

# THEATRE I

Ms. Scheide

Room 508

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http://garingertheatre.weebly.com

*This is the beginning of your theatre studies. I am honored to meet you and excited for you to begin your adventure.*

MASTERS, YOU ARE ALL WELCOME. –HAMLET, WILLIAM SHAKESPEARE (ACT 2, SCENE 2)

## COURSE DESCRIPTION

Theatre I promotes learning the essential vocabulary and processes of theatre as well as reading, writing, and researching theatre literature, acting and technical theatre. Acting experience in this course includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. In addition, students learn about and reflect on various aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Students have the opportunities for practical application of knowledge in various in-class projects. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program.

## CLASSROOM EXPECTATIONS

CLASSROOM RULES	POSSIBLE CONSEQUENCES
We will respect and honor ourselves and others. <i>Professional language will be used at all times. Students will keep their hands to themselves and respect consent. Students will listen quietly and respectfully when the teacher or a presenter is speaking. Students will put forth their best effort at all times.</i>	Verbal warning Loss of privilege Change of seat Student/teacher conference
All electronic devices will remain silent and put away. <i>Refer below to section entitled "Technology."</i>	Removal from class Parent contact Referral
We will refrain from eating, drinking, or gum during class. <i>The exception permitted is water in closed containers.</i>	<i>To be administered at the discretion of the teacher.</i>

### Actor's Etiquette

1. Do whatever the director or crew tells you to do without arguing or complaint, especially in performance.
2. Don't talk with anyone backstage unless it is essential to the show.
3. Stay put until you're called for your cue. Don't play with or move the props, and don't sit on the furniture backstage.
4. Check your props before each performance, including any that are set for you to use onstage.
5. Don't peek through the curtains at the audience.
6. Treat others better than you would want to be treated; be kind and pleasant at all times.
7. Learn your lines as quickly as possible and stick to the script.
8. Always bring your script to rehearsal, and have a pencil to write down blocking.
9. Arrive early enough to warm up and get focused prior to call time.
10. Move past mistakes and always stay in character.
11. Pay attention to the stage manager.
12. Respect the props, sets, costumes, theatrical equipment, and the belongings of others. Return props to their designated place.
13. Always say "thank you" when given direction.
14. Never direct your fellow cast members.
15. Support everyone and be part of the team. Save any complaints or problems to discuss privately with the director.

## GRADING PRACTICES

1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	FINAL GRADES
Informal – 30% <i>Journals, classwork</i>	Informal – 30% <i>Journals, classwork</i>	Informal – 30% <i>Journals, classwork</i>	Informal – 30% <i>Journals, classwork</i>	<b>1<sup>st</sup> Semester – 40%</b> Q1 – 40% Q2 – 40% Midterm – 20%
Formal – 70% <i>Projects, tests, performances</i>	Formal – 70% <i>Projects, tests, performances</i>	Formal – 70% <i>Projects, tests, performances</i>	Formal – 70% <i>Projects, tests, performances</i>	<b>2<sup>nd</sup> Semester – 40%</b> Q3 – 50% Q4 – 50%
<b>A: 100-90%</b>	<b>B: 89-80%</b>	<b>C: 79-70%</b>	<b>D: 69-60%</b>	<b>Final Exam – 20%</b> <b>F: 59-0%</b>

## NC ESSENTIAL STANDARDS: BEGINNING THEATRE ARTS

Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced.

*Beginning High School Theatre Arts standards are designed for students with no or limited K-8 progression on Theatre Arts Education.*

COMMUNICATION			
Essential Standard		Clarifying Objectives	
B.C.1	Use movement, voice, and writing to communicate ideas and feelings.	B.C.1.1	Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.
		B.C.1.2	Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.
		B.C.1.3	Understand how to read and write scripts that communicate conflict, plot, and character.
B.C.2	Use performance to communicate ideas and feelings.	B.C.2.1	Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.
		B.C.2.2	Interpret various selections of dramatic literature through formal and informal presentations.
ANALYSIS			
Essential Standard		Clarifying Objectives	
B.A.1	Analyze literary texts and performances.	B.A.1.1	Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.
		B.A.1.2	Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.
AESTHETICS			
Essential Standard		Clarifying Objectives	
B.AE.1	Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	B.AE.1.1	Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.
		B.AE.1.2	Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.
CULTURE			
Essential Standard		Clarifying Objectives	
B.CU.1	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	B.CU.1.1	Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
		B.CU.1.2	Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.
B.CU.2	Understand the traditions, roles, and conventions of theatre as an art form.	B.CU.2.1	Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.
		B.CU.2.2	Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

## CLASS MATERIALS

1 composition notebook, 1 notebook with pockets, pencil, a good eraser, black or blue pen

*As needed per assignment: movement clothing, scripts, costume pieces, props, crafting materials*

## ATTENDANCE

It is so important to be in class, on time, **EVERYDAY**. If you miss three days, your parent/guardian will be notified and disciplinary action may be taken. If you have more than 10 absences, you cannot pass this class.

