Acting I & Introduction to Theatre 2023-2024 Syllabus & Course Information

Instructors: Mr. Jones

Room #: 603

School Phone: 785-330-4634

E-mail: bryce.jones@usd497.org

Course & Expectations:

This course will provide students with an introductory study of the theatre artform, dramatic techniques, and acting methods— including uncovering, developing and presenting a character. Numerous opportunities for in-class performance and creativity will be provided. Furthermore, the course will provide students a basis for the evaluation of their own and others' performance or creation of dramatic works.

The vision for theatre education is to develop the capacity for creative emotional expression; to expand physical, improvisational, and artistic skills; and to enrich the quality of student lives. To aid us in our study and growth, we will be guided by the following questions:

Unit I: What is good collaboration?

Unit II: What quides artistic choices?

Unit III: How does my interpretation reflect my understanding?

Unit IV: How do artists create opportunities for their work to be seen and understood?

The skills of artistic creativity, innovation, and critical thinking developed in this course will strengthen students' ability to be **independent**, **self-directed learners**. An **independent learner** is able to assess the intentions of an artist by critiquing both their mode of expression, choices, and ideas. A **self-directed learner** utilizes tools for decoding, responding, and creating that allows them to pursue their own deeper understanding of the world we share. Every **independent**, **self-directed learner** is an **EMPOWERED PERSON**. The hope is that you leave this classroom a more **EMPOWERED PERSON**.

To achieve the goal of the course, we will consistently practice and perform the following:

- > Collaborative exploration of culturally sustainable dramatic works
- > Analysis of literary works and performance via effective tools for insight and understanding
- Preparation and active participation in academic discussion
- > Composition of short-form, reflective writings
- > Performance and authentic representation of individual and collaborative growth and understanding
- Expansion of our academic, theatre-centric vocabulary

Curriculum Outline with Dramatic Titles & Major Assignments/Projects/Performances/Exams:

Unit I: What is good collaboration?

Acting Diagnostics & Ensemble Building

LOGB Survey & Written Reflection

FSHS Theatre Production Phases & Production Team Overview

Duet Scene & Character Study: "Normal vs Weird" Lindsay Price

Meisner Techniques for Monologue: Monologue Performance

Observation & Creation—Picture This: Collaborative Writing & Performance

Unit II: What guides artistic choices?

Objective, Tactic & Character Work: Given Circumstances & Dramatic Structure

Scene & Character Study: "The Big Lie" Lindsay Price

Continuing the Scene: Collaborative Writing, Scenic Design, & Performance

Monologue Selection & On-Stage Development

Introduction to Greek Tragedy & Oedipus the King Sophocles

Unit III: How does my interpretation reflect my understanding?

Body & Voice

Contemporary Greek Tragedy: Collaborative Writing & Scenic Design, & Performance Artistic Representation: Voice Analysis of Contemporary Artist

Unit IV: How do artists create opportunities for their work to be seen and understood?

Culminating Works: Soliloguy & Contributions to Theatre Arts

Introduction to Elizabethan Theatre:

Excerpts from A Midsummer Night's Dream & Julius Caesar Shakespeare Soliloquy Writing & Performance: Auditorium Showcase Contributions to Theatre Arts: Multimedia Research & Presentation Project (Final Part I) Academic Vocabulary Exam (Final Part II)

Consistent Student Expectations:

Please be advised that you will be driving your own learning and understanding. It is incumbent upon me to tailor instruction to you and your peers based on your educational needs; however, we have the agency to control the consistency of our own academic growth—whether it be as students or the instructor—by actively engaging with the coursework.

Google Classroom will be the primary conduit for the sharing, assigning, and turning-in of materials, so it is an academic expectation that you stay active and up-to-date with resources and assignments provided via Classroom. Flexibility is key. Please be aware that assignment parameters or dramatic titles of study may change to facilitate pace or accommodate instructional objectives.

Consistent Student Expectations (continued):

Materials

A notebook, binder, or folder equipped with writing paper that is *dedicated* to this class and can house any provided course work and documents

iPad

Text(s) of current use—including any independent dramatic selections A writing utensil

For the Good of the Classroom

OPEN EYES: be present and ready to participate in the world around you **OPEN EARS**: be receptive of differing viewpoints; be open to forming and sharing your own ideas **OPEN MIND**: be aware of what you know, honest about what you don't know, and steadfast about

what you want to learn

The result of these three components: a respectful learning environment.

Grading Policy:

A= 90-100% [Exceeding Mastery]

B= 80-89% [Mastery]

C=70-79% [Approaching Mastery]
D= 60-69% [Beginning Mastery]

F= 59% or below

All major assignments, projects, and performances will be evaluated on the basis of engagement of ideas, clarity, and applicable performance criteria—the goal being your demonstration of growth and content mastery. Mastery of the Theatre Fine Arts content is based upon the following course–level calibrated artistic processes, each centered around the skills of artistic creativity, innovation, and critical thinking: discovery and creation; development and performance; appreciation and response; connection and integration. Rubrics or specific outlines will be provided for all major assignments, projects, and performances. If you have any questions or concerns regarding an assignment's expectations, we will take the time to clarify.

Scoring of soft-deadlines or checkpoints will accompany the hard-deadline completion of student work scored for mastery. Therefore, major assignments and projects—that is to say those listed on this syllabus—will be accepted past their due date within each respective unit grading period; this ensures that students' academic work is a display of their mastery of the content. However, soft deadlines or checkpoints will not be altered in order to accept or accommodate late or missing work beyond the circumstances outlined in accordance with the classroom absence policies; similarly, daily-work assignment deadlines are not adjustable.

RESPECT
RESPONSIBILITY
EXCELLENCE