment, design and plot basic lighting, read and draw a basic floor design. Also theatre history, with an emphasis on costume and makeup, will be included in this course. Time will be given to concentration and discipline, using practical theatre techniques, thus preparing students for problem solving in theatre.

Course Requirements

The requirements for this course are as follows:

<p>Performance Assessments:</p> <ul style="list-style-type: none"> - independent and group work on each module area, demonstrating critical thinking and problem solving skills - three (3) minute oral presentation or research paper on one area of technical theatre 	40%
<p>Product Assessments:</p> <ul style="list-style-type: none"> - design & plot lights - write five (5) one page self assessments on each of the following: lighting design, audio technology, set design & props, costume & make up and stage management 	20%
<p>Written Assessments:</p> <ul style="list-style-type: none"> - written assessment on lighting, audio technology, technical terminology, set design & props, costume & make up, stage management, rehearsal schedule and production staff duties 	20%
<p>Final Assessment:</p> <ul style="list-style-type: none"> - portfolio of work, including self assessments 	20%
Total:	100%

Course Resource

Bay, Howard, Stage Design. New York: Pitman, 1974.
 Kaye, Deena and Lbrecht, James, Sound & Music for the Theatre. New York: Watson-Guptill, 1992.
 Cassin-Scott, Jack, Costumes and Settings for Historical Plays. London: Vol. 1, 2, 3, 4, BT Batford Ltd., 1979.
 Eaker, Sherry, The Back Stage Handbook for Performing Artists. New York: Watson Guptill, 1989.
 Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.
 Gillette, Michael J. Theatrical Design & Production. California: 2nd Edition, Mayfield, 1992.
 Joseph, Stephen, Scene Painting & Design. London: Sir Isaac Pitman & Sons Ltd., 1964.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Lighting Design	8	B. Audio Technology	8
- terminology and equipment		- terminology and equipment	
- safety and care		- safety and care	
- styles and techniques		- styles and techniques	
- floor plan		- audio design/plot	
- lighting plot and Q-sheet		- special effects	
- special effects		- recording	
		- rigging	
C. Set Design and Props	8	D. Costume and Make-up	7
- terminology		- safety and care	
- styles and techniques		- styles and techniques	
- floor plan		- colours and textures	
- building		- costume design and building	
- set up		- fitting and maintenance	
E. Stage Management	7		
- production roles			
- stage manager's script			
- rehearsal planning			
- calling the show			

Subtotal	38
Optional double periods	<u>7</u>
Total double periods.....	45

SENIOR SCHOOL THEATRE

check: S1 S2 S3 S4

Technical Theatre

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Language of Theatre	X	X	X	X	X	
		1.2	Communicate meaning		X	X		X	
		1.3	Principles, Processes "Structure"	X	X	X	X	X	
		1.4	Physical Conditioning		X			X	
		1.5	Skills		X			X	
2	History and Culture	2.1	Individual culture expression		X	X		X	
		2.2	Philosophies, styles, genres				X		
		2.3	Technology relationships	X	X		X		
		2.4	Arts relationships		X		X		
		2.5	Interdisciplinary Corrections				X		
3	Creativity Composition and Performance	3.1	Improvisation		X				
		3.2	Interpretation		X			X	
		3.3	Thinking Skills Applications	X	X	X	X	X	
		3.4	Original Compositions		X			X	
		3.5	Performance and competencies		X			X	
4	Aesthetic Judgment	4.1	Theatrical Performance	X	X				
		4.2	Sensitivity Aesthetic Criteria	X	X			X	
		4.3	Continuing Appreciation	X	X	X	X	X	
CONTENT STRUCTURE	Theatre History		X						
	Acting Techniques and Skills			X					
	Script Writing				X				
	Communication					X			
	Theatre Performance and Production						X		
MODULES				A	B	C	D	E	F

MODULE KEY:

- | | |
|--------------------------|-------------------------|
| A - Lighting Design | D - Costume and Make-up |
| B - Audio Technology | E - Stage Management |
| C - Set Design and Props | |

THEATRE

Course Title: TECHNICAL THEATRE

Sequence Reference: TH2440TTH-A

Module Title: Lighting Design

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 8 double periods

Subgoal Emphasis:

- 1.1, 1.3 Technique & Skill
- 2.3 History and Culture
- 3.1 - 3.4 Creativity, Composition & Performance
- 4.2, 4.3 Aesthetic Judgment

Content Focus

- Lighting Design

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|---|---|
| <ul style="list-style-type: none"> • apply problem solving skills to create special effects • demonstrate ability to function in a team • understand basic technical terms used in theatre • analyze various styles of lighting designs • read & draw basic floor plans • demonstrate a basic understanding of the use & maintenance of lighting equipment & special effects • evaluate, analysis, design & plot basic lighting • demonstrate ability to participate in rigging | <ul style="list-style-type: none"> • terminology & equipment • safety & care • styles & techniques • floor plan • lighting design & plot • special effects • rigging |
|---|---|

Module Evaluation:

- **Performance Assessments:**
- independent and group work, displaying basic understanding of lighting design

- **Product Assessments:**
- design & plot lights for a mini production
- written one page, self assessment

- **Written Assessments:**
- tests & quizzes on lighting design

Prerequisite Skill Areas

(if any):

- S1 "Theatre In Society"

Special Resources

(materials, equipment & community involvement):

- visits to various theatres & theatrical productions
- visits by local and foreign lighting designers
- textbooks
- theatre games
- lighting equipment & special effects

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Gillette, Michael J. Theatrical Design & Production. California: 2nd Edition, Mayfield, 1992.

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: TECHNICAL THEATRE Module Title: Audio Technology Number of Periods: 8 double periods	Sequence Reference: TH2440TTH-B <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 - 1.3 Technique & Skills • 2.1, 2.3, 2.4 History & Culture • 3.1 – 3.5 Creativity, Composition & Performance 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Play Production 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate creative thinking in problem solving • demonstrate ability to function in a team • utilise basic technical theatre terms • analyze various styles and techniques of audio designs • read & draw basic floor plans • demonstrate a basic understanding of the use & maintenance of audio equipment & special effects • evaluate, analysis, design & plot basic audio set-up • demonstrate ability to participate in rigging • analyze music connections as they apply to audio technology 	<ul style="list-style-type: none"> • terminology & equipment • safety & care • styles & techniques • audio design & plot • special effects • recording • rigging • music connections 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: - independent and group work, displaying basic understanding of audio technology • Product Assessment: - design & plot audio for a mini production - written one page self assessment • Written Assessments: - tests & quizzes on audio technology, styles & techniques, terminology and equipment 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • S1 "Theatre In Society" 	<ul style="list-style-type: none"> • visits to various theatres & theatrical productions • visits by local and foreign audio experts • textbooks • theatre games • audio equipment with special effects 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kaye, Deena and Lbrecht, James, Sound & Music for the Theatre. New York: Watson-Guptill, 1992.

