

Course of Study

Performing Arts Communications

Warren County Career Center

**3525 North State Route 48
Lebanon, Ohio 45036**

Adopted 08-16-07

*This document is for the use of the staff at Warren County Career Center.
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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Performing Arts Communications Warren County Career Center

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Mr. David Cummings – Teacher
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Mrs. Lisa Johnson -Teacher
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Statement of Recommendation

The Performing Arts Department at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the Performing Arts Communications class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: 08-16-07

Warren County Career Center Vision Statement

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

Warren County Career Center Mission Statement

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

Warren County Career Values

- Treating each other with respect, dignity, trust and mutual value
- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions
- Embracing educational opportunities for change and diversity

Course Design

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

Course Philosophy

We believe that all individuals, regardless of career choice, must be able to think for themselves; initiate action on their own; and direct, modify, and assess their own work.

Employers seek lifelong learners who can locate and use information.

Effective communication is essential to workplaces, communities, and families. Employees with positive communication skills contribute to organizational productivity, enhance interpersonal relationships with coworkers and clients, and create opportunities for promotion and advancement.

Technology influences every work environment. To be effective in today's workplace, individuals must be able to use the tools of technology to improve productivity and efficiency. Employers seek individuals who have developed technological skills and who stay abreast of the continuously changing technological environment.

Since work is a significant part of life, individuals need to be actively engaged in seeking a career that matches their interests, abilities, aptitudes, and skills. Career planning enhances the possibility that one's career path will lead to success and satisfaction in work. Employers seek individuals who know what they want from work and can effectively present their qualifications and skills through the job search process, including job applications and interviews. Throughout one's career, it is also important to seek continuous professional development opportunities.

In high-performance workplaces, all individuals must effectively manage a variety of resources--personal, financial, and environmental. Individuals' ability to maintain good health, contribute to a safe work environment, and manage time not only enhances personal well-being, but fosters the success of the organization or business as well.

The following principles and beliefs form a foundation for teaching Performance Art Communications:

Students learn language through experiences with language.

Learning in all subjects is developed in and through language. Learning and growth in language abilities in the listening and speaking are inter-connected and inseparable from learning in each

individual field of study. This means that growth in language abilities is necessary for the continuous development of understanding in any school subject.

Growth in language abilities takes place as a result of planned language experiences.

Language is the means that students generally use to bring order and meaning to facts and experience, either by speaking or writing, or by inner monologue of thought. It is largely by means of language that the school expects learning to take place.

Language develops in response to the demands put upon it as well as students' life experiences. The language that evolves in a particular situation is shaped by a number of factors, including:

- the nature of the speaker or writer and the audience;
- the relationship that exists between the two;
- the purpose in speaking or writing;
- the nature of the subject; and
- the medium being used.

Language development is enhanced by the opportunity to use language in many different situations in order to deal with a wide variety of tasks.

In order to gain an understanding of performing arts, students explore human nature, relationships, and social and cultural situations through a variety of drama experiences.

Because of the exploratory and challenging nature of the dramatic process, a secure safe environment is absolutely essential in order that meaningful activities can take place. The encouragement of openness, willingness to participate and mutual trust must be the first priority in a performance arts classroom. The emotional and physical safety of students and teacher must be ensured so that risk-taking can take place. Co-operation, rather than competition, should be stressed.

The teacher's role in a performance arts class is that of facilitator, not director. The teacher's task is to provide a variety of experiences in exploration, expression and reflection, and to structure and guide activities in the class. The teacher must be able to adapt experiences and structures to meet the needs of the students at any given time and be willing to turn over to the students more and more responsibility for their own learning.

The teacher is ultimately responsible for ensuring that meaningful learning takes place. Teachers facilitate the process by structuring units and lessons, suggesting, observing, questioning, challenging, participating, working in role, consulting, anticipating, sharing responsibility and evaluating.

Course Goals

The course goals for Performing Arts Communications are to:

- Recognize the importance of effective communication in various situations
- Recognize that communication is a multi-faceted process
- Recognize that communication involves problem solving and decision making
- Recognize that speech is an important tool for thinking, learning, and communication
- Practice the behaviors of effective speakers
- Speak clearly and confidently in a variety of situations
- Recognize listening as an active, constructive process
- Practice the behaviors of effective, active listeners
- Listen effectively in a variety of situations
- Enhance spoken presentations with appropriate visual, audio, multimedia, and other aids.
- Recognize the importance of effective communication in various situation
- Recognize the importance of effective communication in one's personal life
- Recognize the importance of effective communication in work and professions
- Recognize the importance of effective communication in lifelong learning experiences
- Select and apply appropriate methods of communication in various experiences
- Work collaboratively with others
- Recognize that communication is a multi-faceted process
- Recognize that communication is an interactive process between sender and receiver
- Recognize the role of culture in communication
- Consider purpose, audience, and context in communication endeavors
- Approach communication experiences (both sending and receiving) as active, thinking participants
- Manage time and resources when planning communication experiences
- Recognize that communication involves problem solving and decision making
- Think creatively and critically when speaking, listening, reading, writing, viewing, and representing

