



## Curriculum Proposal for Board of Education Curriculum Committee

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# Guidelines for Curriculum Proposal

*Please provide clear, concise, and thorough statements for each of the following that apply.*

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

Building Administrator: Don Eastman

Date: 1/23/25

Dept./Gr. Level Chair: Lisa Oulette

Date: 1/23/25

Other Staff Affected:

CURRICULUM PROPOSAL FORM

*Proposal must be submitted to the Assistant Superintendent of Curriculum & Instructional Technology*

*2 weeks before a presentation before the Board of Education Committee*

**Proposal / Course Title:** Plays You Should Know **NEW COURSE**

**Staff Member Requesting:** Ouellette

**Department/Grade Level:** Drama/9-12

**THIS IS A PROPOSAL FOR (*italicize all that apply*):**

**New Course**

Course Content Change

Instructional Methods Change

Textbook Review or Change

Other

**Number of Classes:** TBD (depends on student scheduling)

**Total Number Students:** TBD (depends on student scheduling)

**Total Number of Teachers:** 1

**Requirements (facilities, materials, textbooks, anticipated costs, equipment):**

**A Current Curricular Description**

This class explores the major works in the theatre from the Ancient Greeks through 21st-century American musical theatre. Students will also explore the social, cultural, and historical forces that shaped these works and their place in the theatre canon. Through reading and working creatively with a number of plays, students will develop a more profound understanding of the theatre. This class is beneficial for those interested in either acting or technical theatre. It is also a great arts credit option for students who enjoy literature, culture, history, and/or reading.

PERFORMANCE REQUIREMENT: None to low

**B. Standards for Learning**

ART.T.III.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

ART.T.III.HS.3 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

ART.T.III.HS.4 Develop multiple interpretations and visual, aural, and multi-media production choices for scripts and production ideas and choose those that are most interesting.

ART.T.III.HS.7 Identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

ART.T.IV.HS.1 Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues.

ART.T.IV.HS.2 Compare how similar themes are treated in drama from various cultures and Michigan Visual Arts, Music, Dance, and Theater v.06.2011 MICHIGAN DEPARTMENT OF EDUCATION 46 historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.

ART.T.IV.HS.4 Identify cultural and historical sources of American theatre and musical theatre.

This class also addresses a number of English/Language Arts standards because it is reading-based and will have research components as well.

### **C. Expected Student Learning Outcomes**

- Students will be able to read and comprehend a number of canonical works in the theatre.
- Students will employ research strategies to understand the social and cultural context of these works.
- Students will be able to analyze characters and other characteristics of scripts from a variety of cultures.
- Students will understand the production possibilities and requirements of plays from a variety of cultures/historical periods.
- Students will build their repertoire of pieces they are familiar with.
- Students will understand the evolution of theatre throughout history from its beginnings through the 21st musical theatre obsession.

### **D. Time Requirements**

One trimester

### **E. Personnel Requirements**

Lisa Ouellette - drama teacher

### **F. Facilities and Equipment Requirements**

None

### **G. Teaching strategies and methodologies**

Reading, writing, and speaking with purpose

Research strategies

Reading groups

Group discussions

Performance and creative assessments

### **H. Materials and Textbook needs**

Classroom sets of scripts for titles not in the public domain/not found online.

Our Town - Thornton Wilder

The Importance of Being Earnest - Oscar Wilde

Death of a Salesman - Arthur Miller

Antigone or Eurydice (for Ancient Greece - still deciding)

Waiting for Godot - Samuel Beckett

Fences - August Wilson

The Glass Menagerie or A Streetcar Named Desire - Tennessee Williams

A Doll's House - Henrik Ibsen

The Cherry Orchard - Anton Chekov

The Mousetrap - Agatha Christie

Tartuffe - Moliere

We will also study the development of musicals in the 20th Century. We may not READ musicals in their entirety the important musicals (probably watch parts because the music/dance part is important, of course, to the story). I would like to touch on the important developments and composers, such as the following:

The Black Crook (considered first musical on Broadway)

Showboat - O. Hammerstein

Oklahoma! - Rogers and Hammerstein

West Side Story

Company/Into the Woods - Sondheim

Phantom of the Opera - Andrew Lloyd Webber

Jesus Christ Superstar

Hamilton

#### **I. Costs**

Classroom sets of scripts that are not available online.

~\$500 Curriculum Department Funds would support.

#### **J. Schedules**

Dependent on student scheduling.

#### **K. Evaluation Procedures**

Summative assessments will be primarily project/performance-based.

#### **L. Follow up**

Please follow up with Lisa Ouellette for more information or questions.

#### **M. Other staff affected**

None