



HUTTO INDEPENDENT SCHOOL DISTRICT

HUTTO HS THEATRE ARTS COURSE SYLLABUS 2025-2026

Course Information

- **Course Titles:** Theatre Arts I-IV, Theatre Production I-IV, Musical Theatre I-IV, Technical Theatre I-IV
 - **Grade Level:** 9-12
 - **Instructor Name:** Theatre Director: Rene Fulton,
Technical Director: Michel Hammons
NGC Theatre Director: Jeffery Smith
 - **Email Address:** rene.fulton@huttoisd.net, michel.hammons@huttoisd.net,
jeffrey.smith@huttoisd.net
 - **Conference/Office Hours Time:** Fulton 1st period 9:00 am - 9:45 am
 - **Room Number:** 8-117 (Black Box)
 - **Tutorials Schedule:** After School as Needed
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Course Descriptions

Theatre Arts I-IV – Course Description

Theatre Arts I is an engaging, project-based course that introduces students to the foundations of theatre through active, hands-on learning. This course emphasizes collaboration, creativity, and personal expression, providing students with a comprehensive overview of the theatrical process from initial concept to final performance. Students will learn the fundamentals of theatre safety, ensemble building, script reading, and character development, all while building confidence in communication, self-expression, and public speaking.

During the first semester, students participate in team-building activities, explore dramatic texts, and analyze characters in preparation for selecting and auditioning for a full-class production. Through structured exercises and guided scene work, students grow in their ability to work as part of a creative team while developing their own artistic voice. The semester culminates in auditions for the spring performance, allowing students to apply their new skills in a low-pressure, supportive environment.

In the second semester, the focus shifts to rehearsal and production. Students take on roles both onstage and off as they rehearse a full-length theatrical production to be performed at the end of the year. In this collaborative setting, students are introduced to key aspects of performance, including blocking, line memorization, ensemble work, and basic design elements such as costumes, props, and set pieces. Each student's unique interests and strengths are acknowledged, and opportunities are available in performance, technical theatre, and production support.

Theatre Arts I is designed to be inclusive and accessible to students of all abilities and experience levels. Differentiation and accommodations are made to ensure each student feels welcome, valued, and capable of success. Whether a student is an emerging performer, a shy speaker, a visual artist, or simply curious about the performing arts, this class offers a space to grow, explore, and contribute in meaningful ways.

Ultimately, students in Theatre Arts I will develop a deeper understanding of themselves and others, learning to take creative risks in a safe environment while building skills that will serve them far beyond the stage — including collaboration, empathy, responsibility, and resilience.

Technical Theatre I – Course Description

Technical Theatre I is a hands-on, project-based introduction to the world of behind-the-scenes theatre production. This course invites students to become the visual and structural storytellers of the stage, exploring the many design and technical elements that bring a performance to life. Students will gain foundational skills in scenic construction, scenic painting, lighting design, special effects, projection mapping, audio engineering, costuming, and stage management.

The course begins with a comprehensive unit on technical theatre safety, ensuring students are prepared to work with tools, materials, and equipment in a responsible and informed way. From there, students engage in introductory design and construction projects that develop practical skills while encouraging creativity and teamwork. As the semester progresses, students read and analyze theatrical scripts, learning how to imagine, research, and design the visual world of a play. By the end of the first semester, each student will have contributed to a full production design, including scenic, lighting, sound, and costume elements, and will present their concept to the class.

In the second semester, students shift from design to production. Working as a technical crew, students fabricate and build the physical elements of the class production. This includes constructing sets, painting scenery, managing props and costumes, and programming lights, sound, and projections. Students also gain

hands-on experience in stage management, running rehearsals and calling cues during performances. The course culminates in a final production where students apply their technical knowledge in a real-world performance setting.

Technical Theatre I values and welcomes the diverse talents and abilities of every student. The course is structured to support learners at all skill levels, offering flexible roles and personalized guidance to meet individual interests and strengths. Whether students are detail-oriented planners, visual thinkers, problem solvers, or creative builders, they will find a meaningful place to contribute to the theatrical process.