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

<p>Course Title: TECHNICAL THEATRE</p> <p>Module Title: Set Design & Props</p> <p>Number of Periods: 8 double periods</p>	<p>Sequence Reference: TH2440TTH-C</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 - 1.3, 1.5 Technique & Skill • 2.3 History & Culture • 3.1 - 3.5 Creativity, Composition & Performance • 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Play Production 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate creative thinking in problem solving • demonstrate ability to function in a team • use basic technical theatre terms • demonstrate ability to analyze various styles and techniques of set design • read & draw basic floor plans • demonstrate a basic understanding of the use & maintenance of equipment for set building • demonstrate ability to participate in rigging • organize/build props 	<ul style="list-style-type: none"> • terminology • safety & care • styles & techniques • floor plan • set building • set up (rigging) • prop building • critique 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: - independent and group work, displaying basic understanding of set design & props • Product assessments: - design the set for a mini production - written one page self assessment • Written Assessments: - tests & quizzes on set design & props, terminology, styles and techniques 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • S1 "Theatre In Society" 	<ul style="list-style-type: none"> • visits to various theatres & theatrical productions • visits by local and foreign set designers • textbooks • theatre games • carpentry equipment • painting equipment 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bay, Howard, Stage Design. New York: Pitman, 1974.

Joseph, Stephen, Scene Painting & Design. London: Sir Isaac Pitman & Sons Ltd., 1964.

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Cassin-Scott, Jack, Costumes and Settings for Historical Plays. London: Vol. 1, 2, 3, 4, BT Batford Ltd., 1979.

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

THEATRE

Course Title: TECHNICAL THEATRE Module Title: Stage Management Number of Periods: 7 double periods	Sequence Reference: TH2440TTH-E <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center; padding: 2px;">Senior School Level</th> </tr> <tr> <td style="text-align: center; padding: 2px;">S1</td> <td style="text-align: center; padding: 2px;">S2</td> <td style="text-align: center; padding: 2px;">S3</td> <td style="text-align: center; padding: 2px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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S1	S2	S3	S4										
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<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 - 1.3 Technique & Skill • 2.3 History & Culture • 3.1-1.4 Creativity, Composition & Performance • 4.2, 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Play Production 												
Curriculum Objectives:		Content Detail:											
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate creative thinking in problem solving • demonstrate ability to function in a team • understand stage terminology, care and safety in stage management • demonstrate ability to organize, supervise & delegate others • chair meetings • demonstrate a basic understanding of use & maintenance of equipment in a theatrical set-up • demonstrate ability to 'call a show' • design a stage manager's script • communicate effectively 	<ul style="list-style-type: none"> • terminology : production staff & duties etc • safety & care • stage manager's script • rehearsal planning • working with director, actors, designers, crew • 'calling the show' 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: - independent and group work displaying basic ability of a stage manager • Product Assessment: - design a stage manager's script from a given work - written a one page self assessment • Written Assessments: - tests & quizzes on stage management, terminology, rehearsal planning and production staff duties 													
Prerequisite Skill Areas		Special Resources											
(if any):		(materials, equipment & community involvement):											
<ul style="list-style-type: none"> • S1 "Theatre In Society" • Any two of the other technical theatre courses 		<ul style="list-style-type: none"> • visits to various theatres & theatrical productions • visits by local and foreign costume designers • visits by local and foreign make-up artists • textbooks • fabrics • sewing machines & accessories • make-up kits 											

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Eaker, Sherry, The Back Stage Handbook for Performing Artists. New York: Watson Guptill, 1989.

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

REFERENCES - STUDENT:

Grote, David, Theatre Preparation & Performance. New Jersey: Scott Foresman & Company, 1993.

Video Arts

Course Code: TH3500VAT



MINISTRY OF EDUCATION

Bermuda

2000

**SENIOR SCHOOL THEATRE
COURSE OVERVIEW**

Title: Video Arts

**2 credit (s)
60 hour(s)**

Prerequisite (s): Technical Theatre

S3 – S4 level (s)

Course Code: TH3500VAT

required or elective

Course Description

This course will introduce students to the creative and technical elements of telling a story on video. Students will be divided into groups comprising a director, a cameraperson and two crew members, rotating on each new project. Techniques of recording, making shooting plan and producing a final video presentation for class analysis will be the highlight of this course.

Course Requirements

The requirements for this course are as follows:

<p>Performance Assessments:</p> <ul style="list-style-type: none"> - group presentation on past and present technology - 2 minute individual oral presentation - hold and attend crew orientation meetings - shoot and record a video scene - edit a video taped scene 	50%
<p>Product Assessments:</p> <ul style="list-style-type: none"> - prepare a director's script and a shooting plan - prepare journal entries on the video production process - critique of edited scene 	30%
<p>Written Assessments:</p> <ul style="list-style-type: none"> - terminology, audio, video, lighting - written report on duties of production team members - written team and self evaluations 	20%
Total	100%

Course Resource

Caine, Michael, Acting in Film. Applause, New York, 1990.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Video Technology	8	B. Pre-Production	8
- camera and accessories		- scheduling	
- cassette tapes		- casting	
- lighting equipment		- production choices:	
- audio equipments		lights and sound	
- monitors		director's script	
- computers		shooting plan	
- toasters		crew orientation	
 C. Production	 8	 D. Post-Production	 8
- set up		- editing	
equipment		equipment	
cast and crew		application	
setting		techniques	
- recording			
 E. Evaluation	 6		
- viewing			
- self/teacher evaluation (written/oral)			
- audience feedback			

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 40px;">Subtotal</td> <td style="text-align: right;">38</td> </tr> <tr> <td style="padding-left: 40px;">Optional double periods</td> <td style="text-align: right;"><u>7</u></td> </tr> <tr> <td style="padding-left: 40px;">Total double periods.....</td> <td style="text-align: right;">45</td> </tr> </table>	Subtotal	38	Optional double periods	<u>7</u>	Total double periods.....	45
Subtotal	38					
Optional double periods	<u>7</u>					
Total double periods.....	45					

SENIOR SCHOOL THEATRE

check: S1 S2 S3 S4

Video Arts

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Language of Theatre	x	x	x	x	x	
		1.2	Communicate meaning		x	x	x	x	
		1.3	Principles, Processes "Structure"	x	x	x	x	x	
		1.4	Physical Conditioning						
		1.5	Skills	x	x	x	x		
2	History and Culture	2.1	Individual culture expression						
		2.2	Philosophies, styles, genres						
		2.3	Technology relationships	x	x	x	x	x	
		2.4	Arts relationships						
		2.5	Interdisciplinary Corrections						
3	Creativity Composition and Performance	3.1	Improvisation						
		3.2	Interpretation						
		3.3	Thinking Skills Applications		x	x	x	x	
		3.4	Original Compositions	x	x	x	x	x	
		3.5	Performance and competencies			x	x	x	
4	Aesthetic Judgment	4.1	Theatrical Performance	x	x	x	x	x	
		4.2	Aesthetic Criteria	x	x	x	x	x	
		4.3	Aesthetics of Theatre	x	x	x	x	x	
CONTENT STRUCTURE		Theatre History		x					
		Acting Techniques and Skills			x				
		Script Writing				x			
		Communication					x		
		Theatre Performance and Production						x	
MODULES				A	B	C	D	E	F

