

INTRODUCTION TO THEATRE II-III SYLLABUS

Teacher: Ms. Catherine Hopkins

Room 231

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UCHS Behavior Expectations

Technology in the classroom is for learning purposes, not distraction. Chromebooks should be used as part of the learning process. At all times, students must maintain a high level of respect for their peers as an audience member and fellow artistic collaborator in order to create an atmosphere in the classroom of safe emotional exploration. Classroom resources, such as set elements, props, sound and lighting equipment must be handled with care in order to preserve them for use by other students in other classes. Disruptive action, excessive absences, tardiness and /or repeated infractions that inhibit the learning and growth process for the group will result in a student 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 in the classroom at any time during theater class. Cell phones must be turned off and stored in student's bag and should not be taken out unless the teacher has given permission for the student to do so.

Textbooks:

Students will use selections from the textbooks and scene books and plays provided in class

Textbook: Drama Projects, Fran Averett Tanner, Perfection Learning, 9th 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.

In addition to learning a variety of master teacher approaches to acting, students will hone their audition skills and explore classical monologues and contemporary work.

Course Description:

Initially, students will deepen their knowledge of what is acting and the Stanislavski's Method of Physical Action, learning 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 further develop their working vocabulary of standard stage and theatrical terms.

Through a series of acting exercises, advanced students will explore the Three Essentials, the Magic "If," how to achieve an immediate response onstage, and acting skills to be applied toward creating effective characters in rehearsal and performance. Students will also learn techniques of successful auditioning for community theater or toward the college admissions process.

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.

Theatre III students will also have an opportunity to help create and direct a touring ensemble production and involve 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. By arrangement with Ms. Hopkins, advanced students may also create independent playwriting or direct and acting projects outside of school with use of the school resources.

The semester will culminate in an individual performance (final exam) of three monologues, one of them will come from a Shakespeare play. Students will also compete in the adjudicated, school-wide, English Speaking Union Shakespeare Competition at University City High School, and the winning student will compete in the regional event held in Fontbonne University in early February 2019.

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 Six Weeks:

Physical and Improvisational Acting, Acting Styles and Methods, staging scenes from Arthur Miller and Tennessee Williams plays. The art of the successful audition.

Second Six Weeks:

Creating and analyzing strong characters in rehearsal: Rehearsals begin of holiday-themed production to tour the elementary schools.

Third Six Weeks

Playing with Shakespeare; Community performances and ESU Shakespeare competition

Grading

Students will be graded on a variety of group and solo performance-based, memorized and devised activities and written peer and self-evaluations. There will be approximately 3, lengthy self-and peer evaluations throughout the semester. Every student is assessed on a daily basis with a specific rubric for effort and participation. Points are heavily deducted for tardiness and poor class behavior.

Important Assessments and Projects

Advanced Theatre students are ambassadors for the school and are expected to perform in at least one production (during school hours) and the monologue showcase (during school hours), participate in a multitude of improvised scenes, and a two-person Shakespeare or contemporary scene. The final exam consists of a public performance of three, 1-minute monologues.

Assignments and Instructional Methods

Advanced theater students regularly read 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 3 class days to make up work and receive full credit. Each day (not class period), 10% will be subtracted from the earned grade. **After 3 days the grade will be a zero.** Students with

an unexcused absence may make up the work within 3 class days for 50% of the 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 a variety of homework, including learning lines, reading and writing, and it is expected that the homework be completed on time.

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 their seats when the bell finishes ringing for attendance and general announcements. All students who enter the classroom after the bell, must have a written excuse from a faculty member. Every student who arrives late (without a written excuse) is required to complete 30 minutes of crew work after school to be arranged with Ms. Hopkins. If a student arrives late, they must enter quietly and avoid disruption at all costs.

2. **BATHROOM BREAKS:** Students are expected to receive permission from Ms. Hopkins (or their student stage manager) every time they leave the room. Only one student may be in the restroom at a time (for 10 minutes or less) and students are expected to hold their bathroom emergencies until after (or well before) their expected performance. A student may not use the restroom excuse to leave the room more than once a week.

3. No friends or visitors are allowed without permission well in advance of the start of class.

4. Please make time to talk to Ms. Hopkins privately before school, or during 5th or 6th period if you need to discuss a specific classroom issue or personal matter that affects your work or ability to perform. My door is always open.