



# Course Proposal

20<sup>17</sup> -20<sup>18</sup>

Course Title: ArtQuest Honors Advanced Theatre Course ID: \_\_\_\_\_

Proposal is to: ☒ Add ☐ Revision ☐ Delete ☐ Pilot ☐ Title Change

Department: ArtQuest Subject: Theatre Grade Level(s): 11-12

☐ Core Course ☒ Non-Core Course ☐ AP, IB Course Course Length: ☐ Semester ☒ Year

Intent of Course: ☐ Core ☐ Supplemental Year course will initially be offered: 2017

Prerequisite for class: Beginning & Intermediate ArtQuest Theatre Arts

Start up Projected Costs\*: 0 Fiscal impact will be to the ☐ Site ☐ District

Ongoing Projected Costs\*: 0 Fiscal impact will be to the ☐ Site ☐ District

\*Please complete Projected Budget /Material Worksheet.

**Graduation Requirements:** ☒ Yes (if yes, specify which requirement is met) ☐ No

1<sup>st</sup> M  
2<sup>nd</sup> O  
3<sup>rd</sup> \_\_\_\_\_

A English	I Math
B U.S. History	K Life Science
C Government/Econ.	L Physical Science
E Social Studies Elect	M Fine Art/ Foreign Language
F World History	N Physical Education
H Health	O Electives – General

You must indicate the requirement this course fulfills for graduation. If student has already fulfilled this requirement, the course will automatically default to elective unless a 2<sup>nd</sup> or 3<sup>rd</sup> requirement is indicated.

**UC a-g Requirements:** ☐ Yes (if yes, specify which requirement is met) ☐ No

<input type="checkbox"/> a. Social Science	<input type="checkbox"/> d. Lab Science	<input type="checkbox"/> g. Electives
<input type="checkbox"/> b. English	<input type="checkbox"/> e. Foreign Language	
<input type="checkbox"/> c. Math	<input checked="" type="checkbox"/> f. Visual/Performing Arts	

Submitting school is responsible for applying to UC/CSU for a-g approval of this course.

## Department (please select one)

<input type="checkbox"/> ELD	<input type="checkbox"/> Special Education
<input type="checkbox"/> English	<input type="checkbox"/> Science
<input type="checkbox"/> History	<input type="checkbox"/> Career Tech Ed
<input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> Visual/Performing Arts
<input type="checkbox"/> Math	
<input type="checkbox"/> Non Departmental	
<input type="checkbox"/> Physical Education	

**CTE:** ☐ Yes (if yes, which CTE Program) ☐ No

CTE Program Name:

CTE Industry Sector:

☐ Introduction  
☐ Concentrator  
☐ Completer

Will this course be a requirement for completion of this CTE Program? ☐ Yes ☐ No ☒ N/A

## Course Description (to be used in Course Catalog):

See attached #1

## Explain rationale for course addition or modification:

See Attached #2

## Explain the measurable learning outcomes:

See attached #3

## Course Proposal – Projected Budget/Material Worksheet

Projected Costs	Start - Up	Ongoing
Personnel (Do not include classroom instructor unless new section is needed)		
Instructional Material Supplies per student** (textbooks, software, etc.)		
Services (training, equipment maintenance, contracts, etc.)		
Capital outlay (remodeling, technology, etc.)		
<b>Total Projected Costs</b>		

Instructional Materials						
Type of Material	Publisher	Title	ISBN	Author	Copyright	Have/Need*
Reader	Various					Need to make

\*If materials are needed, please indicate the number of copies

Funding Source(s) for Costs and Instructional Materials	
Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

### HR Review Regarding Credentialing

\_\_\_\_\_  
Certificated HR Specialist

## High School Course Proposal

**Rationale for the Course (include reasons for adding/changing course):**

See attached #4

**Course Description (include graduation or CSU/UC "a-g" requirement fulfillment):**

See attached #5

**Course Goals (3-5 broad educational goals):**

See attached #6

**Course Content Objectives (aligned with California Content Standards and Frameworks/California Common Core State Standards):**

See attached #7

**Key Assignments (activities, projects, essays, readings, etc.):**

See attached #8

**Instructional Methods and/or Strategies:**

See attached #9

**Assessments (formative, summative, district, etc.):**

See attached #10

**Instructional Resources (textbooks – include publisher/year/edition, supplemental materials, technology, etc.):**

Acting Onstage & Off / by Robert Barton / 6th Edition/ 2011

**Core Textbook:**

I will employ a variety of text books in the creation of a class reader. This may change year to year as we will select diverse scripts from proven playwrights.

