

Intro to Theatre I
INSTRUCTOR: Christine Williams
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OFFICE HOURS:

My preferred method of contact is through email cswilliams@angletonisd.net

Please allow 24 hours for response.

My conference hours are as follows:

Please make appt

Tutoring: by appointment

ATTENDANCE:

Attendance to class is mandatory. Students are required to have 90% attendance. Production students are required to attend all fine arts performances. Calendar show dates are posted on the Theatre classroom bulletin board, Canvas, and email. If you are going to be tardy, please email me.

COURSE OBJECTIVE:

To enrich and foster creative expression through:

A positive perception of the work, themselves, and the world- the student develops concepts about self, human relationships, society, and the environment using the elements of drama, and the conventions of theatre.

Historical and Cultural Heritage: The student relates historical, cultural references, and social experiences to theatre, and theatre movements

Creative expression and performance: The student interprets characters, events, creates dramatizations, explores stock characters and situations using the voice and body, expressively.

Critical evaluation: The student responds to and evaluates theatre performances, movements, and ideas. The student is encouraged to develop critical thinking skills, and Socratic method by participating in group activities and evaluation sessions.

MATERIALS:

Black or Blue ink pen

Yoga Mat

Students are required to keep 1 journal for the duration of their tutelage with me. One is a dream journal. The other is a daily log. They will need a notebook or sketch book, for this purpose.

DRESS:

Students will be moving and utilizing class and stage space. They will need to dress comfortably in clothes that they may move freely in.

GRADES:

GRADES WILL BE 40% Participation based (Formative,) 60% Test Performance based (Summative.)

This includes: participation based daily work, on task participation, class evaluations, self-evaluations, journal work, and attitude.

This also includes mastery of performance work, written papers, class projects, group projects, and class presentations,

Most assignments will be in-class activities and exercises.

PLEASE Only check skyward for grades.

PRODUCTION HOURS:

Students who participate in extracurricular productions are required to offer six hours of stagecraft to assist produce the technical aspects of a successful production. Students in Theatre I are not expected to audition or participate in extra curricular activities. However, they MUST attend every show production that is produced at AHS for the year

FORMAT:

Students are required to attend at least two campus performances. Extra credit will be given for other, outside fine arts performances. They must write a formal assessment of the performance. Students will work through the components of group exercises, script analysis, basic elements of Drama, elevated text, character building, monologue and scene work, Shakespeare and classics, American Drama, Dream work, and clowning

COMPETENCIES:

FIRST NINE WEEKS

Unit 1 Elements and Genres of Theatre

Week 1 – Introductions, class expectations, class journal, tour, personal contracts, trust exercises, relationship builders, social contracts.

Week 2/3- Students will develop and practice warm-up techniques. Students will participate in activities to develop concepts about self, human relationships and the environment. Students will present a group improvisation. Students will practice appropriate theatre audience etiquette. Students will critique the presentation practicing the use of theatre vocabulary.

What makes for an effective theatrical presentation? Why is it important to establish trust and ensemble in a theatre class? What is appropriate audience behavior? Why?

Week 3/4 - Introduce or review the following 5 concepts or terms: Arena Stage, Proscenium Stage, Thrust Stage, Black Box, Theatre in the Round. Students will record notes and definitions in a section of their binder. Why is it necessary to incorporate accurate vocabulary to an industry? How do you participate in a group project? What does this say about you? How does the imagination assist with invention?

Week2/ 3/4/5/6 – Movement and writing for Theatre begins. Basic Techniques and exercises for warm up and cool down. Which is more valuable, the journey (process) or the destination (product)? What does self-discipline mean to an artist who is creating? Writing means rewriting; is a project ever really complete? How does today's need for instant gratification fit into an artist's work?

Week 6/7/8/9 – students begin to marry basic terminology, self-expression, audience etiquette in order to develop small monologue about themselves. They will rehearse and explore

9 week exam – Students will perform and execute written exam for theatre vocabulary and terms

SECOND NINE WEEKS

UNIT 2 THEATRE HISTORY

Week 1 - Introduce these 5 concepts or theatre terms: Exposition, Inciting Incident, Rising Action, Climax, Denouement within the genres of theatre.