MODULE KEY:

A - Video Technology
B - Pre-Production

C - Post-Production
D - Evaluation

THEATRE

Course Title: VIDEO ARTS Module Title: Video Technology Number of Periods: 7 double periods	Sequence Reference: TH3500VAT-A <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.3, 1.5 Technique & Skills • 2.3 History and Culture • 3.3, 3.4 Creativity, Composition & Performance • 4.1, 4.2, 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Communication
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Curriculum Objectives:	Content Detail:
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<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of video, audio and lighting equipment, including proper use and maintenance • define terminology used in video productions • explain the roles of production crew • understand advancements in technology • apply production commands and transitions 	<ul style="list-style-type: none"> • terminology • video equipment <ul style="list-style-type: none"> - camera and accessories, monitors, editing units, special effect machines • audio equipment <ul style="list-style-type: none"> - microphones and accessories, mixing boards, amplifiers, speakers • lighting equipment <ul style="list-style-type: none"> - fixtures, dimmer boards and packs • production commands <ul style="list-style-type: none"> - pan, tilt, dolly, cut (shots and movement) • computer • toasters • transitions – styles <ul style="list-style-type: none"> - wipe, fade, dissolve • personnel (crew) <ul style="list-style-type: none"> - director, floor manager • advancements in history
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Module Evaluation:

<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - 3 minute oral presentation of video technology - 2 minute individual oral presentation • Product Assessments: <ul style="list-style-type: none"> - group presentation on past and present technology • Written Assessments: <ul style="list-style-type: none"> - quiz on terminology, video, audio & lighting equipment, production commands and transitions
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Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
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<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • video equipment, audio equipment, lighting equipment, texts, visit television studios, computer, • visit a TV studio
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GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Caine, Michael, Acting in Film. New York: Applause, 1990.

REFERENCES - STUDENT:

THEATRE

<p>Course Title: VIDEO ARTS</p> <p>Module Title: Pre-Production</p> <p>Number of Periods: 7 double periods</p>	<p>Sequence Reference: TH3500VAT-B</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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S1	S2	S3	S4										
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<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.5 Techniques & Skills • 2.3 History & Culture • 3.3, 3.4, 3.5 Creativity, Composition Performance • 4.1, 4.2, 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Communication 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate ability to plan and write a simple script for video • demonstrate ability to prepare for a shoot • demonstrate ability to function within a team • demonstrate value of advance preparation • create and follow a director's script/story board 	<ul style="list-style-type: none"> • scripts and storyboarding plans - shooting scripts for camera allocation and director • schedules - production meetings - props, make-up, set-up, strike, location scouting • equipment check list • equipment preparation – battery charging etc. • casting/auditions - character profiles 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: - hold and attend crew orientation meetings • Product Assessments: - prepare a rehearsal schedule, director's script & shooting plan • Written Assessments: - journal entry of pre-production process 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • Video technology 	<ul style="list-style-type: none"> • video equipment • audio equipment • lighting equipment • various props (as needed) • scripts • production schedule sheets 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Caine, Michael, Acting in Film. New York: Applause, 1990.

REFERENCES - STUDENT:

THEATRE

Course Title: VIDEO ARTS Module Title: Production " <i>Lighting, Camera, Action</i> " Number of Periods: 10 double periods	Sequence Reference: TH3500VAT-C Senior School Level <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">S1</td> <td style="width: 25%;">S2</td> <td style="width: 25%;">S3</td> <td style="width: 25%;">S4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.5 Technique & Skill • 2.3 History & Culture • 3.2, 3.3, 3.4, 3.5 Creativity, Composition & Performance • 4.1, 4.2, 4.3 Aesthetic Judgment 	Content Focus <ul style="list-style-type: none"> • Video Production
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • demonstrate ability to use the camera, light a set and run the audio for video production • demonstrate ability to function within a team • demonstrate ability to think creatively under various conditions • demonstrate an ability to plan in advance • demonstrate ability to plan and hold a production meeting 	<ul style="list-style-type: none"> • set up <ul style="list-style-type: none"> - cast and crew, video, audio, lights, artistic rehearsals, technical rehearsals • recording

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - shoot and record a video scene • Written Assessments: <ul style="list-style-type: none"> - write a one page self and team evaluation - write one page self analysis of the production process - journal entry of production process

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • Pre-Production 	<ul style="list-style-type: none"> • director's script • camera • audio and lighting equipment

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Caine, Michael, Acting in Film. New York: Applause, 1990.

REFERENCES - STUDENT:

THEATRE

Course Title: VIDEO ARTS

Sequence Reference: TH3500VAT-D

Module Title: Post Production

Senior School Level

Number of Periods: 8 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.5 Technique & Skills
- 2.3 History and Culture
- 3.3, 3.4, 3.5 Creativity, Composition & Performance
- 4.1, 4.2, 4.3 Aesthetic Judgment

Content Focus

- Communication

Curriculum Objectives:

At the end of this module, students will:

- understand the fundamentals involved in the process of post production
- demonstrate ability to think creatively
- understand types of mental and psychological conditions
- demonstrate ability to function within a team
- edit a video taped scene
- explain the value of video arts as a form of artistic expression
- view and critique the edited scenes of peers and self

Content Detail:

- editing
 - equipment, styles, transitions, effects, tape preparation, off-line, on-line, non-linear
- application
- styles and techniques
- viewing
- critique

Module Evaluation:

- **Performance Assessments:**
 - edit a video taped scene
- **Product Assessments:**
 - view and critique an edited scene
- **Written Assessments:**
 - quiz on editing styles & techniques
 - one page written self and team evaluation on editing process

Prerequisite Skill Areas

(if any):

- Production

Special Resources

(materials, equipment & community involvement):

- equipment (audio-visual)
- field trip to a recording studio
- text

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Caine, Michael, Acting in Film. New York: Applause, 1990.

