Green Hope High School

Theatre Arts I

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**Mr. Jamie Gorski, Instructor**

**Course Description**

 Welcome to the theatre! The purpose of this course is to provide a survey of the theater arts discipline. This includes developing an understanding of the basic fundamentals of acting, movement, characterization, and stage production. Students will study the history of theatre and how it reflects and impacts the relevant and crucial issues of a given society. In addition, students will be learning acting techniques such as creative movement, how to activate their “natural voice,” communication and listening skills for effective onstage interaction, dialogue vs. dialect, skills for projection and articulation, improvisation, and more. Students can also expect to learn about different aspects of the production process, from basic skills in scene, lighting, costume, make up, and sound design to stage management and theatre administration. Finally, students will also explore the roles of the playwright and the director to understand their purposes in creating a successful theater production.

**Grading**

***A personal note from the instructor****:*

 Success in this course is based on the guidelines listed here, but what I believe is most important for Theater Arts I is that students take risks in their work and have a willingness to try all activities and exercises. Growing as an actor not only requires confidence and experience, but also courage and humility. While many practical skills and theatrical concepts will be learned in this class, there is no substitute for the power and essential quality of ***being yourself***; this is an essential ingredient for success in this course.

**Tests, Scene Study, Monologues – 30 %**

 Students will be exposed to theatrical texts from different eras in theater history. With these texts, students will be required to engage in literary analysis to understand context and motivation, line memorization of assigned characters, and perform the assigned selections for critique and evaluation. Some of these texts will be done with partners or small groups, while other texts will be done individually. Students will be expected to perform their scenes in front of their classmates. Some of the units will require a written examination as well.

**Quizzes, & Homework – 20%**

 Students will be taking quizzes and summative assessments throughout each unit covered in this class. Tests will focus on vocabulary, theater vernacular, dramatic analysis, historical and present impact plays have on society, and more. Students will also have occasional homework as needed to reinforce or extend concepts covered in class.

**Observation Notebook – 10%**

 Students will be keeping an observation notebook throughout the semester. The observation notebook will be used to evaluate the work of their classmates, individual work, as well as note taking. The observation notebook will be checked at least twice in the quarter for a grade.

**Written Plays and Papers – 15%**

 Students will be writing at least one major report and one 10-minute play this semester. Students will not only be assessed on content, but also on their writing skills with these two major assignments.

**Class Participation of Theatre Exercises – 20%**

 Students will be participating in theater exercises almost every day in class. Students are expected to try every activity in order to receive full credit for participation. Students can lose credit over time if they choose not to participate in theater exercises.

**Tutorials – 5%**

 All students are required to attend two tutorial sessions per quarter. However, if a student is learning less than a B in the course, the instructor has the right to assign more tutorials as a requirement. Tutorials will be the second half of lunch on Wednesdays and Thursdays.

**Course Rules & Expectations**

* Be on time.
* Be ready to act!
* Be respectful to all rehearsal spaces, both the classroom and the theater.
* Please have all materials ready for class each day.
* Be willing to take risks in your work! Remember—confidence and experience is important, but courage and humility is essential.
* Be supportive and encouraging for all your classmates. You all come to this class with a wide range of theatrical experiences, so it is important to keep that in mind when working with people or watching performances.
* I expect you to work hard on your craft. You will be assessed on your growth throughout the semester. Regardless of background or prior theatrical experiences, everyone can grow in the theater arts!
* I expect you to take risks, be creative, imaginative, and original in your practices.
* Be respectful to the instructor and your classmates.

**Tardy Policy**

The tardy policy will be enforced in this class. If you are not inside the classroom or at the designated rehearsal space when the bell rings, you are tardy. The tardy offenses are as follows:

* + 1st Tardy – Warning
	+ 2nd Tardy – Parent Contact
	+ 3rd Tardy – Lunch detention and Parent Contact
	+ 4th Tardy – Referral to Administration and Parent Contact
	+ Any tardy after four is a an automatic referral to administration

**Green Hope High School Honor Code**

Please review the GHHS Honor Code. By signing the syllabus, you are agreeing to follow all guidelines of the GHHS honor code.

**Green Hope High School Honor Code**

Green Hope High School is a school community that is committed to integrity and excellence in academics and in personal accountability.  Because of this commitment, it is imperative that all members of the Green Hope High School community embody personal honor, personal integrity, and personal responsibility.  Therefore, it is expected that each person at Green Hope High School will uphold the honor code and will refrain from the following:

**Plagiarism and copying:**  Plagiarism is the use of words, ideas, and/or information that is not your own. Copying includes using another person’s work as your own.  Copying is not limited to “word for word” action but can apply to reading another person’s idea and paraphrasing his or her idea as your own. Copying applies not only to formal assessments but also to homework and in-class work.