Week 2/3 – Historical Lecture to include Literature examples and social aspects. Students explore the history of Greek comedy/ tragedies, performance values of the time, and structure of the character arc. Students will receive modernized Greek Theatre scenes. They will incorporate the foundations they have learned earlier and apply it to the rehearsal process of their scene.

Week 3/4/5 – Greek Scene rehearsal, exploring audience etiquette, group evaluation, self-evaluation (written and oral)

Week 6/7 – Students will perform scene, and evaluate/reflect

Week 7/8/9 – Students will explore aspects of clowning, juggling, and circus routine and the history of Commedia dell'Arte (Greek moving into Roman and Italian Theatre) Students will discover stock characters

Nine week exam – Students will compile and perform a clowning routine encompassing circus elements

THIRD NINE WEEKS COMEDY

UNIT 3 Comedy

Week 1/2- Students will begin to explore group dynamics, theatre movement, and creative expression through different types of Comic scene work. Students will scaffold on their foundation of Greek theatre, Italian theatre, and clowning by studying the different types of comedy. They will explore the art of comic timing, screwball comedy, Satire, Parody, and formula romantic comedy. They will watch clips of

Charlie Chaplin's The Great Dictator, Lucille Ball's I love Lucy, Carol Burnett show, and watch Born Yesterday-the Judy Holiday classic screwball romantic comedy.

Week 3/4 – Students will be using scene scripts they write for parody, the instructor will select and cast the scenes that will be performed in class.

Week 4/5/6 – students will study production values making costumes, shoe box sets, collage visual, renderings, exploring all production values for their scenes

Week 6/7 – Students will incorporate technical aspects into their comedic performance

Week 8 – Students will perform their scene work

NINE Week Exam – Students will give presentation reflection of production value and history

FOURTH NINE WEEKS

UNIT 4

ACTING, WRITING FOR SCREEN AND SCRIPT ANALYSIS

Week 1/2 -The students will score text, create a super objective and commanding image, students will block the actor, students will master techniques for coaching the actor, student will master techniques of critique and rehearsal for film and stage. Students will study the Monomyth, or Heroes Journey. Students will watch clips of different films for examples of the Heroes Journey

Week 2/3 - students will collaborate with a production team on pre-production, production and post-production using monomyth for Film project. Directing Terminology , basic production Elements, and acting

Week 3/4/5 - The student will incorporate body, voice and imagination in preparation and performance for film. The student will utilize journaling/portfolios for understanding of screen acting and execution. Filming will begin this week.

Week 5/6/7 – Filming will occur for UIL competition. Students will utilize self-expression (oral and written,)

Week 7/8/9 – Re shoots and editing will be occurring this week

9 Weeks exam – Groups will present production background, pitch, process, film, outtakes, and evaluate

UNIT 6

Displaying Mastery

Group Performance of favorite things

Week 1 - Choosing a large group scene from each form they have learned for the year: clowning, songs, and scenes- discussing production values, agreeing on structure, collaborating on script, casting- utilizing every tool they have learned. Students collect the work from the previous weeks where student journal entries were transformed into a scene format with dialogue. The instructor will read and check scripts for content and mastery as well as conference with each student writer about areas of improvement. As the instructor addresses these journal assignments, the other students will pick a second journal entry to transform into a scene or monologue that is contrasting in tone to the first journal entry selected. At the conclusion of the assignment, the student will have transformed two journal entries into two performance pieces, one comedic and one dramatic. One piece must be a scene with at least two characters; the other piece may be an additional live scene, monologue, original song or alternative performance piece.

Week 2/3/4 –Writing Rehearsal, production,

Week 3/4/5/6 – Rehearsal, production, self-evaluation, group evaluation

Week 6/7/8 – finalities, wrapping up loose ends for show

Week 8 – Dress Rehearsal, Performance for public

NINE Week Exam – Performance

Semester Exam

I have read, acknowledged, and agree with the terms set for this course

Student Name (Print)

_____ Date _____

Student Name (Signature)

_____ Date _____

Parent/Guardian Signature
