

THEATRE ART SYLLABUS FOR HIGH SCHOOLS
(School Assessment Subject)
(For IX &X)

Theatre is one of the most enriching experiences a person can have. Not only it does widen one's experience with life but it helps develop skills for coping more effectively with life's real problems. I am certain that human dignity has its roots in the quality of young people's experiences.

Dr. Lee Salk.

Introduction

Theatre is a creative activity it provides a medium through which the individual can express his/her ideas and reaction to the impressions he/she receives and by expressing them learn to evaluate and experience them. By this process vague impressions are brought into sharp focus, puzzling ideas are clarified and fragmentary are put in perspective. Drama like other creative arts makes the individual examine what he is thinking and feeling. Imaginative observation is stimulated and our understanding of the world and ourselves is widened and deepened. From the earliest times drama has fulfilled this basic need of human beings.

Benefits of Theatre arts

There are a wide range of benefits of theatre arts at school level for the students. Drama provides outlet for self-expression and helps the development of imagination, creativity and artistic awareness. It increases social and mental awareness (particularly through role play), enhances the fluency of speech and expression, leads to self-knowledge, self-respect and self-confidence. Drama creates and fosters sense of discipline, organizing skills, cooperation, and coordination. Students learn to cooperate among each other to achieve collective goals in a team within given period of time. This requires listening, problem solving and time management skill. Theatre art provides social and moral training and helps young people to mature emotionally, and prepares them in a very real, though playful way, for complex roles of adult life.

Students of Std.VIII to X are in fact adolescents and are in the process of preparing for adult life hence the syllabus has been designed and prepared to cater to their changing psychological needs particularly their search for their own identity. The following objectives are kept in focus which aims at enhancing the personality development of the students and make them aware and sensitive towards our unique cultural identity in all its diversity and richness.

Objectives:-

- 1) To enhance confidence in movement and speech. To strengthen concentration and logical organization of ideas thus developing the power of analytical thinking.
- 2) To promote the growth of development of self-awareness and expression.
- 3) To develop tolerance and sensitivity towards oneself and others in society. To develop appropriate attitude towards oneself and others through creative thinking and expression.
- 4) To understand the inner and outer conflicts of life and help find solutions.
- 5) To create aesthetic awareness
- 6) Artistic Awareness and develop imagination and creative thinking.
- 7) To integrate learning experience of other subjects into drama.
- 8) To develop sense of discipline and appropriate social responsibilities.
- 9) To create an awareness of culture, traditions and traditional arts of our country which face the threat of being drowned out by the so called mainstream and popular arts.

In short the Theatre Arts syllabus seeks to enhance and sharpen the students in using skills such as effective communication, dynamic leadership through problem solving, critical thinking and decision making, ability to think creatively and act confidently through acting, improvisations, scripting and performances, teamwork and inter personal relationship with the self, friends and family and society, and self-management and self-awareness building skills through effective conflict management, negotiations and ability to cope with stress and manage time effectively.

THEATRE ART SYLLABUS FOR HIGH SCHOOL
The Syllabus requires that the subject be introduced in class VIII and the
following topics be covered)
First Term

Introduction of the subject.

- 1) What is Theatre Arts?
- 2) Introduction of the Elements of Theatre.
- 3) Brief information about history of Theatre Arts.
- 4) Theatre for personality development.

Introduction of Art

- 1) What is Art?
- 2) What is Folk Art?
- 3) Types of Goan Folk Art.
(Folksongs, Folkdance, Folk drama)
- 4) Instruments used in Goan Folk Art.

Theatre Games

- 1) Ice breaking exercise/games.
- 2) Games/exercises for concentration.
- 3) Games/exercises related to Acting.
- 4) Games/exercises related to movement.
- 5) Games/exercises related to voice & speech.

Improvisation

- 1) Group improvisation (given situation, story, jokes etc.)
- 2) Use of object in different ways other than its original function.