**Make-up Work:** You may make up any missing assignments any time before each quarter's grading period ends. Starting five days after your return, the highest grade you can get is an 80%. If your absence is unexcused, it is your responsibility to approach me and ask or check the website for the work you have missed. If your absence is excused, I will approach you once about the work you have missed and will refer you to the class webpage. After that, the work becomes your responsibility and your choice as to whether or not you complete it.

**Q1 grading ends OCT 25**

**Q2 grading ends JAN 18**

**Q3 grading ends MAR 27**

**Q4 grading ends JUN 2**

## TARDIES

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Ms. Scheide will lock the door at the sound of the tardy bell. If a student is late to class, the student will report to the cafeteria to receive a tardy pass and appropriate consequence. If a student does not comply with their consequence, they will receive the next level of consequence. *If a student needs to reschedule a consequence, they need to contact their appropriate administrator as soon as possible.*

Consequences:

- 1st - Warning
- 2nd - Warning (with parent contact)
- 3rd – Article Summary
- 4th – Lunch detention
- 5th - ASD (Monday/Tuesday/Thursday)
- 6th - ASD (Monday/Tuesday/Thursday)
- 7th - Community Service (30 min. to serve)
- 8th - Community Service (1 hour to serve)
- 9th - ISS
- 10th – Referral to MTSS which includes parent conference

## TECHNOLOGY

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The CMS Student Code of Conduct defines an electronic device or Personal Technology Device (PTD) as “a portable, internet accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images... such as laptop computer, tablet, smart phone, cell phone or E-reader.”

PTD are prohibited during instructional time unless authorized by a teacher for instructional purposes. Headphones and earbuds are not permitted. No PTD, headphones, or earbuds should be *visible* or *in use* in the classroom.

Consequences:

- Verbal warning
- Student Conference/Parent Contact
- Turn phone into adult; student may pick up at end of day from front office
- Student who refuses to surrender the phone will be removed from class and referred to the Dean/AP for additional consequences as warranted by the CMS Student Code of Conduct. Referral.

Students assume all responsibility for loss of personal items, including any PTD.

## AFTERSCHOOL HOURS

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Ms. Scheide is often involved in after school Garinger Theatre productions. You may arrange with her to meet after school if you need extra help, but please be aware that her availability is limited because of Garinger Theatre commitments. She will do her best to make herself available, which may mean that you will be invited to audit a production rehearsal or participate in a technical theatre capacity.

## DRESS CODE

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A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. Examples include but are not limited to gang colors, bandanas, or gang clothing, to include displaying gang signs on notebooks, book bags, or other personal or school material. This will include clothing that materially and substantially disrupts classes or other school activities. GHS students are expected to dress appropriately or face possible disciplinary action.

- Undergarments should not be visible.
- Slacks, shorts, pants, dresses, etc. should test for appropriate length--no shorter than fingertip length.
- Pants must be worn at the waist--no sagging.
- Leggings, jeggings, and/or Spandex should be covered by garments satisfying the fingertip length.
- Headwear (hats, caps, head wraps, bandanas, hoodies) may not be worn inside the **building** except for religious reasons, health reasons, or a special school activity.
- Pajamas should not be worn.
- Students are prohibited from wearing or carrying articles of clothing or accessories which promote drugs, tobacco, alcohol, glorify death, contain profanity, espouse violence, call for an illegal act and/or other disruption, or state or suggest sexual activity or any other words or symbols that disrupt the learning environment may be worn.

Consequences:

- Garinger clothing closet (located in ISS room)
- Parent contact
- Consequence per administrator discretion

## RESTROOM

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No student will be permitted to leave class during the first and last fifteen minutes of class. Students are expected to use the restrooms before school, between classes, during lunch, and after school. As a courtesy privilege, students are allotted ONE emergency restroom pass in case they desperately need it. After that, the student will not be permitted to miss class for a restroom break unless they sign a contract with Ms. Scheide to make up the class time they have missed. They will make up this time *within one week* before school, after school, OR during their lunch by taking a brief (5-10 minute) quiz on that day's content. **If they sign the restroom contract but do not make up the quiz within one week, they will receive a permanent zero as an informal grade.**

## **GARINGER HIGH SCHOOL HONOR CODE**

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Each student is honor-bound to refrain from cheating, lying or misrepresenting the truth, and stealing.