**Supplemental Textbook:**



# High School Course Proposal

Course Title: ArtQuest Honors Advanced Theatre

Department: ArtQuest Grade Level(s): 11 & 12

Length: Year Long Credit: \_\_\_\_\_

☐ New Course ☐ Content Revision ☐ Title Change

Submitted by: \_\_\_\_\_ Site: \_\_\_\_\_

## Required Information Checklist

- ☐ Rationale for the Course
- ☐ Course Description
- ☐ Course Goals
- ☐ Course Content Objectives
- ☐ Key Assignments
- ☐ Instructional Methods and/or Strategies
- ☐ Assessments
- ☐ Instructional Resources
- ☐ Course Outline and Pacing
- ☐ Special Subject Requirements
- ☐ High School New Textbook Adoption form
- ☐ High School Course Details form

## Department Chair Signatures

EAHS Dept. Chair _____	<input type="checkbox"/> approved <input type="checkbox"/> not approved	Date <sup>18</sup> _____
MCHS Dept. Chair _____	<input type="checkbox"/> approved <input type="checkbox"/> not approved	Date _____
MHS Dept. Chair _____	<input type="checkbox"/> approved <input type="checkbox"/> not approved	Date _____
PHS Dept. Chair _____	<input type="checkbox"/> approved <input type="checkbox"/> not approved	Date _____
RHS Dept. Chair _____	<input type="checkbox"/> approved <input type="checkbox"/> not approved	Date _____
SRHS Dept. Chair _____	<input type="checkbox"/> approved <input type="checkbox"/> not approved	Date _____

- |  |            |
|--|------------|
| <input type="checkbox"/> High School Curriculum Council Approval | Date _____ |
| <input type="checkbox"/> Curriculum & Instruction Approval       | Date _____ |
| <input type="checkbox"/> DPAC Approval                           | Date _____ |
| <input type="checkbox"/> Board of Education Approval             | Date _____ |

(For UC guidance, see [http://http://www.ucop.edu/a-gGuide/ag/course\\_submissions/course\\_submission\\_template.html](http://http://www.ucop.edu/a-gGuide/ag/course_submissions/course_submission_template.html))

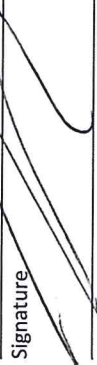


# Course Proposal – Signature Page


## VP RECOMMENDATION/APPROVAL

Submitted by Director, C & I


VP – EAHS  
school

Signature  Date \_\_\_\_\_  
☐ Approved ☐ Not approved\* Will this course be offered at my  
☐ Yes ☐ Maybe ☒ No

VP – MCHS  
school

Signature  Date \_\_\_\_\_  
☒ Approved ☐ Not approved\* Will this course be offered at my  
☐ Yes ☐ Maybe ☒ No

VP – MHS  
school

Signature  Date \_\_\_\_\_  
☒ Approved ☐ Not approved\* Will this course be offered at my  
☐ Yes ☐ Maybe ☒ No


VP – PHS  
school

Signature \_\_\_\_\_ Date \_\_\_\_\_  
☐ Approved ☐ Not approved\* Will this course be offered at my  
☐ Yes ☐ Maybe ☐ No

VP – RHS  
school

Signature \_\_\_\_\_ Date \_\_\_\_\_  
☐ Approved ☐ Not approved\* Will this course be offered at my  
☐ Yes ☐ Maybe ☐ No

VP – SRHS  
school

Signature  Date \_\_\_\_\_  
☒ Approved ☐ Not approved\* Will this course be offered at my  
☒ Yes ☐ Maybe ☐ No

Asst. Superintendent C & I

☐ Approved ☐ Not approved\*

## DISTRICT OFFICE USE

Course Name:

Course #:

State Course Code:

Course  
Type:

NCLB Core  
Course:

## **First Page: Course proposal**

**#1**

### **Course Description**

ArtQuest Advanced Honors Theatre is an advanced elective, which concerns itself with upper level exploration of the nature and manner of the Dramatic Arts in both its historical and contemporary manifestations. To this end, students are expected to develop a working historical knowledge of the major developmental patterns of Theatre, Film and other applicable disciplines. Students are also expected to learn how to read a script, analyze its thematic structures, discern metaphoric patterns, understand the use of classically understood symbols, and create a production concept which accurately reflects these things. In addition, this course allows students who have proven their aptitude for the Dramatic Arts the opportunity to create theatre in a professional environment.