Voice & Speech

- 1) Voice exercise using vowels & consonants.
- 2) Giving emotional expression to word in speech with variations to acquire the desired meaning.
- 3) Exercises for pronunciation, modulation, and articulation of the mouth.

Stage Geography

- 1) Introduction to the nine parts of stage and its importance and disciplinary usage.

Costume

- 1) Introduction to and importance of costumes in real life situations and its artistic use in dramatics/Theatre.
- 2) Collection of traditional costumes of Goa and any nine other states of India through paper cutting of, pictures and writing the information (culture, traditions, festivals, folk forms etc.) about the selected state.
- 3) Introduction to use of props and costume.

Movement

- 1) Types of walk according to different characters.
- 2) Gestures & postures in body language.

Second Term

Improvisation

- 1) Enactments of stories from language text.

Voice & Speech

- 1) Exercises for volume pitch and timbre of voice.
- 2) Use of universal sounds effectively in speech.
- 3) Exercises for projection of voice.

Costumes

- 1) Introduction to make use of costumes according to the character.
- 2) Costume designing of different characters (social, historical).

Movement

- 1) Observation and imitation of different characters.

As a Part of Academic Activity

A) Production & practical

1. Improvised skit.
2. Skit for value education (On Teachers day, Independence Day, Gandhi Jayanti, Farewell to S.S.C students etc.)
3. Use of objects and props.
4. Improvisation of Gordon Craig story regarding the first ever drama performed during the primitive times, this can be staged as a skit by students applying the elements of theatre in the **second term**.

B) Assignment

1. Collection of costume through paper cutting.
2. Costume designing of different characters from language text.
3. Collecting information about the Goan Folk Arts.

Teaching aids

1. Performances of Goan Folk Art on CD (power point presentations).
2. Providing information on different types of Theatre through power point presentations, photographs, design sketches etc.

(Syllabus for Std. IX)

First Term

Theatre games (advanced)

- a) Games/exercises for tempo & rhythm. **4 periods**
- b) Conflicting emotions as a tool in dramatics.
- c) Reacting to music, and ascertaining the mood, rhythm of the music.
- d) Story building (word, sentence).

Introduction of Art

- 1) Elements of Theatre/drama in detail. **2 periods**

Acting

- 1) Acting – definition. **2 periods**
- 2) Concept of acting & Abhinayas.
(According to western definition and as defined in Natyashastra)

Improvisation

- 1) Individual improvisations – given situation. **5 periods**

Mime & movement

- 1) Introduction to Mime and various concepts of mime. **4 periods**
- 2) Group mime (enactment from poem & language text)

Stage geography

- 1) Practical Use of nine parts of the stage according to the importance of each part. **2 periods**
- 2) Use of conventional signs used in set design ground plan and sketches.

Voice & speech

- 1) Advanced exercises for pronunciation, modulation, and articulation of the mouth. **2 periods**

Scenic design

- 1) Sketching ground plan of stage with house, apron, wings etc. **4 periods**
- 2) Sketching Ground plan of any given set design using conventional signs.

Costume

- 1) Sketches of characters with various costumes. **2 periods**
- a) Photograph cutting of different characters with unique costumes.

Second Term

Introduction of Art

2 periods

- 1) Folk art of India (folk dance, folk songs, folk drama of different states)

Acting

3 periods

- 1) Types of emotions or feelings (Rasa and Bhava, Nava-rasas).
- 2) Types of plays (skits, one-act, Tiatr, Sangeet nataka etc.) brief information.

Improvisation

5 periods

- 1) Dramatizing and enactment of stories and poems from language text.
- 2) Individual improvisations based on given word.

Mime & movement

3 periods

- 1) Individual mime using enactments from poem and language text.

Stage lighting

2 periods

- 1) Introduction of stage lights.
- 2) Objectives of stage lighting.
- 3) Types of basic stage lighting equipment's (General lights, special lights, light controlling devises color filters etc.)

Scenic design

2 periods

- 1) Set making: three dimensional models.(creative use of best out of waste materials for concept of recycling and make objects/props/other elements required for set design model)
- 2) Details of proscenium stage.