REFERENCES - STUDENT:

THEATRE

<p>Course Title: VIDEO ARTS</p> <p>Module Title: Evaluation</p> <p>Number of Periods: 8 double periods</p>	<p>Sequence Reference: TH3500VAT-E</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
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<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 1.3 Technique & Skill • 2.3 History & Culture • 3.2 3.3, 3.4, 3.5 Creativity, Composition & Performance • 4.1, 4.2, 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Communication 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate an ability to view and critique an edited scene • evaluate self • demonstrate the ability to accept constructive feedback • evaluate the video arts process 	<ul style="list-style-type: none"> • viewing • self and teacher evaluation (written and oral) • audience feedback 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - evaluate group presentation • Written Assessments: <ul style="list-style-type: none"> - write a one page self analysis - write a critique of an edited scene - journal entry 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
	<ul style="list-style-type: none"> • viewing equipment • evaluation sheets – teacher, peer, self • sample video to evaluate 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Caine, Michael, Acting in Film. New York: Applause, 1990.

REFERENCES - STUDENT:

EXEMPLAR SCORING GUIDE (0 - 4 Scale)

Definition		EQUIVALENT	
Level		Letter	% mark
4	<p>An excellent performance</p> <ul style="list-style-type: none"> focuses on the purpose of the task meets or exceeds all the requirements of the task organizes content and ideas in a logical way presents information clearly includes appropriate detail to support ideas or conclusions demonstrates creativity, originality and/or initiative 	A	90-100
3	<p>A good performance</p> <ul style="list-style-type: none"> focuses on purpose of the task meets all the requirements of the task organizes content and ideas in a logical way presents information clearly includes some detail to support ideas or conclusions 	B	80-89
2	<p>A fair performance</p> <ul style="list-style-type: none"> has some awareness of the purpose of the task meets most of the requirements of the task organizes content and ideas in a logical way presents information in an understandable way may not include significant details to support ideas or conclusions 	C	70-79
1 (R)	<p>A poor performance</p> <ul style="list-style-type: none"> does not fit the purpose of the task does not meet the requirements of the task presents information in an unorganized or confused way does not include details to support ideas or conclusions Remediation required. 	D	60-69
0 (R)	<p>An unscorable performance</p> <ul style="list-style-type: none"> does not demonstrate the required knowledge, skills or capabilities is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). Extensive remediation is required. 	F	Below 60

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

**SENIOR 1 THEATRE CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. THEATRE HISTORY (<i>All the World's A Stage</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare and contrast plays from each period <input type="checkbox"/> contrast theatre from cultures around the world <input type="checkbox"/> identify plays and playwrights <input type="checkbox"/> outline theatre history from ancient Egypt to present day <input type="checkbox"/> describe the progression of theatre history in Bermuda <input type="checkbox"/> critique live local presentations <input type="checkbox"/> describe the varieties of drama; types and styles <input type="checkbox"/> explain theatre terminology <input type="checkbox"/> explain the relationship between theatre and history <input type="checkbox"/> catalogue pictures to display dramatic styles <p>B. ACTING TECHNIQUES & SKILLS (<i>Break a Leg</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize various acting styles and techniques <input type="checkbox"/> analyze characters <input type="checkbox"/> demonstrate ability to function in a team <input type="checkbox"/> analyze play with full blocking terminology <input type="checkbox"/> demonstrate physical conditioning <input type="checkbox"/> demonstrate creative thinking through story-telling, dramatic monologues, mime, improvisation, blocking and scene work <p>C. SCRIPT WRITING (<i>"Right-On"</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the structure of drama <input type="checkbox"/> demonstrate the principles of writing <input type="checkbox"/> read and analyze one act play <input type="checkbox"/> write a one act play concerning a social issue 			<p>D. COMMUNICATION (<i>"Talk to Me"</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate oral communication skills <input type="checkbox"/> demonstrate ability to conduct research <input type="checkbox"/> demonstrate effective interview skills <input type="checkbox"/> understand the value of group discussion <input type="checkbox"/> demonstrate ability to present a public speech <input type="checkbox"/> demonstrate ability to research a topic <p>E. THEATER PERFORMANCE & PRODUCTION (<i>To be or Not To Be</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of the basic elements of play production <input type="checkbox"/> demonstrate the ability to design 1) lights, 2) set, 3) costume, 4) sound, 5) make-up <input type="checkbox"/> display inherent ability for objective criticisms <input type="checkbox"/> outline the careers/roles in theatre <input type="checkbox"/> view and discuss critically a theatrical performance <input type="checkbox"/> view and analyze and explain a musical performance, dance performance or art exhibit and their relationship to Theatre <input type="checkbox"/> demonstrate how computers assist theatre production 		

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
THEATRE IN SOCIETY**

LIBRARY INFORMATION	S1 Students will:
Orientation and Organization	<ul style="list-style-type: none"> • use reference materials to discover the history and culture of theatre • use card catalogue and create a bibliography on any type of drama
Selection and Utilization	<ul style="list-style-type: none"> • use reference materials to discover the history and culture of theatre • use Internet to research the history of theatre in any time period
Research and Thinking Skills	<ul style="list-style-type: none"> • review a theatrical presentation • use primary and secondary sources to discover the history and culture of theatre
Appreciation of Literature	<ul style="list-style-type: none"> • view theatrical presentations • oral presentation on the history and culture of theatre

INFORMATION TECHNOLOGY	S1 Students will:
Word Processing	<ul style="list-style-type: none"> • use a word processor to produce a two page self assessment of class participation
Spreadsheet	N/A
Databases	<ul style="list-style-type: none"> • compile a database of theatre organizations in Bermuda, American and Europe
Desktop Publishing	<ul style="list-style-type: none"> • produce a poster illustrating the elements of a school theatrical performance

CAREER EDUCATION	S1 Students will:
Self Assessment	<ul style="list-style-type: none"> • understand intellectual motivation • self evaluate script writing • analytically listen • accept criticism • recognize fallacies in reasoning
Career Directions	<ul style="list-style-type: none"> • improve communication skills • analyze possible career choices in theatre
Career Planning	<ul style="list-style-type: none"> • examine the value of television and radio to society • research careers in theatre

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
THEATRE IN SOCIETY**

LIBRARY INFORMATION	S1 Students will:
Production, Application and Communication	<ul style="list-style-type: none"> • apply information about social problems in the 1970's and create a social drama

INFORMATION TECHNOLOGY	S1 Students will:
Enrichment/ Demonstrative Software	<ul style="list-style-type: none"> • use a computer programme to block movement of actors and actresses
Internet Use	<ul style="list-style-type: none"> • prepare a biography of a local actor/actress and put on Internet • design a web page on local actors/actresses

CAREER EDUCATION	S1 Students will:
Career Planning	<ul style="list-style-type: none"> • recognize the role of theatre in Bermuda society • explore local theatre opportunities

PLANNING FOR INTEGRATED CURRICULUM IN THE SENIOR SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impacts on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

- Simplest Stage:** Parallel teachers realign content so that related topics are taught concurrently.
- More Ambitious Stage:** Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.
- Most Ambitious Stage:** Teachers create interdisciplinary modules that focus on a theme or project.