**#2**

### **Explain rational for course addition or modification**

Theatre Arts students are working well above college-prep level and give up two of their class periods each day to specialize in Theatre but this is not being reflected in their GPA's at higher levels. Often students will elect to not continue in the program at higher levels due to not receiving appropriate academic credit for the advanced rigorous work they are doing. An Honors section of the Advanced class will help to remedy this issue.

**#3**

### **Explain the measurable learning outcomes:**

Students will be able to:

Analyze and prepare a script for production, design lighting, sound, costume, and technical aspects of a professional production. They will be knowledgeable about theatre history and examine the cultural context of a variety of texts. They will understand the business and stage management aspects of theatre. And finally they will become accomplished actors, directors, and overall theatre-makers.

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## **Third Page: High School Course Proposal**

**#4**

### **Rationale for the course**

Theatre Arts students are working well above college-prep level and give up two of their class periods each day to specialize in Theatre but this is not being reflected in their GPA's at higher levels. Often students will elect to not continue in the program at higher levels due to not receiving appropriate academic credit for the advanced rigorous work they are doing. An Honors section of the Advanced class will help to remedy this issue.



**#5**

**Course Description**

This is a yearlong course designed to improve the performing and creative technique of the advanced honors theatre student. Rigorous coursework will prepare students for public performances, real world experiences in the arts, college level curriculum, and promote lifelong learning and participation in the performing arts community.

**#6**

**Course Goals (3-5 broad educational goals)**

Students will study the development of theatre throughout history. They will examine the cultural values of the communities and cultures in which the art form was created. They will examine the freedom of expression in that specific region at that specific time in history. They will examine the ethical values of the community and the ethical implications that form of theatre brought to that community. They will examine the artistic choices made by the artists who developed that theatrical form. Finally, they will consider the integration of culture that took place with Theatre and the Arts as a whole in each era and locale that they study.

**#7**

**Course Content Objectives (aligned with standards)**

Students will read and analyze specified plays from modern dramatic playwrights (Standard 1.2 and 1.3).

Students will learn the basic principles of Theatre Organization (Standard 5.1).

Students examine the process of developing production jobs for the entire production staff (Standard 5.3).

Students will work together as teams to apply their production knowledge and completely produce and evening of theatre (Standards 1, 2, and 5).

**#8**

**Key Assignments**

Students will read and analyze specified plays from modern dramatic playwrights (Standard 1.2 and 1.3). They will examine the theme, symbols, color, shape, and mood of the piece. They will determine its strengths and weaknesses through a thorough analysis of each play that is read. In addition, students will read and analyze specified Shakespearean plays (Standard 1.2 and 1.3). They will examine the theme, mood, symbols, colors, and shapes of the piece to determine its value. Students will attend both professional performances and Temecula Preparatory School performances and critique all performances.

Students will study the development of theatre throughout history. They will examine the cultural values of the communities and cultures in which the art form was created. They will examine the freedom of expression in that specific region at

that specific time in history. They will examine the ethical values of the community and the ethical implications that form of theatre brought to that community. They will examine the artistic choices made by the artists who developed that theatrical form. Finally, they will consider the integration of culture that took place with Theatre and the Arts as a whole in each era and locale that they study.

Students will examine the principles of acting. They will examine various acting styles and study the development of mood in a piece. They will understand the process of creating a physical setting on the stage. In addition, the students will understand the process of creating a mental setting on the stage. Finally, they will examine the process of creating an effective emotional setting on the stage.

## **#9**

### **Instructional Methods and/or Strategies**

Academic vocabulary and language

Lecture

Adapting to learning styles/multiple intelligences

Mastery learning activities

Analysis of student work

Modeling

Cooperative learning

Cues, questions, activating prior knowledge

Peer teaching/collaboration

Project-based learning

Discovery/Inquiry-based learning

Reading and writing across the curriculum

Field experience, field trip, or field study

Formative assessment process

Guest speakers

## **#10**

### **Assessments**

This course culminates in the creation of a full-length, student-directed evening of theatre.

Students will complete at least one theatrical critique examining the areas of voice, movement, Directorial Technique, and Technical Artistry.

The students will take a written final that is 100 questions. This will include 49 multiple choice questions, 49 short answer questions, and two short essay questions. This exam will be comprehensive and test the students on all knowledge and skills they have acquired over throughout the year.