

# FOREST HILL C.I.

## ADD 20/ 3M – GRADE 10 & 11 TECHNICAL THEATRE PRODUCTION OPEN COURSE OUTLINE



### Resources

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### Tools for Success/Learning Skills

|                  |   |
|------------------|---|
| Responsibility   | <ul style="list-style-type: none"><li>Understand and follow this course outline and the policies outlined in the <b>Student Agenda</b></li><li>Arrive on time</li><li>Come prepared to work with all necessary tools</li></ul>                          |
| Organization     | <ul style="list-style-type: none"><li>Keep an organized notebook including file naming and storage</li><li>Keep an organized calendar of important dates</li></ul>  |
| Independent Work | <ul style="list-style-type: none"><li>Stay on task</li><li>Avoid disrupting the learning of others</li><li>Do homework regularly and complete all assigned work</li><li>Review/study the work often</li></ul>   |
| Collaboration    | <ul style="list-style-type: none"><li>Be a responsible group member</li><li>Help your peers succeed by sharing ideas, tutoring and studying together</li><li>Prepare for work as a team with a focus on fair workload</li></ul>                         |
| Initiative       | <ul style="list-style-type: none"><li>Be active participants in the classroom</li><li>Ask questions when unsure of the material &amp; seek extra help when needed</li><li>Ensure that you get any missed handouts and catch up on missed work</li></ul> |
| Self-Regulation  | <ul style="list-style-type: none"><li>Set goals and make good choices regarding academic success.</li><li>Respect yourself, classmates and teachers</li></ul>   |

### Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve investigation, communication with the student and his/her parent/guardian, and a mark of zero for plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

### Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). See page 31 of *Growing Success* for a detailed description of assessment.

|            |  |
|------------|--|
| Diagnostic | Assessment <b>FOR</b> learning determines how learning should proceed at the beginning of a unit.  |
| Formative  | Assessment <b>AS</b> learning provides feedback for a student to determine where improvement is needed. An example of this is homework.      |
| Summative  | Assessment <b>OF</b> learning evaluates what a student has learned at the conclusion of a unit/course. An example of this is a test or exam. |

Evaluation of student achievement will be defined by four broad **Achievement Categories** (described below). The category weighting for semester work is shown.

| Semester Work             |   | 70%    |
|---------------------------|---|--------|
| Knowledge & Understanding | Specific content acquired in the course and the comprehension of its meaning and significance.      | 20-25% |
| Thinking                  | The use of critical and creative thinking skills and inquiry, research, and problem-solving skills. | 20-25% |
| Communication             | The conveying of meaning through various forms.   | 25-30% |
| Application               | The use of knowledge and skills to make connections within and between various contexts.            | 25-30% |
| Culminating               |   | 30%    |

### Academic Integrity: Missed Classes, Evaluations and Assignments

It is the **responsibility of the student** to notify **all** appropriate parties (teachers, office, coach, etc) **in advance** where appropriate and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher first thing (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the missed evaluation/assignment and course work.

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### Course Description

This is a full credit technical production course. You will earn a credit this semester, by training and working events that take place throughout our building. You will learn how to work our auditorium lighting and sound equipment, elements of costume, set and prop design and construction as well as sound and lighting design. You will work with school groups and community groups, with peers, adults and teachers and communicate clearly with them and meet their needs within the capacity of our equipment, time and space.. You will also learn the roles of the technical departments of a theatre and artistic collaboration.

The platform for instruction is via Google Classroom. There are practical applications of this course that happen outside of regular class time and in many areas of the school.

### Units of Study

|                                     |  |
|-------------------------------------|--|
| <b>Theatre and Production Roles</b> | A basic overview of all the roles of those involved in operating a theatre and producing a show in a theatre. We will look at and practice our own company within the class to understand each role                                    |
| <b>Sound</b>                        | A basic overview of sound and exploration of how sound is amplified in our space. Understanding of all sound equipment available to us and its operation will be examined  |
| <b>Lighting</b>                     | Exploration and overview of light and how it is used in creating assemblies and shows. Design of lighting for specific shows will be explored. Understanding of all sound equipment available to us and its operation will be examined |
| <b>Sets</b>                         | Basics of set construction and creation will be explored and practiced. Construction, decoration, painting and elements of design will be  |

#### Costumes

An overview of costume and period dressing will be explored. The need to care for, sew, construct and repair costumes for our in-school collection will be developed. Design work will be real world examples.

#### Props

The building of stage props and their key success to production quality will be thoroughly examined. Props created from found materials will be essential in examining the role of theatre technician.

#### Theory and Foundation

### Overall Course Expectations

Specific expectations can be found at the Ministry of Educations' Website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

- Demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied;
- Demonstrate an understanding of the different structures and organizations of each of the subjects are disciplines studied;
- Demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied;
- Demonstrate the skills and strategies used to develop interdisciplinary products and activities.

#### Processes and Methods of Research

- Be able to plan for research, using a variety of strategies and technologies;
- Be able to access appropriate resources, using a variety of research strategies and technologies;
- Be able to assess and extend their research skills to present their findings and solve problems;

#### Implementation, Evaluations, Impacts, and Consequences

- Implement and communicate information about interdisciplinary endeavors using a variety of methods and strategies;
- Evaluate the quality of interdisciplinary endeavors, using a variety of strategies;
- Analyze and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;
- Analyze and describe ways in which interdisciplinary skills relate to personal development and career