- Solve problems and make decisions as part of the communication process
- Consider various types of reasoning
- Consider various appeals to an audience
- Consider the communicator's moral and ethical responsibilities
- Recognize the need for formal and informal oral communication
- Speak to clarify and extend thinking
- Speak to express understanding
- Speak to persuade, demonstrate, or entertain
- Speak to share and present information
- Practice the behaviors of effective speakers
- Practice basic oral communication skills
- Attend to voice, body language, and delivery of oral presentations
- Set clear objectives for speaking and organize talks in a logical manner
- Reflect on performance and activities for the purpose of self-assessment
- Speak clearly and confidently in a variety of situations
- Deliver formal and informal talks of varying types and lengths
- Present arguments or information comprehensively and in a logical manner participate in co-operative speech activities such as problem solving, decision making, negotiating, and interviewing
- Acquire increased knowledge and understanding of others, themselves and the world around them
- Develop self-confidence, self-discipline and self-motivation
- Acquire understandings and abilities in group processes
- Develop an understanding of the processes and elements involved in creating works of dramatic art
- Develop acting skills
- Exercise critical thought and support opinions when responding to performance arts presentations.
- Understand the role of performance arts in various cultures, past and present.

Course Description

This course is designed to provide students with a strong background in public speaking. Among other things, this course will provide direct instruction in the areas of stress management, speech organization & writing, and the effective delivery of speeches. Daily activities are intensive at the onset of the class to provide students with confidence and competence in the group and public setting. Students are offered a variety of units with emphasis on informative, persuasive and impromptu speeches.

The course also gives a brief introduction to storytelling, debate, parliamentary procedure, and drama and is also designed to introduce students to the many facets within the world of performance. Students will learn acting and voice technique, memorization skills, stage direction, and other directorial concepts. They will also explore the world of mime, storytelling, puppetry, and dance. By the end of the quarter, students will be well experienced in the areas of observation and reflection while also incorporating those experiences into their acting. During the first half of the course, students will participate in daily acting exercises that rely upon teamwork, imagination, and improvisation. In addition, students will also be required to complete one formal performance each week. The second half of the class is designed so that students will incorporate all of the skills they learned into a full-length one-act play that is viewed by an audience.

All students are *highly* encouraged to join Muse Machine, a club focused on delivering and introducing the arts to students.

Academic and Technical Integration

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

Technology

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21st century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

Students Served

The population served by this program is juniors and seniors.

Scope and Sequence

The Person in the World of Speech Unit

- Shares brief impromptu remarks about topics of interest to oneself and others
- Employs confidence building skills and anxiety reducing strategies
- Conveys criticism in a respectful and supportive way
- Understands and organizes the interrelated responsibilities involved the speech classroom
- Understands and applies group concepts such as cooperation, consensus, building ensemble, and risk-taking to communication and daily life
- Evaluates constructively their own and others' collaborative efforts and artistic choices

Person-to-Person Relationship within the World of Speech Unit

Listening:

- Asks questions as a way to broaden and enrich classroom discussions
- Makes an effort to understand what others are saying and helps others communicate completely by providing adequate time and feedback when listening
- Cultivates awareness of and tries to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
- Analyzes messages for their accuracy and usefulness
- Considers the ideas and opinions of other speakers thoughtfully before responding 6.6: Appraises the purpose of discussions by examining their context and the motivation of participants
- Evaluates the speaker's message
- Evaluates a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication
- Evaluates the validity and adequacy of ideas, arguments, hypotheses, and evidence
- Detects and evaluates a speaker's bias

Nonverbal Communication:

- Makes appropriate gesticulations and physical gestures
- Demonstrates poise, confidence, and self-control during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect
- Uses appropriate body language to reinforce verbal messages even when the same gesture has different meanings in different cultures

Interpersonal Communication/ Group Discussion:

