

High School Acting: 6th Period, Room 19

Teacher: Josh Heard
Prep Period: 2nd

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Google Classroom: **ipbzyd**

Classroom Materials

- **1 Spiral Bound Notebook (100+ pages)** for coursework exploration/reflection
- **1 Pocketed Folder or Three Ring Binder** to keep track of assignments and scripts
- **Pencils** (pencil required for all script work; pen optional for all other assignments)

**Please contact me immediately if a student needs assistance in gathering materials for this class.*

Course Description

This course is an acting and performance class. High School Acting students will explore the craft of theatre from the perspective of a professional artist. The challenges and rigor of course study will approximate the requirements met by serious theatre professionals, preparing students for college level work and beyond. All students taking this course will participate as actors, directors, designers, and crew members in class as they explore monologues, scenes, and plays. Students can expect to engage in movement, voice, and acting techniques every class period.

Goals and Objectives

The ambition of this class is to challenge students to invest in a deeper understanding of character development and script work during their explorations of monologues, scenes, and plays; to expand their knowledge of the multiple positions and jobs that make up a functioning and successful theatre company; to become experts at employing the tool of bravery in order to push past fears, while seeking out greater challenges in the creation of artistic works; and to enlist the tool of curiosity while gaining a historical context for the evolution of the craft of acting and theatre as a whole.

Teaching Style

Students will learn by doing. While some classes will involve lecture and discussions, most of the time students will be on their feet doing the work. This class isn't about "getting it right." While students will be required to meet certain technical demands (such as actors knowing their lines), we will invest much more in "employing bravery" and "risking failure." It is in the attempt to reach beyond what we believe to be possible that we begin to experience the potential and purpose of theatre. In fact, we will redefine failure as a necessary step toward success. This does not mean students need not apply effort—quite the opposite. All students will work toward challenging themselves beyond what is expected of them, developing life long tools that extend well beyond the theatre and into their lives.

Google Classroom

code to join - ipbzyd

A Google Classroom page has been created to help students and parents keep track of classroom assignments and activities throughout the year. Students will also use Google Classroom to access tests and quizzes, online assignments, PowerPoint presentations, and other coursework documents.

Bloom's Taxonomy and Webb's Depth of Knowledge (Graphic Attached)

Theatre skills do not exist in a vacuum. True theatre artists must behave as scientists and detectives of their craft if they expect to unleash the full extent of their creativity.

To this end, students in High School Acting will be expected to apply every aspect of Bloom's Taxonomy as they approach a script. For instance, students will practice **Analyzing** scripts in order to develop a deeper **Understanding** of their characters; then, **Applying** this knowledge to rehearsals and scene work, students will begin **Evaluating** their own work, the work of others, and the needs of the scene with the ultimate goal of serving the audience; **Remembering** all that they have discovered, students will begin **Creating** valuable works of art. No single piece of Bloom's pyramid can exist without the other when approaching this art form.

Similarly, theatre is a physical manifestation of critical thinking, reflection, informed application and experimentation; critical thinking, reflection, informed application and experimentation; critical thinking, reflection, informed application and... you see where this is going? Therefore, students can expect to become experts in all four areas of Webb's Depth of Knowledge chart.

Course Outline

The first semester is focused on acting fundamentals of monologue and scene work, physicality/movement, and voice/articulation. Students will also participate in auditions and rehearse a one act play to be performed in the spring semester.

The second semester shifts focus to understand the historical and social context from which theatre came to exist, and why/how theatre is relevant today. Students will continue to use their acting skills to explore theatre history, and theatre jobs and positions. Students will also investigate the basics of technical theatre to gain a broader understanding of theatre's many interwoven components.

Performances

Students *are required* to perform in PAPA theatre events. However, the ability to perform is both a privilege and a responsibility. Regular class attendance is required and crucial to the success of a performance. A passing grade in the class is also required. Students who are absent in the two weeks prior to a PAPA theatre event may not be able to perform and may be given an alternate make-up assignment. Please see the PAPA student handbook for specific details on the PAPA attendance policy.

Please mark you calendar's with these MANDATORY dates:

Pullman Car Hiawatha by Thornton Wilder

Tech Rehearsals: 1/27 & 1/28 from 6pm to 9pm

Dress Rehearsal: 1/29 from 6pm to 9pm

Performances: 1/30 & 1/31 from 6pm to 9pm, 2/1 from 12pm to 3pm

Strike: 11/9 from 3pm - 5pm

Call times may change.

Grading

Daily Participation and Attendance - 30% of Total Grade

Assignments - 25% of Total Grade

Projects and Quizzes - 25% of Total Grade

Semester Final Evaluations - 20% of Total Grade

Daily Participation and Attendance Explained

Attendance: Each student starts the school day with 20 points, and can receive up to 100 points for their Daily Participation and Attendance grade that week.

Absences: If a student has an *unexcused absence* they will receive a 0 for that day's Daily Participation and Attendance grade. If a student has an *excused absence* they will receive 20 points for that day. *If school is closed*, the student will automatically receive 20 points for that day.

