



Teacher: Allie Sundstrom

Prep Period: 3rd Period

Email: asundstrom@paparts.org

Course Description:

High School Acting is an introduction to theatre arts geared towards understanding "the basics" of theatre, following the National Core Arts Standards for Theatre. We will cover many core components of the theatre machine: acting, directing, and playwriting. By understanding the workings of these concepts and practices, we will also expand our knowledge of theatre history and ensemble building. Artists will also be introduced to the nuances of performance production and a tool kit of improvisational exercises, games, and acting techniques. This course will provide a strong foundation to continue a pursuit of the arts while enhancing other non-arts skills such as public speaking, the ability to collaborate with others, and how to critique works.

Course Materials:

The following materials are recommended:

- Highlighters
- Pencils
- Loose-leaf paper
- Pocket Folder or Pocket Divider in Shared Classes
- Binder to hold loose assignments
- Clipboard (optional)

Topics of Study:

1 Ensemble Building & Class Norms

2 Theatrical Elements

3 Voice, Movement, and Performance Values

4 Character Development and Realization

5 Writing for the Stage

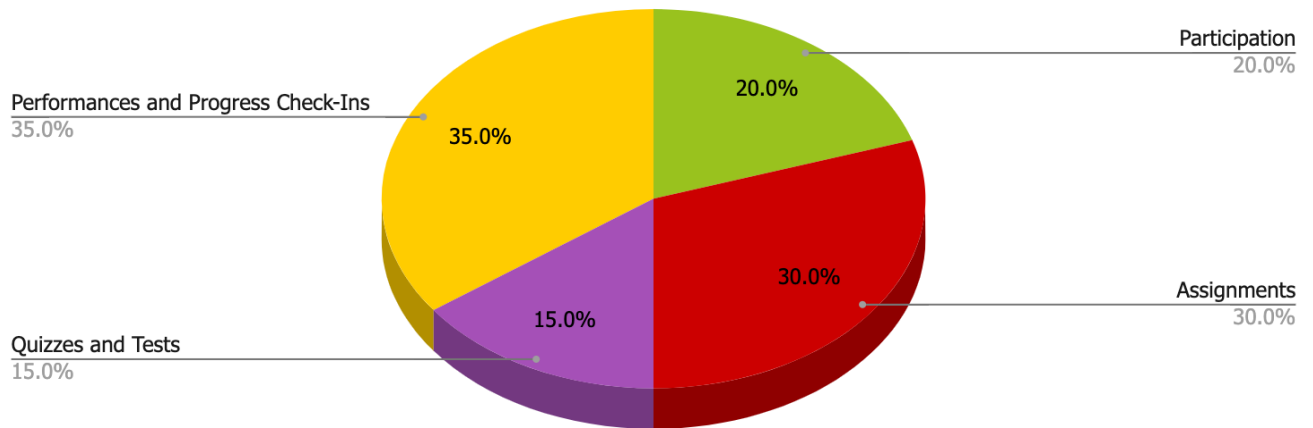
6 Production & Performance

7 Theatre History

*Weekly assignments and assessments are due at the beginning of class the first day of the week, unless otherwise specified.

Course Grades:

For this course, your grade will be determined by four elements: Participation, Assignments, Quizzes and Tests, and Performances and Progress Check-Ins.



Participation: You will have the opportunity to earn 20 points per day for participation, with a total of 100 points in a typical week.

- Students can lose 5 or more points from their Daily Participation grade each time they disrupt class or refuse to participate in a class activity.
- If a student does not have the necessary class materials for the day they may lose 5 points from their Daily Participation.
- Participation looks different for everyone.
 - IEPs and 504 Plans will be accommodated in classes.
 - If ANY student feels that they are having a hard time with the material, keeping up with the assignments, or otherwise needs help in class, please be sure to advocate for yourself by sending me an email so we can make sure you have everything you need. [I am here to help you.](#)

Assignments: Weekly schedules and assignments will be posted on Google Classroom each week. You will have class time devoted to working on your assignments. The only homework you will have for this course will be work that you cannot complete during class time, as well as some time to go over your lines in the Spring semester. Since some students may need a bit longer to complete the work to the best of their ability and in an attempt to keep students from feeling overwhelmed, ALL assignments will be officially due by the start of class the first day of the week. Work may be submitted before this time.

- **Late Work:** Late work will be accepted up to a week prior to the end of a grading period.

Quizzes and Tests: You will take either a quiz or test most Fridays. Weeks that have Friday off due to holiday or teacher in-service will not have a quiz or test assigned.

- **Quizzes:** Worth 50 points. Each unit will include multiple quizzes, before the unit test.
 - Quizzes are open-resource. Please use the materials that you have worked on in class.
 - Your peers are a resource, however, you may not directly ask for an answer, you are expected to have a conversation to understand the why.
 - You are welcome to retake quizzes as many times as you would like up to the deadline for late work. The highest score is what will be recorded in the grade book.
- **Tests:** Worth 100 points. There will be one test at the end of each unit.
 - are open-resource. Please use the materials that you have worked on in class.

*In the event that we move to hybrid or in-person instruction, you will receive an amended course syllabus.

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- You are welcome to retake tests as many times as you would like up to the deadline for late work. The highest score is what will be recorded in the grade book.

Performances and Progress Check-Ins: Performances and Progress Check-Ins will be graded using rubrics that will be provided when each production is introduced to the class.

- Students will have multiple Progress Check-Ins for each Production.
- Students will be graded for their final performance.
- Both Performances and Progress Check-Ins will be largely based on participation, preparedness, and professionalism (these criteria will look different for each student, based on their own growth and work.)

Semester Grade Calculations:

S1: Q1 (40%) Q2 (40%) Midterm (20%)

S2: Q3 (40%) Q4 (40%) Final (20%)

Performances:

S1: Scene Showcase: Name TBD Date: TBD, updates will be emailed.

S2: Night of the Living Fluxus Events Date: TBD, updates will be emailed.

Classroom Expectations and Norms:

This classroom is a space for safe exploration of self and society. It is expected that mistakes will be made- it is how you handle not only your mistakes but the mistakes of others that will dictate how much you will learn and grow as an artist. As the instructor I will always strive to bring an attitude of positivity and respect to the classroom- I expect the same of you.

This is your class, own it.

Class Norms:

D: Develop ideas collaboratively.

R: Respect yourself, others, and space you are in.

A: Always try your very best.

M: Maintain concentration and professionalism.

A: Always model appropriate audience etiquette.

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