- Cultivates awareness of and tries to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
- Considers the ideas and opinions of other speakers thoughtfully before responding
- Has a clear main point when speaking to others and adapts the language and tone of the communication to make it more easily understood by the listener
- Conveys criticism in a respectful and supportive way
- Evaluates personal effectiveness in group discussions and makes corrections as necessary

- Demonstrates the ability to extend a discussion by adding relevant comments and questions
- Performs various roles in a discussion, including leader, participant, and moderator while conversing about information or asking pertinent questions
- Employs strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions

Preparation & Process Unit

Researching Your Presentation:

- Uses almanacs to gather information for research purposes
- Uses a variety of news sources to gather information for research purposes (e.g., newspapers, news magazines, TV, radio, videotapes, artifacts)
- Integrates audio and visual aids into presentations
- Explains and advances opinion by citing evidence and referring to authoritative sources

Organizing Your Speech:

- Writes speeches that have clear, illustrative, and supporting details
- Writes speeches that are clearly focused for different audiences including those informed about the topic, those uninformed about the topic, those that are highly public and those that are not
- Writes speeches that entertain and stimulate emotion
- Writes speeches that have a strong overall sense of cohesion
- Writes speeches that exhibit a clear personal style and voice
- Writes speeches that have strong theses

Logic & Reasoning:

- Distinguishes between relevant and irrelevant information and fact from opinion
- Demonstrates the ability to evaluate logic and identify manipulative techniques

Effective Language:

- Writes speeches that demonstrate effective use of descriptive language that clarifies and enhances ideas
- Writes speeches that use a variety of transitional devices (i.e., phrases, sentences, paragraphs)
- Uses vocabulary that stimulates the imagination of the listener
- Utilizes figurative language devices effectively
- Understands that language usage may be correct or incorrect, depending on the situation in which it is used
- Understands the influence of gender on language use
- Compares form, meaning, and value of different kinds of language
- Understands the political implications of using different forms of language
- Attends to both literal and connotative meanings

Effective Delivery:

- Differentiates between formal and informal contexts and employs an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose
- Makes explicit use of various techniques for effective presentations through the modulation of voice, inflection, tempo, and enunciation

Presentations Unit

Speeches to Inform & Persuade:

- Differentiates between formal and informal contexts and employs an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose
- Makes explicit use of various techniques for effective presentations through the modulation of voice, inflection, tempo, and enunciation
- Makes appropriate gesticulations and physical gestures
- Demonstrates poise, confidence, and self-control during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect
- Makes well-informed and well-organized formal presentations to the class
- Develops and delivers a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies, and reinforces meaning in the following areas: to inform, to show a process, to persuade, and to entertain
- Explains and advances opinion by citing evidence and referring to authoritative sources
- Uses appropriate body language to reinforce verbal messages even when the same gesture has different meanings in different cultures
- Employs confidence building skills and anxiety reducing strategies

Extemporaneous & Impromptu:

- Shares brief impromptu remarks about topics of interest to oneself and others
- Demonstrates the ability to deliver an impromptu speech on any given topic
- Speaking from notes or an outline, relates an experience in descriptive detail with a sense of time and decorum appropriate to the occasion

Oral Interpretation:

- Develops and delivers a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies, and reinforces meaning in the following areas: to inform, to show a process, to persuade, and to entertain
- Evaluates constructively their own and others' collaborative efforts and artistic choices

Speeches for Special Occasions:

- Demonstrates the ability to determine the speech needed for special occasions (i.e., courtesy, ceremonial, & contest speeches) and deliver them accordingly

Problem Solving and Conflict Management Unit

- Prepares for and participates in an informal and formal debate

- Utilizes parliamentary procedure to participate in a group's meetings by making, seconding, and amending motions
- Makes clear main points when speaking to others and adapts the language and tone of the communication to make it more easily understood by the listener
- Conveys criticism in a respectful and supportive way
- Evaluates personal effectiveness in group discussions and makes corrections as necessary
- Demonstrates the ability to extend a discussion by adding relevant comments and questions
- Performs various roles in a discussion, including leader, participant, and moderator while conversing about information or asking pertinent questions
- Employs strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions

Theatre Unit

Getting Started in Theatre

- understanding and organizing the interrelated responsibilities involved in theatre
- understanding and applying group concepts such as cooperation, consensus, building ensemble, and risk-taking to theatre and daily life
- evaluating constructively their own and others' collaborative efforts and artistic choices
- understanding and describing the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history
- analyzing and applying knowledge of social, political, and dramatic aspects of various cultures throughout history in the development of theatrical productions
- reflecting and revising collaborative contributions and artistic choices