**Cheating:** Numerous behaviors will be considered cheating. Some of these areas include, but are not limited to, the following: using cheat sheets; using former students’ notebooks; using internet resources without citing them as appropriate sources; misrepresenting something as being real and actual; using cell phones to create images of tests, quizzes, and/or other assignments; and text messaging with other students regarding a test or quiz. The use of technology in cheating can occur on small assignments such as homework assignments as well as on more formal tests, essays, and projects. Students can be guilty of cheating if they give out or are in receipt of the material.

**Discussions of material:**  Discussions of tests and quizzes with other students when it is not specifically allowed by the teacher and when it is intended to give an unfair advantage to that student are prohibited under the Green Hope High School Honor Code.

**Lying and fraudulent behavior:** Lying and fraudulent behavior occurs when one intentionally deceives another through words, actions, or omissions.

**Veracity and integrity of work:** All work must be completed by that individual to whom it was assigned. A parent, friend, or tutor cannot complete the work for the student.  The work or the project must be under the “direct control” of the student and not under the control of the parent, friend, or tutor.  Inappropriate help occurs when suggestions and/or support provided exceeds the help and guidance a teacher might give in class or during a tutorial session.

**Infractions for Breaking the Honor Code:**updated 8/2015

**1st Infraction**

* Student gets a zero with an opportunity to take an alternate assignment that they must complete within two days of the offer.
* The student will be given 60% credit for the alternate assignment.

**2nd Infraction**

* Student gets a zero with an opportunity to take an alternate assignment that must be completed within two days of the offer.
* The student will be given 50% credit for the alternate assignment.

**3rd Infraction**

* The student will receive a zero for the assignment.

Note: Infractions are added up for each individual student over ALL his/her classes, NOT for each individual classes.

**WCPSS Grade Point System**

Please review the new grade point system that is being implemented this school year.

**Course Overview**

 This schedule is subject to change at the discretion of the instructor. However, this should give you a general overview of what will be covered this semester.

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| --- | --- |
| Week 1 | * Introduction to the course
* Theater exercises that establish trust, communication, and culture
* Begin study of theater vocabulary and learn to understand theater vernacular
* Understanding the theatre space, both at GHHS and elsewhere
 |
| Weeks 2, 3, 4 | * Learn the concepts of developing character. Explore the characteristics of different types of characters:
1. Age
2. Youth
3. Cultural
4. Centers
5. Nonhuman
6. Ambiguous
* Begin first scene study with a focus of understanding and developing a character
* Present scenes as assessment at the end of the unit.
* Begin exploring the characteristics of the “natural voice”
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| Weeks 5, 6, 7 | * Begin studying the technical side of theater
* Learn about scene design, lighting design, sound design, costume design, and make up design
* Design project with groups (will be a test grade when presented)
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| Weeks 8, 9, 10  | * Playwriting
* Learn the format for writing a play
* Design a 10 minute play for a small ensemble of actors
* Present the play at the end of the unit
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| Weeks 11, 12 | * Begin unit on improvisation (short form & long form)
* Explore situational comedy and slapstick
* Present a situational comedy skit as part of unit assessment
 |
| Weeks 13, 14, 15 | * Begin unit on Theater History and its impact on Society.
* Overview of world history in theater
* Greater concentration on history in American Theater
* Research paper on a play written at a period of American history.
* Watch and perform excerpts from plays in history

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| Week 16 | * Vulnerability Unit
* Learn to show pain, illness, and death appropriately for the stage
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| Weeks 17, 18 | * Understanding monologues and soliloquies
* Prepare a contemporary or classical monologue to present as part of final exam
* Finals
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**Directions:** Please print off and complete this part of the syllabus. Return this paper to Mr. Gorski by Friday.

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Print your first initial and last name here.

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Grade Level

I have read Mr. Gorski’s rules and expectations for Theatre Arts I. I understand that failure to comply with these expectations will impact my success in this course. I have also read and reviewed the honor code for Green Hope High School and understand its contents.

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 Student Signature Date

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 Parent Signature Date

**Parent Contact Information:**

Parent(s) Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent E-mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student E-mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have access to the internet at home?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extra Curricular Activities, Sports, Hobbies, etc… (anything I should know about you?)