

# Drama 1--Spring 2010

Teacher: Stephenie Love Room 116

## **Course Description: Theatre Introduction/Overview (Fine Arts Elective Grades 9-12).**

This is an introductory class to theatre, with an emphasis on acting. Students will learn and execute the elements of acting, through mime, monologues, scenes and short plays. The focus is on creative development of characters and the execution of effective stage presence. In addition, students will be expected to execute skills that support production of theatrical presentations, including stage management, set design, costume design, lighting and sound design and hair/makeup design. In addition students will study theatre history, origins of drama, theatre and acting types, and will critique performances. This an active class, conducted with a mixture of discussion, performance and study, in a participative workshop environment.

## **Course Goals:**

1. To introduce the student to the scope and breadth of theatre as an art form
2. To introduce the history of theatre and its political/social influences
3. To overcome fears the individual may have of performing in front of a group
4. To overcome fears of working as a part of a group
5. To corral the student's energy and enthusiasm through effective use of self control
6. To experience the creative energy of physical and oral improvisation
7. To identify various parts of the stage and the geography of the stage
8. To effectively use the geography of the stage in blocking and staging scenes
9. To evaluate and critique theatrical performance (theatre, film, TV) oral/written
10. To game and perform improvisations in scenes and dramatic circumstances
11. To select, block memorize and perform: monologues, scenes, short plays
12. To write and perform, with a partner, one 10 minute play
13. To develop an understanding of theatrical terms
14. To write and perform an "historical interpretation" of a hero using research and creativity
15. **To attend, or participate in, all theatrical productions by the PCHS Fine Arts Department**
16. To stage a performance of a Greek Tragedy
17. To read, study, watch and write about Tennessee William's *A Streetcar Named Desire*
18. To create a "Signature" for a final exam performance (end of term)
19. To capitalize on one's gifts and treasure those of others, celebrating differences and supporting each student as a viable contribution to this class.
20. To have fun while working creatively

**Textbook:** *Basic Drama Projects* by Fran Averett Tanner, Ph.D., Perfection Learning

**Expectations of Students for this Class:** Roll is taken immediately after the tardy bell rings. At this time, the door will be closed. Any student arriving tardy must present an appropriate tardy slip. Three unexcused tardies will result in a demerit. Students are to observe the PCHS Honor Code. Cheating in any form will result in referral to the Honor Committee. Cell phones and texting are not permitted.

Materials: Textbook, 3 ring binder with dividers, pens, pencils

Adhere to standard classroom rules; be aware of the consequences of breaking said rules.

Participation and preparation will be reflected in your grade, lack of either will result in a lower grade.

**RUDENESS TO CLASSMATES DURING PERFORMANCE WILL NOT BE TOLERATED!!!!**

On days we are doing activities and games, female students are to bring shorts, sweat pants, or wear slacks. Male students may bring shorts or sweat pants. When we are preparing the stage for production, students should wear "paint clothes".

### **Grading and Exams:**

1. Assignments (80%/40%). Each grade will be valued equally, whether a written assignment or a performance grade. Class participation is included in this grade. Should a student choose not to do an assignment, a "0" will be issued.
2. Attendance or participation in all PCHS Fine Arts Productions is a requirement.
3. 1<sup>st</sup> 9 weeks Performance Midterm(20%/10%): Groups create script, select 3 songs and stage a 10 minute musical
4. 2<sup>nd</sup> 9 weeks Performance Exam(20%/10%): Create a solo performance piece combining acting, song, music, dance or visuals (power point)

**Final Course Grade for Term:** Average of 1<sup>st</sup> and 2<sup>nd</sup> nine week blocks...40% Assignment 1<sup>st</sup> nine weeks...40% Assignment 2<sup>nd</sup> nine weeks, 10% Midterm, 10% Signature/Final.

### **Projects:**

1. Collage (The Art of Me) who am I, how am I perceived by others, the role of God in my life.
2. Theatre Terminology (stage terms, acting terms, stage geography)
3. Performance Critique (written critique of Story Theatre or Camelot)
4. Film Critique (written critique of at least 1 film per 9 weeks)
5. Theatre History in Performance (participation in production of a Greek Tragedy)
6. Improvisation
7. Monologues
8. Scenes
9. Peer Character Study
10. Create A Musical—Group (3 songs and a script)
11. Signature—Personal Quest

**Cheating** includes the giving or receiving of any unauthorized aid or assistance, or the giving or receiving of unfair advantage on ANY form of academic work. **You know what it means...don't cheat!**

**Plagiarism** means to steal and/or use the ideas or writing of another as one's own. **I hope you know what it means...don't do it!**

**Any questions on cheating or plagiarism?!?! The PCHS Honor Code is the basis of our classroom policy (found in the Parent/Student Handbook).**

**Extra Credit:** Students may receive extra credit for attendance of, or participation in, theatre or fine arts events. This will not however serve as substitute for class work/participation.

**Make-up Work and Absences:** Students with excused absences will be allowed to make up work within a specific time period. After/before an absence, students are held responsible for getting their assignments from the teacher (DON'T LEAVE CLASS WITHOUT KNOWING WHAT IS EXPECTED OF YOU!). Students absent the day before a test should take the test on the scheduled test day. Students absent on test day may make up the test on the day they return. Class work is due before pre-planned field trips

**Language in Scenes:** Most contemporary theatre is scattered with language that is inappropriate for the classroom. If a scene a student selects has such language, they will be expected to edit it, leaving only a hint of the original. Language serves a purpose, but as a student-actor, you are expected to manage this appropriately.