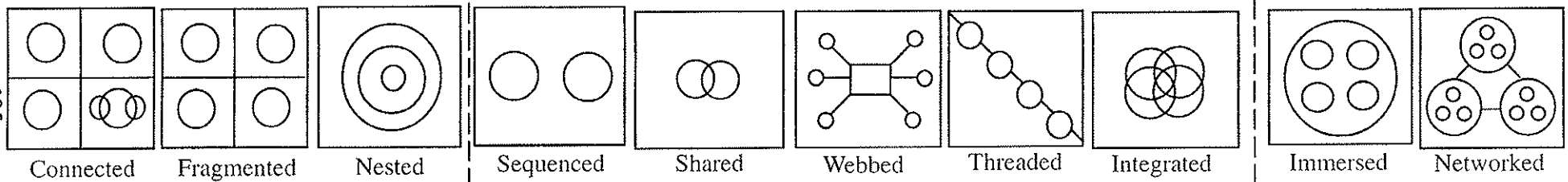
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development, perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum

186



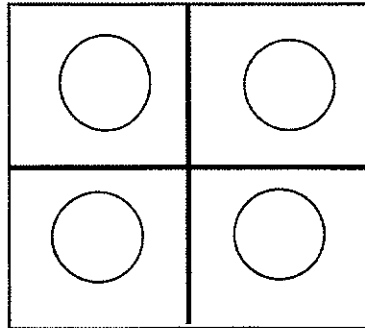
Within single
disciplines

Across several disciplines

Inside the
mind of the
learner

Design options for curriculum might include:

Disciplined-based

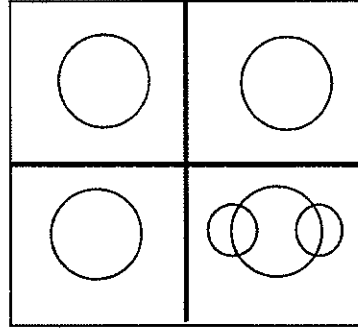


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in ics, science and social studies.



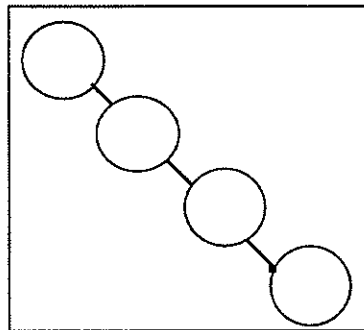
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to next and relates idea(s)

Example

Teacher relates the concept of to decimals, which in turn relates to money, grades.

Parallel Disciplines

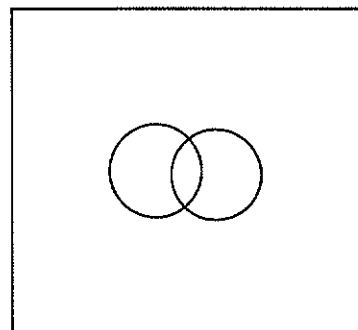


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science lab experiments while the social studies teacher targets forecasting current events and thus threads the skill (prediction) across all



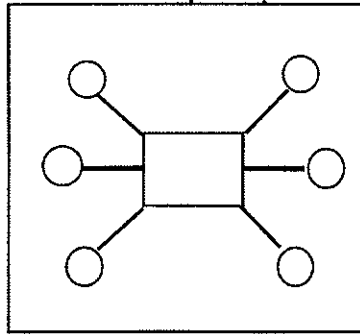
Description

Shared planning and teaching take place in two disciplines in which lapping concepts or ideas emerge as organizing

Example

Science and mathematics teachers data collection, charting and as shared concepts that can be team-taught.

Multidisciplinary



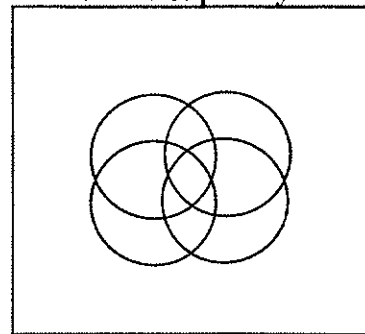
Description

The fertile theme is webbed to various contents and disciplines; use the theme to sift out appropriate concepts, topics and

Example

Teacher presents a simple topical theme, such as the circus, and webs into the subject areas. A conceptual theme, such as conflict, can be used for more depth in the theme

Interdisciplinary



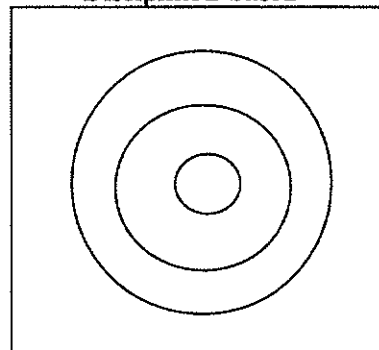
Description

This interdisciplinary approach matches subjects for overlaps in content and concepts with some teaming in an authentic integrated

Example

In science, the arts, health, family studies and design and technology, teachers look for patterning models and approach content through these

Disciplined-based



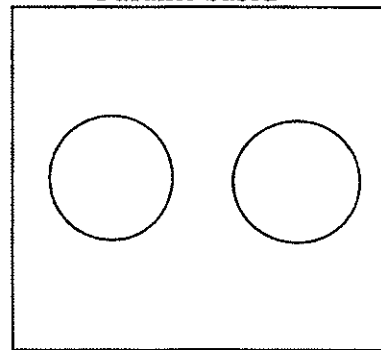
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill)

Parallel-based

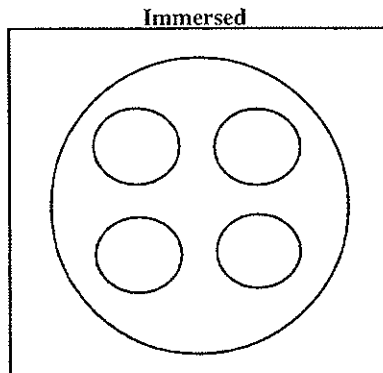


Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

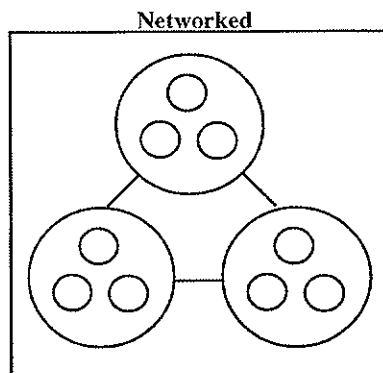
Example

English Language Arts teacher teaches an historical novel depicting a particular period while Social Science teacher teaches covers the same period.