Unexcused Tardy: Students automatically lose 5 points from their Daily Participation and Attendance grade if they are late to class and do not have a note to excuse them.

Participation: Students can lose 5 points from their Daily Participation and Attendance grade each time they disrupt class or refuse to participate in a class activity. *Exception: if a student has a medical note from a doctor, an IEP, or a 504 Plan, it may excuse them from specific class activities.*

Preparedness: If a student does not have the necessary class materials for the day they may lose 5 points from their Daily Participation and Attendance grade.

If a student loses all participation points for the day because of behavioral issues they may be sent to the office for discipline, and an email will be sent to the student's parent/guardian. Students who repeatedly disrupt class in this way will be given alternative assignments that remove them from the group activities they are disrupting.

Finals: Students will earn Final Evaluation points once a semester. These evaluations may include a performance, a written reflection, multiple choice questions, and/or a short answer component based on theatre vocabulary, technique and etiquette.

Late Work: Homework, Assignments, and Projects will have 5 points deducted from the final grade for each day past the due date. **A Reminder to Students: ANY GRADE IS BETTER THAN A ZERO**

How Performance Grades are Determined: Largely participation based, students will also have to meet specific guidelines clearly defined by the teacher when the assignment is given.

Classroom Expectations

Dress appropriately.

In addition to following the Dress Code found in the Student Handbook, students must wear clothing that allows them to move freely and comfortably. For example, do not wear clothing that inhibits the student's ability to participate in activities like yoga. Do not wear clothing that constantly requires the student's attention (examples: pants or shirts that must always be pulled up or down after physical activity). This does not mean students need to wear exercise clothes; jeans and a t-shirt are just as appropriate so long as the student has full range of motion. **Skirts and dresses are not appropriate unless the student wears shorts underneath.**

Attendance is absolutely necessary.

Students may be penalized in more ways than one for absences. Here's why:

1. This course relies on cumulative knowledge—meaning, what a student learns during the previous class is essential to successfully participating in the current day's curriculum. Missing classes will significantly increase the difficulty of the course for the student.
2. Students frequently work within groups, and absences will be a detriment to the entire group and project, not just the absent individual.
3. As a performing arts school, production rehearsals happen during class time. An absent student will significantly harm the rehearsal process for all involved in the production, and may result in terminating the absent student's privilege to participate.

Participation is more than showing up.

Students are expected to come to class prepared, with all necessary tools and assignments, and a willingness to complete all assigned tasks in the day's curriculum. Further, students will be expected to seek out challenges and confront related personal fears in order to unleash their full creative potential.

Support everyone. Period.

The work we do requires the entire class to participate in the creation and maintenance of a safe space to explore our creativity. Artistic exploration requires a level of vulnerability that demands unconditional support from our peers. Any behavior that is of detriment to fellow students will not be tolerated. Students are expected to behave as listeners, mentors, and compassionate allies.

No food. No gum. No drinks (except water).

Mints are welcome during roll call.

No electronic distractions.

Student cellphones and electronics must be on silent and stowed in the student's bag before class begins or in the electronics class bin at the beginning of class. **Electronic devices out without permission will be confiscated, turned in to the office, and returned to the student with parent/guardian involvement.**

Leave the space in better condition than how you found it.

Clean up after yourself and then go the extra mile to leave the space in even better condition for the people you share it with.

Consequences.

Students who repeatedly disregard the Classroom Expectations may experience loss of participation points, loss of privileges, contact/conference with parent/guardian, referral, removal from performances, behavior contract and/or academic consequences.

What we do in class will be challenging. If you are struggling or need assistance, please tell me. I am your ally.

Student Contract

Please Fill Out and Return Page 5 with a Parent/Guardian for an Assignment Grade

Name of Student: _____

Name of Parent(s)/Guardian(s): _____

Person to Contact and Phone Number: _____

Guardian Email address (Optional): _____

Please Read the following statements and initial below as instructed. By initialing I am confirming my knowledge of and commitment to fulfilling the following statements:

Student Initial | Parent Initial

____ | ____ I confirm that I have read through the Syllabus and attached documents.

____ | ____ I will attain Classroom Materials for an assignment grade, due by 8/26/19.

____ | ____ I understand that performances are both a privilege and a responsibility, and that my attendance and participation are essential to participating.

____ | ____ I acknowledge and have recorded the provided dates and times for performances and competitions. (dates/times may change)

____ | ____ I have read and agree to follow the rules set out in our Classroom Expectations to the very best of my ability.

____ | ____ I understand that it is my responsibility to communicate any need for assistance to my instructor, and commit to doing so if I am struggling.

I have read and agree to the terms of the syllabus:

Student Name Printed

Parent/Guardian Name Printed

Student Signature

Parent/Guardian Signature

Help make PAPA Theatre even better! The theatre department may be in need of parent/guardian volunteers who can help us with our productions. If you can help in a certain area of need, please put a check next to category below and list who to contact.

____ Costuming: mending, alterations, sewing, etc.

____ Set construction: building set pieces, painting, etc.

____ Supervision: backstage supervision, ushering, taking tickets, box office, etc.

Name of Guardian(s) interested: _____