### ***Cheating***

Examples of cheating may include, but not be limited to:

- Copying information or answers from someone else's work, homework, projects, reports, essays, quizzes or test papers.
- Allowing others to copy your work or doing their work for them, i.e. giving another student your homework to copy.
- Turning in an assignment that was meant to be done individually, but that does not reflect an individual effort.
- Giving or taking assistance of any kind while taking a quiz or test. This includes talking or gesturing during the examination period.
- Using unauthorized aids such as cheat sheets, notes, books, formulas or information in calculators or computers.
- Discussing a quiz or test with someone who has not taken the quiz or test.
- Direct copying of key phrases from another source.
- Direct copying of key phrases from another source with minor adjustments such as changing verb tense or word order.
- Using another person's ideas or arguments without proper citation.
- Using Google Translate or other translation service to complete assignments.

### ***Lying or Misrepresenting the Truth***

Examples may include, but are not limited to:

- Missing class for any purpose other than your stated reason.
- Denying fault or responsibility for events in which you were a participant.
- Covering or lying for another student when they violate the honor code.

### ***Stealing***

Examples may include, but are not limited to:

- Stealing copies of tests or quizzes.
- Stealing another person's property.
- Stealing another student's homework, notes, or notebook.

For every violation, whether for a formal assignment or an informal one, the student receives a zero on the assignment with no opportunity to make it up for a grade, and the incident is recorded in student's discipline record. Violations of the Honor Code accumulate throughout the student's high school career. Students who violate the honor code may be ineligible for honor societies, student government, and other activities.

## UNIT CALENDAR

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### **INTRODUCTION TO THEATRE / August 29 – September 26**

*Students become accustomed to class policies and procedures. They play games, explore movement, and do activities to build trust as an ensemble of creators and performers. They get to know each other and build up creative confidence.*

NO SCHOOL SEPTEMBER 5

### **GREEK THEATRE AND PANTOMIME / September 26 – October 27**

*Students understand the origin and aspects of the Greek theatre tradition through the creation of the Legend of Felis Silvestris. Students present their legends after learning techniques of pantomime and mask-making.*

### **IMPROVISATION / October 28 – November 7**

*Students learn the rules of improvisation and practice adopting them through various games and challenges.*

NO SCHOOL OCTOBER 3, EARLY RELEASE OCTOBER 12, END OF 1<sup>st</sup> QUARTER OCTOBER 27

### **STAGE PROPERTIES / November 9 – November 14**

*While Ms. Scheide is in Madrid, Spain, the class will watch a stage production and analyze its use of props.*

NO SCHOOL NOVEMBER 11

### **STORYTELLING / November 15 – January 23**

*Students memorize and present stories in order to acquaint themselves with the four P's of performance: projection, pronunciation, poise, and personality.*

NO SCHOOL DECEMBER 22 – JANUARY 3, EARLY RELEASE JANUARY 13, NO SCHOOL JANUARY 16, END OF 2<sup>nd</sup> QUARTER JANUARY 23, NO SCHOOL JANUARY 24

### **TECHNICAL DESIGN / January 25 – March 9**

*Students learn and practice different concepts of scenic and costume design. Students learn the parts of a stage and draft ground plans. Students analyze characters to determine costuming needs. Students design a stage set to represent a song of their choice.*

NO SCHOOL FEBRUARY 17-20, EARLY RELEASE MARCH 1

### **SCENE WORK / March 10 – March 29**

*Students work with a partner to do scene work in order to learn acting basics such as aggression, objectives, and strategies. Students present a final scene as a project for the unit.*

END OF 3<sup>rd</sup> QUARTER MARCH 30

### **SHAKESPEARE / March 30 – June 9**

*Students learn historical background and performance strategies for Shakespeare. Once assigned a monologue, they identify the operative words and create an image board. They memorize the monologue and rehearse it with the teacher and their peers until they present it as a final monologue in the context of a mock audition.*

NO SCHOOL MARCH 31, NO SCHOOL APRIL 7-14, EARLY RELEASE APRIL 16, NO SCHOOL MAY 29, END OF 4<sup>th</sup> QUARTER JUNE 9

**SIGNATURE PAGE**

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***HONOR CODE PLEDGE***

I understand the seriousness of an infraction of the Honor Code, which addresses cheating, lying, misrepresenting the truth, and stealing. I agree to abide by the Garinger High School honor system.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***SYLLABUS AGREEMENT***

I have read Ms. Scheide's syllabus for Theatre I. I understand all of her classroom procedures, as well as the school-wide policies. I agree to adhere to these expectations at all times.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***PARENT SIGNATURE***

I have read Ms. Scheide's syllabus for Theatre I. I understand that I may contact her at any time via phone or e-mail to discuss my student's progress. I will be a support to my student and help him/her make good decisions, so that they may pass Theatre I with the best grade possible.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_