

***INTRODUCTION TO ADVANCED THEATRE SYLLABUS – 2020-2021***

**Teacher:** Ms. Catherine Hopkins

**Location:** Room 231

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*Learn about Ms. Hopkins and her theatre background on her website: [clhopkins.com](http://clhopkins.com)*

**UCHS Theatre Behavior Expectations**

In our new learning environment, Chromebooks are now an integral tool of the learning process in theatre class. Please have your computer positioned in a private space with sufficient lighting and a power source.

At all times, students must maintain a high level of respect for their peers as an audience member and fellow artistic collaborators in order to create an atmosphere in the virtual classroom of safe emotional exploration.

Disruptive action, excessive absences, tardiness and /or repeated infractions that inhibit the learning and growth process for the group will result in parent and counselor contact and a student possibly being assigned to solo projects and book study for the remainder of the semester, or they may be removed from class entirely.

**Cell phones:** Students may NOT have cell phones out and in use in the virtual classroom unless they are being used as a camera or recording device for a student project.

**Resources and Textbooks:**

Students will use selections from the textbooks and scene books and plays provided in class. The primary online textbook is “Stage and School” 8<sup>th</sup> edition.

Additional resources: 102 Duet Scenes for 2 Actors, 104 Scenes for 4 Actors, The Ultimate Scene Study Series and Duo! The Best Contemporary Scenes for Two Actors.

Other texts, video or visual resources will be available through Google classroom. All written work, self-assessments and tests will be administered online outside of class time.

Students will also be introduced to the works Shakespeare, classic Greek Drama, Arthur Miller, August Wilson, Suzi Lori Parks and other contemporary writers depending on the size and ability of the student groups.

**Course Description:**

Initially, students will learn that effective actors develop and apply skills to communicate through facial, physical and vocal expression. They will build trust and respect for the ensemble as well as appropriate

audience behavior at a theatrical performance is essential to success. Students will develop a working vocabulary of standard stage and theatrical terms.

Students will understand that the foundations of acting practice--physical, improvised and choral drama--comes from a variety of acting styles rooted in primitive rituals and early theater history. Students will be able to prepare for a role in a dramatic or comedic scene through a brief history of dramatic literature and applying techniques using physicality, knowledge of the character's off-stage life and reactions to specific environmental concerns all play in role in the actor's performance.

Students will also have an opportunity to direct a play and will be involved in a multitude of planning and organizing skills. Casting, blocking, and rehearsing a cast takes focus, patience and creativity, designing and overseeing the design, construction, and required crew work is a large part of directing any theatrical production.

### **Instructional Objectives:**

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of performing arts in historical and cultural contexts, process and techniques for the production, exhibition or performance, the principles and elements of different theatrical art forms, the vocabulary to explain perceptions about and evaluations of theatre and interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

### **Unit Outline/Scope and Sequence of Course**

#### *First Quarter:*

Ensemble-Building, Theatrical "Arguments," Uta Hagen's 9 Questions, Character Analysis Unit, Children's Theatre Storytelling Project

Summative Assessments: Collaborative Project, Silent Movies, Children's Show

#### *Second Quarter:*

Tools of Scenework, Elements of Design, World Theatre

Summative Assessments: Scene Study, Design Projects, World Theatre Scenes, Content Test

#### *Third Quarter:*

Verbatim Theatre, Theatre of the Oppressed, Devising Project

Summative Assessments: Performance Projects, Character Class Performances, Play Review-Small Island

#### *Fourth Quarter:*

Class Performance Projects and One-Act Play Festival, Mock Audition Unit

Summative Assessments: Playwriting Projects, Student-Directed Performances, Chapter Test/Contrasting Monologue Show

## **Grading**

**Formative (30 percent):** Students will be graded on a variety of formative assessments involving ensemble and solo showings, homework, class discussion participation and vocabulary quizzes. Every theatre student is formatively assessed on a daily basis with a specific rubric for effort and participation. Points are heavily deducted for tardiness and poor class behavior.

**Summative (70 percent):** Students will have summative assessments based on memorized and devised solo and group and class performances (as well as short films), written peer/ self-evaluations and written play reviews. There are summative chapter tests at the end of each quarter.

## **Important Assessments and Projects**

Advanced Theatre students are expected to perform duet and group projects for class and the community, 2 contrasting monologues for the final exam.

## **Assignments and Instructional Methods**

Students regularly read and watch plays and scenes for work in class. A great deal of time is spent working as an ensemble in the class environment. Lessons use focused instruction, guided instruction, collaborative learning, and independent learning.

## **Late Work**

Students are expected to turn in written work when it is due. Students with a verified and/or excused absence have up to 5 class days to make up work and receive full credit. Since theater class moves quickly and involves working in groups or pairs, in many cases, if a student is absent 2 days or more in a row, the absent student may be reassigned a role or given a solo project when they return. Absences (in most cases) do not excuse a student from learning their lines or meeting production deadlines without penalty.

## **Homework**

Students will be assigned homework every week consisting of reading plays, learning lines, and occasionally writing reviews of virtually streamed play performances.

## **Academic Dishonesty**

Plagiarism and cheating will not be tolerated. An automatic zero with a parent conference is the first action. Administration will determine if further action needs to be taken.

## **Classroom Policies**

1. **TARDINESS:** Students need to be in a private space with their cameras on when class begins. If a student arrives late, they must enter quietly and avoid disruption at all costs. Please send a private note in the chat to Ms. Hopkins explaining why you are late.

2. **BATHROOM BREAKS:** There will be one 5 minute break for a 50-minute class and 2 breaks for a 90 minute class.

3. Please wear school appropriate clothes you can move in for class—no pajamas.
4. If you need to discuss a specific classroom issue or personal matter that affects your work or ability to perform, please send me a private message in the chat, send an email or make an appointment during my office hours. My door is always open.

**ZOOM Class Expectations:**

**Be Prepared:** chromebook, charger, pen/pencil, paper, something to write on, wearing something to move in, Camera and microphone are on when you enter the classroom.

**Be Respectful:** type questions into chat or raise hand. Say hello in the chat function—that is how I enter attendance. Be respectful to your colleagues in breakout rooms.

**Be on Time:** Apologize to the group in the chat and ask a partner to bring you up to speed if we are playing a game. Respond to the prompt I am sharing on the screen, if you missed the prompt, ask someone for help in the group chat. Be ready to start warmups within 5 minutes of class beginning.

**Be Responsible:** Stay on task, take direction on when you can turn off your camera and mic. Late assignments (written) have a grace period of 3 days. Missing a performance cannot be made up, so you must meet with me to be assigned a new task to be done on your own.