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of senior schools, four career pathways have been identified:

- Applied Technologies
- Arts and Communications
- Health and Human Services
- International Business and Tourism

Interdisciplinary teachers, along with teachers of other subjects areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that senior school teachers keep abreast of current research and trends on integrating curriculum and careers associated with the various pathways. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

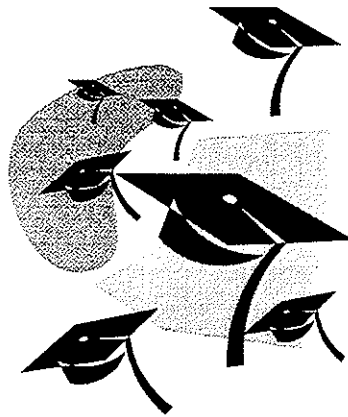
Teachers should:

- take inventory of what is already being done - career awareness initiatives, writing across the curriculum, etc.
- design a curriculum map by listing the content of associated subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

**Department of
Education**

Career Pathways

SEPTEMBER 2000

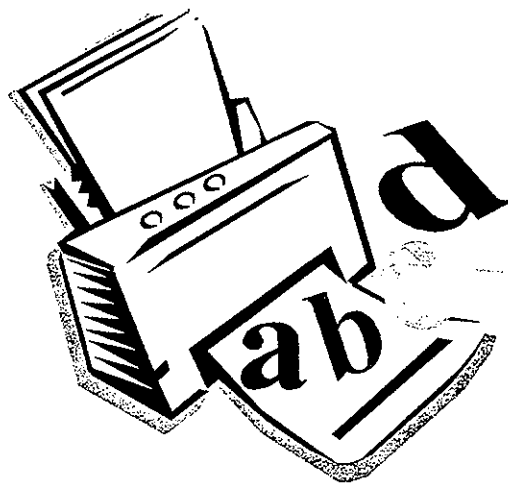


**FOR
BERMUDA'S
SENIOR SCHOOLS**

Applied Technologies

Are you practically inclined? Do you enjoy doing puzzles and solving problems? Are you curious about how things work? Are you fascinated by technology? Do you like designing and creating things? Do you love nature? Are you interested in plants and animals? Are you interested in numbers and symbols?

This may be the pathway for you!



APPLIED TECHNOLOGIES

PRODUCTION OCCUPATIONS

Blue-Collar Worker Supervisors

Food Processing Occupations

Butchers & Meat, Poultry, & Fish Cutters

Inspectors, Testers & Graders

Boilermakers

Jewellers

Machinists

Metalworking & Plastics-Working Machine Operators

Tool & Die Makers

Welders, Cutters & Welding Machine Operators

Plant & Systems Operators

Electric Power Generating Plant Operators & Power

Distributors & Dispatchers

Stationary Engineers

Water & Wastewater Treatment

Plant Operators

Printing Occupations

Prepress Workers

Printing Press Operators

Bindery Workers

Textile, Apparel and Furnishings Occupations

Shoe & Leather Workers & Repairers

Upholsterers

Woodwork Occupations

Miscellaneous Production Occupations

Dental Laboratory Technicians

Painting & Coating Machine Operators

Photographic Process Workers



Transportation & Material Moving Occupations

Bus drivers

Material Moving Equipment Operators

Truckdrivers

Water Transportation Occupations

Handlers, Equipment Cleaners, Helpers & Labourers

Job Opportunities in the Armed Forces

ARCHITECTS & SURVEYORS

Architects

Landscape Architects

Surveyors

CONSTRUCTION TRADES & EXTRACTIVE OCCUPATIONS

Stonemasons

Bulldozer Operators

Carpenters

Carpet Installers

Concrete Masons and Terazzo Workers

Drywall Workers and Lathers

Electricians

Engineering Technicians

Forklift Operators

Glaziers

Insulation Workers

Painters & Paperhangers

Plasterers

Plumbers & Pipefitters

Roofers

Structural & Reinforcing Ironworkers

Tilesetters



COMPUTER, MATHEMATICAL & OPERATIONS

RESEARCH OCCUPATIONS

Actuaries

Computer Service Technicians

Computer Systems Analysts

Mathematicians

Operations Research Analysts

Statisticians



TECHNOLOGISTS (EXCEPT HEALTH)

Air Traffic Controllers

Broadcast Technicians

Computer Programmers

Drafters

Engineering Technicians

Science Technicians

MECHANICS, INSTALLERS & REPAIRERS

Aircraft Mechanics and Engine specialists

Automotive Body Repairers

Automotive Mechanics

Biomedical Technicians

Diesel Mechanics

Electronic Equipment Repairers

Commercial and Industrial Electronics

Equipment Repairs

Communications Equipment

Mechanics

Computer & Office Machine Repairers

Electronic Home Entertainment

Equipment Repairers

Telephone Installers & Repairers

TV & Radio Repairers

Elevator Installers & Repairers

General Maintenance Mechanics

Heating, Air-Cond. & Refrigeration Technicians

Home Appliance & Power Tool Repairers

Industrial Machinery Repairers

Line Installers & Cable Splicers

Millwrights

Mobile Heavy Equipment Mechanics

Motorcycle, Boat, & Small-Engine Mechanics

Musical Instrument Repairers & Tuners

Small Engine Mechanics

Vending Machine Servicers & Repairers

ENGINEERS

Chemical Engineers

Civil Engineers

Electrical and Electronics Engineers

Industrial Engineers

Mechanical Engineers



Career Pathway: Applied Technologies

-----SENIOR SCHOOL-----						-----POST SENIOR-----
Subject		100	200	300	400	
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> Associate in Science Associate in Arts and Science Associate in Arts <i>(Computer Information Systems)</i> Associate in Computer Information Systems Associate in Science <i>(Electronics)</i> Associate in Electronics Technology Certificate Programmes <ul style="list-style-type: none"> Certificate in Electrical Structure and Maintenance Certificate in Engineering Competencies Certificate in Telecommunications and Electronics Certificate in Motor Vehicle Bodywork Certificate in Motor Vehicle Mechanics Certificate in Plumbing Certificate in Heating, Ventilating and Air Conditioning Certificate in Horticulture Certificate in Wood Trades Developmental Technology Other Academic Institutions <ul style="list-style-type: none"> Post Graduate Year Programmes Associate Degree Programmes Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving Our Heritage or World Geography or World History		
D & T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Language	Design & Technology Physical Education	Health	
Possible Electives for Career Pathway		<ul style="list-style-type: none"> All Computer Science Courses, Technical Theatre & Music Technology Graphic Communications, Design & Realization, Fashion & Textiles, Electronics Technology, Transportation Technology, Textile Design, & Interior Decorating Business Essentials II, Foreign Languages & American History 				

Career Pathway: "Student Constructed"

