

Date 3.21.13
School / Department SBJHS / Performing Arts

Santa Barbara Unified School District
NEW COURSE APPROVAL

I. The teacher proposing the new course of approval will submit this completed form, along with 10 copies of the form, to the Administrative Curriculum Committee on or by _____.

II. If a new textbook needs to be purchased for the new course, please remember to complete the 'Request for Textbook Adoption (Non- Primary State Adoption)' form.

III. Description of Proposed Course.

Before you complete this form, please make sure that you have considered the following questions:

- Is there a similar course already being taught at another site?
- Have I looked through the district course catalog to make sure that the course doesn't already exist?

- A. Title of course Acting for Camera
B. Length of course (semester, year long) year long
C. Targeted population (please circle all that apply)
Special Education GATE English Language Learners
D. Description of the standards taught in the course.

see attached.

If you need more room to answer the questions than what is allotted, please continue onto an additional sheet of paper and attach to form.

- E. What A-G requirement does it fulfill? (High School Course only) N/A
F. Does the course have targeted ability level? If so, what is the designation of the course? (AP, Honors, College Prep) No
G. Explain the rationale for the creation of the course. What need does it fulfill?

see attached

H. Describe the instructional materials used. Include the cost of instructional materials.

Instructional materials will consist of iPads, an AppleTV (both currently in classroom) and computer lab on campus. Additional iPads can be checked out from the school library as needed.

I. Describe any other costs associated with the course. What will be your source of funding for these materials?

No other costs are estimated at this time.

- J. What is the targeted grade level of this course? 7/8 Justification for targeted grade level
As a "primer" course it is accessible to all. Creative arts electives tend to reach across grade lines.
- K. Describe how this course fits into the sequence of courses already being offered at your site.
This course supports concepts in Theatre Arts classes as well as journalism. As an entry-level course, there are no pre-requisites, but it is a foundation for other classes where these ideas are further developed.
- L. What credential(s) are required to teach this course? English (Dramatic Art) Additional training? Use of Apple products/software (iPod, AppleTV, iMovie)
- M. Are there any partnerships with outside agencies? (businesses, community programs, colleges, grants). If yes, please explain.
Not yet.

IV. Site Level Approval Signatures

[Signature] Date 3.21.13
 Teacher Proposing Course

 Additional Teacher (Same Department)

[Signature] Date 3.21.13
 Principal

[Signature] Date 3.21.13
 Department Chair

[Signature] Date 3.22.13
 Head Counselor

The Administrative Curriculum Committee will review the proposed course and forward the proposal to all secondary sites for approval and review.

V. Other Site Level Approval Signatures.

Date of meeting in which the proposed course was discussed _____

 Approved

 Denied (include rationale for decision if denied)

 Chairperson of Department

After obtaining signatures, please forward this document to the Administrative Curriculum Committee at the District Office. This committee will review the forms and forward the completed proposal to the Associate Superintendent.

 Associate Superintendent

Date _____

Section D Appendix:

This course will satisfy state standards in both Theatre and Visual Arts:

Theatre Content Standards (Grade Seven):

- 1.2 Artistic Perception – Comprehension and Analysis of the Elements of Theatre*
 - Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.
- 2.1 Creative Expression – Development of Theatrical Skills*
 - Use improvisation in rehearsal to discover character and motivation
- 2.2 Creative Expression – Development of Theatrical Skills*
 - Maintain a rehearsal script/notebook to record directions and blocking.
- 2.3 Creative Expression – Creation/Invention in Theatre*
 - Create characters, environments, and actions that exhibit tension and suspense.
- 3.0 Historical and Cultural Context*
 - Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.
- 4.2 Aesthetic Valuing – Derivation of Meaning from Works of Theatre*
 - Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. Students explain how cultural influences affect the content or meaning of works of theatre.
- 5.1 Connections, Relationships, Applications – Connections and Applications*
 - Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.
- 5.2 Connections, Relationships, Applications – Careers and Career-Related Skills*
 - Demonstrate Projection, vocal variety, diction, gesture, and confidence in an oral presentation.

Theatre Content Standards (Grade Eight):

- 1.2 Artistic Perception – Comprehension and Analysis of the Elements of Theatre*
 - Identify and analyze recurring themes and patterns (e.g. loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
- 1.3 Artistic Perception – Comprehension and Analysis of the Elements of Theatre*
 - Analyze the use of figurative language and imagery in dramatic texts.
- 2.1 Creative Expression – Development of Theatrical Skills*
 - Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre
- 2.2 Creative Expression – Creation/Invention in Theatre*
 - Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.
- 3.1 Historical and Cultural Context - Role and Cultural Significance of Theatre*
 - Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).
- 3.2 Historical and Cultural Context - History of Theatre*
 - Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital

light).

4.1 Aesthetic Valuing - Critical Assessment of Theatre

- Develop criteria and write a formal review of a theatrical production.

4.2 Aesthetic Valuing - Derivation of Meaning from Works of Theatre

- Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

5.1 Connections, Relationships, Applications - Connections and Applications

- Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.

5.2 Connections, Relationships, Applications - Careers and Career-Related Skills

- Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.

Visual Arts Content Standards (Grade Seven):

2.6 Creative Expression – Communication and Expression Through Original Works of Art

- Create an original work of art, using film, photography, computer graphics, or video.

4.2 Aesthetic Valuing – Derive Meaning

- Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

4.3 Aesthetic Valuing – Make Informed Judgments

- Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.

4.4 Aesthetic Valuing – Make Informed Judgments

- Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.

4.5 Aesthetic Valuing – Make Informed Judgments

- Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

5.4 Connections, Relationships, Applications – Careers and Career-Related Skills

- Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

Visual Arts Content Standards (Grade Eight):

1.1 Artistic Perception – Develop Perceptual Skills and Visual Arts Vocabulary

- Use artistic terms when describing the intent and content of works of art.

1.2 Artistic Perception – Analyze Art Elements and Principles of Design

- Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

1.3 Artistic Perception – Analyze Art Elements and Principles of Design

- Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

3.1 Historical and Cultural Context – Role and Development of the Visual Arts

- Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.

3.2 Historical and Cultural Context – Role and Development of the Visual Arts

- Compare, contrast, and analyze styles of art from a variety of times and places in Western

and non-Western cultures.

4.4 *Aesthetic Valuing – Make Informed Judgments*

- Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.

4.5 *Aesthetic Valuing – Make Informed Judgments*

- Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.

4.6 *Aesthetic Valuing – Make Informed Judgments*

- Select a grouping of their own works of art that reflects growth over time and describe the progression.

5.3 *Connections, Relationships, Applications – Visual Literacy*

- Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

Section 6 Appendix:

The impetus behind Acting for Camera is the integration of the essential principles of acting and the dramatic world with the more technologically dependent realm of film and television. No other junior high school in the district offers such a course, although it can serve as an “exposure” primer for several courses offered at district high schools (video journalism, high school theatre programs, VADA Academy, MADD Academy, etc.) Basic acting and theatre arts concepts are covered, but the addition of electronic media and editing software will allow students to film, edit, and produce their own short films. School iPads will be used for most of the filming, and editing will be conducted in the school's computer lab. Therefore, students will be integrating principles of stage performance with basics of filming, editing, and production. As time allows, students will also be introduced to film-specific concepts and terms such as “hitting your mark,” “slating,” and other audition-related material. As in an acting class, students will study the basics of performance and scriptwriting, but now they can add the additional layer of film and video production to meet them in their own context. Use of iPads and computer resources furthers technological competence and prepares students for further use in a variety of high school programs and beyond.