*Grady High School*

2018-2019 COURSE SYLLABUS

**Drama Fundamentals**

|  |  |
| --- | --- |
| Teacher: **Willoughby** | Phone Number: **404-444-8691** |
| Room Number: **BBT** | Email: ***mwilloughby@atlanta.k12.ga.us*** |
| Semester: ***Fall 2018*** | Tutorial Days: **By apt Wed 7:30-8:15** |
| Textbook: ***The Stage and the School***  | Tutorial Location **E 204** |

**Website**: <https://sites.google.com/apsk12.org/willoughby/>home

**Course Description:**

This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.

Course Content Standard - (www.georgiastandards.org):

 **Creating**

TAHSFT.CR.1 Organize, design, and refine theatrical work.

 a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse.

 b. Incorporate dramatic elements through improvisation.

 c. Recognize and interpret artistic choices in performance.

TAHSFT.CR.2 Develop scripts through theatrical techniques.

 a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process.

 b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script.

 c. Construct and critique elements of dramatic structure, character, and dialogue.

 d. Create and perform scenes for audiences.

 **Performing**

TAHSFT.PR.1 Act by communicating and sustaining roles in formal and informal environments.

 a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement).

 b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters.

 c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development.

 d. Perform acting choices for an audience based on critiques.

TAHSFT.PR.2 Execute artistic and technical elements of theatre.

 a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers.

 b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management.

 c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms.

 d. Formulate effective theatrical designs in order to support the text and directorial concept.

 **Responding**

TAHSFT.RE.1 Engage actively and appropriately as an audience member.

 a. Articulate why the relationship between the audience and performers is critical to the success of the production and demonstrate appropriate audience behavior.

 b. State and support aesthetic judgments through experience in diverse styles and genres of theatre.

TAHSFT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.

 a. Generate and use terminology for critiquing theatre presentations.

 b. Analyze performance and utilize various effective forms of criticism to respond to and/or improve performance.

 **Connecting**

TAHSFT.CN.1 Explore how theatre connects to life experiences, careers, and other content.

 a. Examine how theatre reflects real life.

 b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience.

 c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre.

 d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).

TAHSFT.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

 a. Identify and analyze plays and dramas from a variety of historical periods and cultures.

 b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre. c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development.

 d. Interpret cultural and historical research for use in a production

**Course Outline:**

|  |  |
| --- | --- |
| Week 1: | Concentration |
| Week 2: | Observation and Sense Memory |
| Week 3: | Auditions and Casting, Theatre Etiquette |
| Week 4: | The Theatre Community |
| Week 5: | Theatre Tech-Design |
| Week 6: | Small Group Scene Project |
| Week 7: | Small Group Scene Project |
| Week 8: | Small Group Scene Project |
| Week 9: | Presentations |
| Week 10: | Theatre Tech-Constructing Scenery and Props |
| Week 11: | Dialogue Project |
| Week 12: | Dialogue Project |
| Week 13: | Dialogue Project |
| Week 14: | Tech Theatre-Costuming |
| Week 15: | Presentations |
| Week 16: | Tech Theatre-Theatre Management |
| Week 17: | Critique and Review |
| Week 18: | Assessments-Presentations Project Work |

**Evaluation and Grading:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Components** | **Weights** |

|  |
| --- |
| **Grading Scale** |
| 100-90 | **A** |
| 89-80 | **B** |
| 79-70 | **C** |
| 69-0 | **F** |
| Not Evaluated | **NE** |

 |
|  |  |
| Classwork and Participation | 30% |
| Written Work | 10% |
| Technical Production Work | 20% |
| Design Project | 15% |
| Projects | 25% |
| **TOTAL** | **100%** |

# **Campus Portal for Parents and Guardians:** Visit - ***https://ic.apsk12.org/portal*** to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

# **Required Materials:**

## Students should maintain a notebook of some kind to keep up with written work, handouts, texts, and journal reflections.

## School-wide Behaviorial Expectations: Be present; be respectful; be responsible; be on task; be peaceful, productive problem solvers.

## Classroom Expectations:

Because of the active nature of this course, regular attendance is essential. Frequent absences or tardiness will hurt your academic grade as well as your conduct grade. I expect students to try every exercise. In addition to class work, I encourage students to audition for one production during the semester. No one will be required to accept a role, but we believe that the audition experience is essential. As the homework for this course, I encourage every student to complete ten hours of work beyond the classroom as part of a dramatic production; this includes Coffee House Three Days Plays, Drama Club Meetings as well as main stage productions.

**LATE ASSIGNMENTS:**It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher collected the assignment.  ***All missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.***

**MISSING ASSIGNMENTS (late assignments or unexcused absences):** Students with late assignments or unexcused absences will be expected to submit missed work within two weeks of the end of the grading periods.  The deadlines for missing assignments are as follows:

* Midterm is October 4th. Deadline September 24 (for assignments from August 1-Sept. 21)
* End of Semester is December 21st. Deadline is December 10th (for assignments from September 24-December 7th)
* Midterm is March 15th. Deadline is March 4th (for assignments from January 7th-through March 1st )
* End of Semester is May 24th  Deadline is May 13th  (for assignments from March 1st through May 10th)

*As noted above, all missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.*

***Late assignments will be assessed a 20% penalty.***

**MAKE-UP ASSIGNMENTS (Excused Absences):** Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

**REASSESSMENT OPPORTUNITY:** Reassessment opportunities are available for all students on assessments only. The reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score.  The reassessment can occur during the class period, tutorial, and/or a lunch-and-learn session (at the teacher’s discretion).

**School-wide Expectations**:

**MASTERY LEARNING:** With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

**PROGRESS REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under “Students in danger of not meeting academic expectations” for further information. Teachers will:

* Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
* Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an assistant principal of serious problems that are affecting classroom performance.
* Set up parent conferences as necessary.

**ATHLETIC ELIGIBILITY:** Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

**Our Vision**: A high-performing school where educators inspire, families engage and students love to learn.

**Our Mission**: Every student will graduate college and career ready with a dedication to community involvement and service.

**Our Motto**: Individually we are different; together we are Grady.

**Grady Graduate Profile (5 Cs)**: Creative, collaborative, critical thinker, communicative, and a good citizen.



**Receipt of Syllabus**

**Course Name: Theatre Arts I-Drama Fundamentals**

**Teacher Name: Willoughby**

I have read and understood these expectations and requirements, and agree to abide by them.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Student Signature**Parent/Guardian Signature*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Date**Date*