-----SENIOR-----

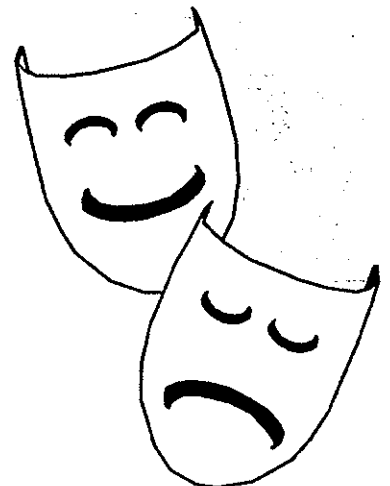
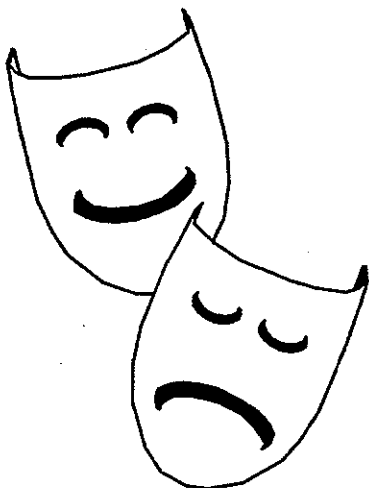
-----POST SENIOR-----

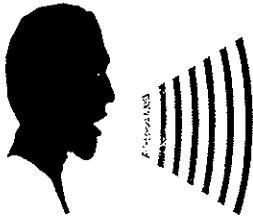
Subject	100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr	ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr	Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		Certificate Programmes
Science 12cr	Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr	Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr	2cr				
Bus. Studies and Comp. Science 4cr	Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr	Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr	2cr				Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
Electives from the areas of...	Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway	(Additional 46 credit hours required for graduation)				

Arts and Communications

Do you like to communicate ideas? Do you like to express yourself creatively? Do you like to travel and learn about other cultures? Do you enjoy going to concerts and performances? Are you imaginative, innovative and original? Do you like to perform in front of an audience?

This may be the pathway for you!





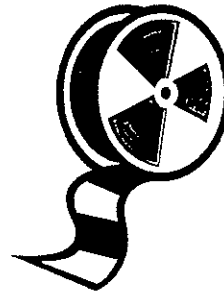
ARTS &



COMMUNICATIONS

COMMUNICATION OCCUPATIONS

Announcers & Newscasters
 Broadcast Technicians
 Composition/Typesetters
 Interpreters & Translators
 Public Relations Specialists
 Radio & Television
 Reporters & Correspondents
 Technical Writers
 Writers & Editors



VISUAL ARTS OCCUPATIONS



Commercial Artists
 Fashion Designers
 Florists
 Graphic Designers
 Interior Decorators
 Jewelers
 Merchandise Display Workers
 Photographers & Camera Operators
 Visual Artists



PERFORMING ARTS OCCUPATIONS

Actors, Directors, & Producers
 Dancers & Choreographers
 Models
 Musicians



ref: arts & communications/its disc SS Certification

Career Pathway: Arts & Communications

-----SENIOR-----

-----POST SENIOR-----

Subject	100	200	300	400	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Arts ▪ Associate in Arts & Science ▪ Associate in Art & Design Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
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D&T or Family Studies 2cr	Design & Technology 2cr or Exploring Family Living 2cr				
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Electives from the areas of...	Computer Studies Science	Family Studies Business Studies	Design & Technology Foreign Languages	Health	
Possible Electives for Career Pathway	<ul style="list-style-type: none"> • Business Essentials II, Marketing & Graphic Communication • Journalism & Publications, Speech and Debate, Writer's Workshop, Foreign Languages • Fashion & Textiles Design, Interior Decorating, Textiles Design & Photography 				

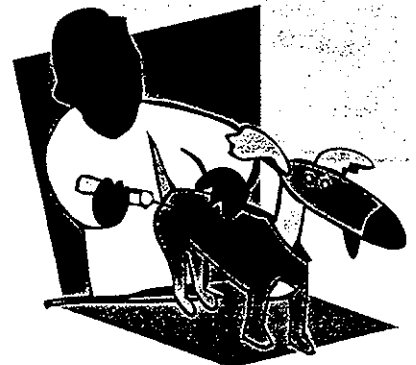
Career Pathway: "Student Constructed"

-----SENIOR-----						----POST SENIOR----
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The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Health and Human Services

Do you like to care for people or animals who are sick? Are you fitness and wellness oriented? Are you interested in how the body works and how disease or drugs affect us? Are you friendly, outgoing, compassionate and cooperative? Do you like to work with people to solve problems? Is it important for you to provide service to the community by doing something that makes things better for other people?

This may be the pathway for you!



HEALTH & HUMAN SERVICES

Health Services

Health Diagnosing Practitioners

Chiropractors
Dentists
Opticians
Optometrists
Physicians
Podiatrists
Veterinarians



Health Assessment & Treating Occupations

Activity Therapists
Dietitians & Nutritionists
Occupational Therapists
Pharmacists
Physical Therapists
Physician Assistants
Recreational Therapists
Registered Nurses
Respiratory Therapists
Speech-Language Pathologists & Audiologists
Nursing Aides & Psychiatric Aides



Health Technologists & Technicians

Certified Nurses Aides
Clinical Laboratory Technologists & Technicians
Dental Hygienists
Dialysis Technicians
Dispensing Opticians
EEG Technologists
EKG Technicians
Emergency Medical Technicians
License Practical Nurses
Medical Record Technicians
Nuclear Medicine Technologists
Radiologic Technologists
Surgical Technicians
Ultrasound Technologists



Health Service Occupations

Dental Assistants
Home Health Aides
Medical Assistants

Human Services

Lawyers & Judges



Social Scientists & Urban Planners

Economists & Marketing Research Analysts
Psychologist
Sociologists
Urban & Regional Planners

Social & Recreation Workers

Human Services Workers
Marriage Counsellors
Social Workers
Social Worker Aides
Recreation Workers
Substance Abuse Counsellors
Janitors & Cleaners
Private and Household Workers



Religious Workers

Clergy
Protestant Ministers
Religious Workers
Rabbis
Roman Catholic Priests



Teachers, Librarians, & Counsellors

Adult Education Teachers
Archivists & Curators
College & University Faculty
Counsellors
Teachers
Librarians
Paraprofessional



Technologists, Except Health

Library Technicians
Paralegals

Protective Service Occupations

Correction's Officers
Firefighting Occupations
Security Guard
Police

Food & Beverage Preparation & Service Occupations

Chefs, Cooks, & Other
Kitchen Workers
Food & Beverage Service
Occupations
Meat Cutter/Butcher



Personal Service & Building & Grounds Service Occupations

Animal Caretakers
Barbers & Cosmetologists
Flight Attendants
Gardeners & Groundkeepers
Homemaker-Home Health Aides