Building Your Acting Skills

- understanding and organizing the interrelated responsibilities involved in theatre
- understanding and applying group concepts such as cooperation, consensus, building ensemble, and risk-taking to theatre and daily life
- evaluating constructively their own and others' collaborative efforts and artistic choices
- analyzing and interpreting the physical, emotional, intellectual, and social dimensions of characters
- using voice and movement for conscious communication of thought, feeling, and character with a specific audience
- using improvisation to interpret sub text of scripted materials and to create original scripts
- understanding and describing the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history
- analyzing and applying knowledge of social, political, and dramatic aspects of various cultures throughout history in the development of theatrical productions
- reading and analyzing dramatic literature in terms of structure, theme, character, imagery, symbolism, language, and style
- reflecting and revising collaborative contributions and artistic choices
- analyzing and explaining common themes among theatre and other disciplines

Producing and Appreciating Plays

- understanding and organizing the interrelated responsibilities involved in theatre
- developing unified production concepts through research and collaboration among student directors, designers, and actors
- understanding and applying group concepts such as cooperation, consensus, building ensemble, and risk-taking to theatre and daily life
- evaluating constructively their own and others' collaborative efforts and artistic choices
- analyzing and interpreting the physical, emotional, intellectual, and social dimensions of characters
- using voice and movement for conscious communication of thought, feeling, and character with a specific audience
- comparing and demonstrating classical and contemporary acting styles and techniques
- using improvisation to interpret sub text of scripted materials and to create original scripts
- analyzing, researching, selecting, and designing appropriate theatrical settings
- understanding and applying the functions of scenery, properties, lighting, sound, makeup, and costume
- researching, evaluating, and synthesizing cultural and historical information to support artistic choices
- reading and analyzing dramatic literature in terms of structure, theme, character, imagery, symbolism, language, and style
- reflecting and revising collaborative contributions and artistic choices
- combining knowledge and skills from other disciplines and from theatre in dramatic forms
- analyzing and explaining common themes among theatre and other disciplines

Special Topics In Theatre

- understanding and organizing the interrelated responsibilities involved in theatre
- developing unified production concepts through research and collaboration among student directors, designers, and actors
- understanding and applying group concepts such as cooperation, consensus, building ensemble, and risk-taking to theatre and daily life
- evaluating constructively their own and others' collaborative efforts and artistic choices
- analyzing and interpreting the physical, emotional, intellectual, and social dimensions of characters
- using voice and movement for conscious communication of thought, feeling, and character with a specific audience
- comparing and demonstrating classical and contemporary acting styles and techniques
- analyzing, researching, selecting, and designing appropriate theatrical settings
- understanding and applying the functions of scenery, properties, lighting, sound, makeup, and costume
- organizing and performing technical responsibilities according to established theatrical practice, standards of safety, and environmental guidelines
- understanding and describing the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history

- reflecting and revising collaborative contributions and artistic choices
- articulating, justifying, and applying personal criteria for critiquing dramatic texts and performances
- combining knowledge and skills from other disciplines and from theatre in dramatic forms
- analyzing and explaining common themes among theatre and other disciplines

Practical Application & the One Act

- understanding and organizing the interrelated responsibilities involved in theatre
- developing unified production concepts through research and collaboration among student directors, designers, and actors
- understanding and applying group concepts such as cooperation, consensus, building ensemble, and risk-taking to theatre and daily
- evaluating constructively their own and others' collaborative efforts and artistic choices
- analyzing and interpreting the physical, emotional, intellectual, and social dimensions of characters
- using voice and movement for conscious communication of thought, feeling, and character with a specific audience
- comparing and demonstrating classical and contemporary acting styles and techniques
- analyzing, researching, selecting, and designing appropriate theatrical settings
- understanding and applying the functions of scenery, properties, lighting, sound, makeup, and costume
- organizing and performing technical responsibilities according to established theatrical practice, standards of safety, and environmental guidelines
- reflecting and revising collaborative contributions and artistic choices
- articulating, justifying, and applying personal criteria for critiquing dramatic texts and performances
- combining knowledge and skills from other disciplines and from theatre in dramatic forms

Technology Standards

Standard 1: Nature of Technology

Students develop an understanding of technology, its characteristics, scope, core concepts* and relationships between technologies and other fields.

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

Standard 2: Technology and Society Interaction

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

Standard 3: Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools.

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Standard 4: Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

Standard 5: Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

Standard 6: Design

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

Standard 7: Designed World

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

Performance Measures/Student Assessment/Instructional Strategies

Assessments/Evaluations

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams

Instructional Strategies

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

Content Specific Strategies