Voice & speech

2 periods

- 1) Exercises of sentences to introduce meaningful reading using stresses and punctuations.

Costume

2 periods

- 1) Costume making by using papers, cloth-Model.

As a part of academic activity

A) Production & practical

1. Group improvisation – given word.
2. Individual improvisation.
3. Enactment of stories from text & poem.
4. Group mime.

B) Assignments

1. Stage and set making (model).
2. Sketch of characters cloth.
3. Costume making by using paper or cloth (model).

Teaching Aids.

1. Show performances of Indian Folk Theatre (power point presentation)
2. Show models of set, three dimensional, sketches, and photographs.

Total Number of periods:

I Term	27 periods	(18 hrs)
II Term	21 periods	(14 hrs)
TOTAL	48 periods	(32 hrs)

SYLLABUS FOR STD X

First Term

- 1 **Introduction of World Theatre** (Greek, Roman, Globe, etc.) **2 periods**
- 2 **Study of Goan Folk Theatre Forms** (Ranmale, Jagar, Kalo, Gaulankala) **4 periods**

Improvisation

9 periods

- 1) Individual improvisation (Using poem and text)
- 2) Group improvisation (Using poem and text)

Role Analysis

4 periods

- 1) Characters from Text.

Introduction of Make-up: (base make-up demonstrate by drama teacher) **4 periods**

MUSIC

4 periods

- 1) Introduction of Background music (Recorded music, Sound effect, live music)

Second Term

Improvisation

6 periods

- 1) Improvisation based on photograph (Painting/Sculpture)

Role Analysis

3 periods

- 1) Class Discussion on lesson from language text.

MUSIC

4 periods

- 1) Reacting to music, feel the music.

Theatre as socially useful productive work:

2 periods

- 1) Motivate student to write 5 to 10 min. skit and directing it by using theatre elements. (Provided theme)
- 2) To enhance the ability of the student in writing, directing and designing and develop the leadership quality.

As a part of Academic Activity

A) Production & Practical

- 1) Group improvisation – using poem & Text.
- 2) Group improvisation – based on photograph, painting/sculpture.
- 3) Write & Direct 5 to 10min. script.

B) Assignment

- 1) Role Analysis – Character from text.
- 2) Write 5 to 10 min. skit on given subject.

Teaching Aids

- 1) Providing information by showing CD, power point presentation, photographs of different types of world theatre (performance spaces).
- 2) Makeup kit.
- 3) Visit to fully equipped theatre
- 4) Witness plays

Total Number of periods:

I Term	27 periods	(18 hrs)
II Term	15 periods	(10 hrs)
TOTAL	32 periods	(28 hrs)

Note

Theatre Art Teachers (T.A.T.) with three years of on-field teaching experience(Theatre Arts)at school level have considered the following key factors while revising and designing the new syllabus.

- 1) On an average T.A.T. gets thirty two working hours(32 hrs. approx. Per class per division) for STD.VIII and IX each academic year and twenty eight working hours(28 hrs. approx. Per class per division) for STD. X.
- 2) Teaching at Rural and Urban School areas.
- 3) Skits/presentations T.A.T guide the students to design for occasions like Independence Day, Gandhi Jayanti, Republic day, Annual Cultural Day/Gathering etc.
- 4) Continuous and Comprehensive Evaluation Method (CCE).

References

- 1) Existing Theatre Arts Syllabus of Goa Board of Secondary and Higher Secondary Education (GBSHSE)
- 2) Position Paper by Focus Group on Arts. Music, Dance and theatre for NCERT.

ASSESSMENT PATTERN (IX AND X)

Term	Type	marks	Total
First	Summative(Theory	15	50
	paper of 35 min)	20	
	Practical	15	
Second	Summative(Theory	15	50
	paper of 35 min)	20	
	Practical	15	
TOTAL			100
Marks are to be converted to grades as per Board's guidelines			