

Theatre Arts: Beginning Syllabus

Contact Information

@piedmonttheatre on Instagram & Twitter

Miss Megan Parker

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The best way for any parent or student to reach me is through email.

I check my email daily and will respond to any question/concern you have within 24 hours.

Materials Needed

Journal*

Binder/Extra notebook

Clothes for movement

Pencil

Close-toed shoes

Miscellaneous Project Materials to be given at a later date

*Students must complete their daily journal entries in a separate notebook that can be turned in. This should NOT be the same notebook that students take notes and do classwork in. If a student cannot provide more than one notebook, one will be provided for them.

You can find our amazon wish list here:

https://www.amazon.com/hz/wishlist/ls/2GVV7YMCZMFUS?ref_=wl_share



Journals

Journals will be due twice per grading period.

The journal due dates for this semester are:

February 7

April 8

February 28

May 8

March 20

May 29

Classroom Expectations

- Inappropriate language, direct or indirect disrespect will not be tolerated.
- In the event of an emergency, look to Mrs. Parker for instructions on what to do, and what not to do.
- Effort is a requirement in this class; no student will have the opportunity to opt out of any performances or classroom activities. If you are not actively participating in classroom activities you will be sent directly to In School Suspension.
- Students will be using power tools & traditional tools such as drills, impact drivers, staplers, hammers, screws, and screw drivers.

"Heads up!"

Anytime Mrs. Parker needs to get the class' attention she will call: "Heads up!" To this the students will reply, "Thank you." This is a common practice used in working theatres, and will be used frequently in the classroom.

Grading & Extra Credit

All grading will be on a points system. Each assignment will have different point values depending on unit, length of assessment, and type of assignment. A Final exam will be given at the end of the semester and will cover all of the information from the course.

Please see the Sponge Activities posted in class and linked here:
<https://ibb.co/b7YprCG>

These activities outline extra credit and will be worth 25 points each. If a student completes 3 of the activities in a row or column then they will be awarded an extra 25 points.

Each writing assignment hold a length requirement of 1 page and is expected to be typed: 12 point font, Times New Roman, and single spaced. Each activity is due at the end of the grading period and a student cannot complete extra credit for a past grading period.

Tardies

Students are expected to be in their seats and writing their journals every day when the bell rings for class to begin. The door will be locked each day and students will have to get a lock-out slip to be able to enter class.

Students will not be allowed to leave the classroom during the first or last 10 minutes of class. This is a school-wide policy.

Topics

The following is an overview of all subject areas students will gain fundamental knowledge and experiences in. Class topics will be added and adapted based on student interests and successes.

Performance: Warm Ups Theatre Games Ensemble Building Monologues Memorization Improv	History: Greek Roman Middle Ages Italian Renaissance Ancient Japanese American	Production: Elements of Design Monologue Writing Site-Specific Theatre Script Analysis Research Projects
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Attention Parents:**Course Description**

Theatre Arts: Beginning is an exploration of the world of theatre in its most basic terms. Students will learn the fundamentals of theatre, and class material will be selected that fits with the general interests and goals of the class. In this class we will focus on the development of students as theatre artists in the fields of theatre history, performance, and production.

It is most important that students leave this class with an understanding of what it means to work in theatre, how plays are produced, and the ways that theatre is a part of the everyday world. This class is aligned with the North Carolina Essential Standards for Theatre in Secondary Schools.

We have an expectation in this class that students will always put forth the effort in all study areas. There will be a performance aspect to this class, and students should be prepared to speak in front of peers. **In this class performance is required.** The curriculum in this class is modeled after the working, professional theatre.

Upon completion of this class students will be able to: create and portray a character on stage, exhibit knowledge of historical events and traditions within theatre, create original work and offer constructive criticism of other's work.

Each time a progress report is sent home with your student a parent signature will be required, and will result in a grade for your child when returned to class.

We all want to see our students and children having success in whatever role they're participating. I am acutely aware that the vast majority of the students I teach will not spend their lives in a career in the theater. That is why I structure my classroom to focus on the invaluable skills and unparalleled benefits that theatre gives everyone. I am convinced that there are elements of every other discipline within my curriculum. By taking theatre I will be asking your children to step out of their comfort zone. I will be pushing your students to do things that make them uncomfortable at times. But I can promise that these things are not intended

to turn them to cassinovas or ingenues. It is to make them better people and prepare them for life & any career they choose.

If you would like more information about how Theatre Arts plays a role in you/your child's academic potential and learning please visit this link:
<http://www.aep-arts.org/wp-content/uploads/Critical-Links.pdf>

Also, please consider these statistics. The College Entrance Examination Board reported student scores from 2001, 2002, 2004, and 2005 using data from the Student Description Questionnaire indicating student involvement in various activities, including the arts. As compared to their peers with no arts coursework or involvement:

- Students involved in drama performance scored an average of 65.5 points higher on the verbal component and 35.5 points higher in the math component of the SAT
- Students who took courses in drama study or appreciation scored, on average, 55 points higher on verbal and 26 points higher on math than their non-arts classmates.
- In 2005, students involved in drama performance outscored the national average SAT score by 35 points on the verbal portion and 24 points on the math section.

I am excited to take on this semester with you/your child. Please return the following page, signed by both parent and student, to Mrs. Parker by for a 100 on a quiz grade!

Please consider donating to our Amazon Wish List if you would like to support our program monetarily.

Thank you for your support and I look forward to a great semester.
Megan Parker

I have read and understand all information and expectations in this form.

Please remove the page and return it to Miss Parker for a grade.

Student's Printed Name _____

Student Signature: _____

Parent E-mail Address: _____
(Email will be used only when necessary)

Parent's Printed Name: _____

Parent Signature: _____

Date: _____

**The return of this signed form will result in 25 points if returned by
Friday January 24th!**