Career Pathway: Health and Human Services

-----SENIOR-----						-----POST SENIOR---	
Subject		S1	S2	S3	S4	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Arts ▪ Associate in Science ▪ Associate in Arts & Science ▪ Associate in Arts (<i>Business Administration</i>) ▪ Associate in Business Administration ▪ Associate in Arts (<i>Hospitality Management</i>) ▪ Associate in Hospitality Management ▪ Associate in Office Administration ▪ Associate in Arts (<i>Human Services</i>) ▪ Associate in Human Services Certificate Programmes <ul style="list-style-type: none"> ▪ Certificate for General Secretaries ▪ Certificate for Culinary Arts ▪ Certificate for Front Office Procedures ▪ Certificate in Secretarial Skills ▪ Certificate in Food & Beverage Service ▪ Certificate for Child Care Assistant ▪ Certificate for Geriatric Aids ▪ Certificate in Legal Studies ▪ Certificate in Hairdressing Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board	
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr		
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Calculus or Advanced Math			
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science			
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History or Introduction to American History			
D & T or Family Studies 2cr		Design Technology 2cr or Exploring Family Living 2cr					
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr					
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr			
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts		
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health		
Possible Electives for Career Pathway		<ul style="list-style-type: none"> • All Health Courses & Business Essentials II • Exploring Family Living, Discovery Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Personal Care, & Child Care • Speech and Debate, Foreign Languages & Preserving Our Heritage 					

Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				Certificate Programmes
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				
						Other Academic Institutions
						<ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
						Apprenticeship and Trainee Programmes under the Bermuda National Training Board

International Business and Tourism

Do you enjoy being a leader, organizing people, talking and planning activities? Do you enjoy initiating an idea and seeing it through to the end product? Do you like things neat and orderly? Are you business-minded in organizing your life? Do you value the importance of travel and tourism in Bermuda?

This may be the pathway for you!



International Business & Tourism



EXECUTIVE ADMINISTRATIVE, & MANAGERIAL OCCUPATIONS

Accountants & Auditors
Administrative Services Managers
Budget Analysis
Construction & Building Inspectors
Construction Contractors & Managers
Cost Estimators
Education Administrators
Employment Interviewers
Engineering, Science, & Data Processing Managers
Financial Managers
General Managers & Top Executives
Government Chief Executives & Legislators
Health Services Managers
Hotel Managers & Assistants
Industrial Production Managers
Inspectors & Compliance Officers, Except Construction
Management Analysts & Consultants
Marketing, Advertising, & Public Relations Managers
Personnel, Training, & Labour Relations Specialists & Managers
Property & Real Estate Managers
Purchasing Agents & Managers
Restaurant & Food Service Managers
Underwriters
Wholesale & Retail Buyers & Merchandise Managers

2016



MARKETING AND SALES OCCUPATIONS

Advertising Agent
Cashiers
Counter & Rental Clerks
Insurance Agency & Brokers
Manufacturer's & Wholesale Sales Representatives
Real Estate Agents, Brokers & Appraisers
Retail Sales Workers
Securities & Financial Service Sales Representatives
Services Sales Representatives
Stockbrokers
Travel Agents

ADMINISTRATIVE SUPPORT OCCUPATIONS

Adjusters, Investigators, & Collectors
Bank Tellers
Clerical Supervisors & Managers
Computer & Peripheral Equipment Operators
General Office Clerks
Credit Clerks and Authorizers



Information Clerks
Hotel & Motel Clerks
Interviewing & New Accounts Clerks
Receptionists
Reservation & Transportation Ticket Agents and Travel Clerks
Mail Clerks & Messengers
Material Recording, Scheduling, Dispatching and Distributing Occupations
Dispatchers
Stock Clerks
Traffic, Shipping & Receiving Clerks
Postal Clerks & Mail Carriers
Record Clerks
Billing Clerks
Bookkeeping, Accounting & Auditing Clerks
Brokerage Clerks & Statement Clerks
File Clerks
Library Assistants & Bookmobile Driver
Order Clerks
Payroll & Timekeeping Clerks
Personnel Clerks
Receptionists
Secretaries
Stenographers & Court Clerk/Reporters
Telephone, Telegraph & Teletype Operators
Typist, Word Processors and Data Entry Keyers

Career Pathway: International Business & Tourism

-----SENIOR-----						-----POST SENIOR---
Subject		100	200	300	400	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Arts ▪ Associate in Science ▪ Associate in Arts & Science ▪ Associate in Arts <i>(Business Administration)</i> ▪ Associate in Business Administration ▪ Associate in Arts <i>(Hospitality Management)</i> ▪ Associate in Hospitality Management ▪ Associate in Arts <i>(Computer Information Systems)</i> ▪ Associate in Computer Information Systems Certificate Programmes <ul style="list-style-type: none"> ▪ Certificate for Accounting Systems ▪ Certificate for General Secretaries ▪ Certificate in Secretarial Skills ▪ Certificate in Culinary Arts ▪ Certificate for Front Office Procedures ▪ Certificate in Food & Beverage Service ▪ Certificate in Legal Studies Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	
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Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Studies I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Languages	Design & Technology Health		
Possible Electives for Career Pathway		<ul style="list-style-type: none"> • All Computer Science Courses, Computer Keyboarding & Business Applications, • Accounting, Business Essentials II, Business & Personal Law, Economics, Insurance, International Business, Marketing, Office Technology, Small Business Management, Office Technology & Business Application, Travel & Tourism • Personal Care, Discovering Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Speech and Debate and Foreign Languages 				

Career Pathway: "Student Constructed"

-----SENIOR-----

-----POST SENIOR-----

Subject	100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr	ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr	Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		Certificate Programmes
Science 12cr	Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr	Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr	2cr				
Bus. Studies and Comp. Science 4cr	Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr	Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		Other Academic Institutions
The Arts 2cr	2cr				
Electives from the areas of...	Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway	(Additional 46 credit hours required for graduation)				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

PROFESSIONAL ASSOCIATION

THEATRE

Name: Speech Communication Association
Address: 5105 Backlick Road Building E. Annandale, VA 22003
Country: U.S.A.
Telephone: (703) 750 0533
Fax: (703) 914 9471
e-mail: ajeffries@scassn.org
Website: www.scassm.org

Name: American Alliance for Theatre and Education
Address: Arizona State University
Theatre Department
P.O. Box 872002
Tempe, Arizona 85287 – 2002
Telephone: (602) 965 6064
Fax: (602) 965 5351

CURRICULUM ABBREVIATIONS

School Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Computer Science	CS
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Course Code

e.g. Physical and Human Geography II
SS3192GEO

Subject Area	Course Level	Number Placement	Course Sequence	Course Title
abbreviated subject area	(1-4) representing course level 100-400	(1-99) representing placement of course in each level	(1-4) representing sequence of course with same title	abbreviated course title
SS	3	19	2	GEO
(Social Studies)	(300 level course)	(19th course in 300 series)	(2 nd in the sequence of 3 courses)	(Physical and Human Geography)

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB



**Ministry of Education
P.O. Box HM 1185
Hamilton HM EX
Bermuda
September 2000**