Above all, this course fosters a collaborative and inclusive environment where students feel safe to learn, experiment, and grow. Through hands-on work, creative exploration, and teamwork, students gain not only technical knowledge but also critical life skills such as problem solving, communication, leadership, and perseverance.

Theatre Production 1 – Course Description

Theatre Production is an advanced, project-driven course designed for students who have prior theatre experience and are passionate about exploring the full scope of theatrical arts. Whether students are interested in pursuing theatre in high school, college, or beyond, this course offers a deeper, more immersive experience in acting, technical theatre, and production management.

Students in Theatre Production take on a variety of creative and leadership roles both onstage and behind the scenes. The course provides continued training in performance and directing, while also introducing students to the organizational and technical aspects of producing a full-scale show. From auditions and design meetings to rehearsals and community outreach, students are active participants in shaping the theatre season and managing all aspects of production.

Throughout the year, students develop skills in advanced acting techniques, scenic and lighting design, costume and makeup design, sound engineering, props, publicity, and stage management. They also assist in producing campus and community events such as showcases, festivals, and collaborative performances. Students are challenged to think critically and creatively, take initiative, and work as part of a production team, gaining real-world insight into the collaborative process of making theatre.

This course fosters a safe, equitable, and inclusive learning environment where students of all abilities and backgrounds are encouraged to take creative risks and grow as artists and leaders. Individual strengths and interests are celebrated, and accommodations are made to ensure all students have meaningful ways to contribute to the ensemble.

Theatre Production serves as a bridge between middle school theatre participation and higher-level study, preparing students for advanced coursework and future opportunities in the performing arts. More than just a class, it's a working theatre company where students learn by doing — and where every voice plays a vital role in telling the story.

Musical Theatre I–IV – Course Description

Musical Theatre I is a dynamic, performance-based course that introduces students to the art of storytelling through music, acting, and dance. This foundational class explores the unique blend of disciplines that define musical theatre, with an emphasis on ensemble work, expressive movement, vocal performance, and character development. Students will engage in active, hands-on learning designed to foster confidence, collaboration, and a deep appreciation for the genre.

During the first semester, students explore the building blocks of musical theatre performance, including vocal technique, choreography, script and lyric interpretation, and the history of musical theatre. Through engaging group activities, guided rehearsals, and solo or small-group performances, students learn to integrate singing, acting, and movement into compelling performances. They will also gain foundational knowledge in audition techniques and musical theatre etiquette.

The second semester centers on the rehearsal and production of musical theatre scenes or showcases from the musical theatre genre, depending on the course level and experience. Students assume both onstage and behind-the-scenes roles as they collaborate to bring a musical performance to life. Key concepts such as vocal projection, staging, musical phrasing, and storytelling through movement are reinforced through full-class rehearsals and individual coaching. Technical aspects like costumes, props, lighting, and sound may also be introduced to support a well-rounded theatre education.

Each level of the course offers increased challenges and opportunities:

- **Musical Theatre I** focuses on introductory skills and building a strong ensemble.
- **Musical Theatre II** deepens performance techniques, with more complex choreography and vocal harmonies.
- **Musical Theatre III** emphasizes character-driven storytelling, directing, and production support.
- **Musical Theatre IV** functions as an advanced ensemble or capstone class, offering leadership roles, mentorship opportunities, and intensive preparation for

auditions or post-secondary theatre programs.

Musical Theatre I–IV is designed to support students of varying experience levels. Whether students are new to musical theatre or seasoned performers, the course provides a safe, inclusive environment for growth, creativity, and personal expression. Accommodations and differentiated instruction ensure all learners can access and enjoy the learning experience.

By the end of each course level, students will have gained valuable skills in collaboration, discipline, confidence, and artistic expression. They will leave with a greater appreciation for musical theatre and the tools to contribute meaningfully to performances both in school and beyond.

Instructional Plan / Units of Study

Outline major units, themes, or topics covered during the semester. Adjust based on grade level and subject.

Theatre Arts I – Units of Study with TEKS (Semester One)

Weeks	Unit Title	Focus / Key Activities	TEKS Addressed
1–3	Theatre Safety & Expectations	Safety rules, classroom procedures, stage areas, rehearsal etiquette	1(A), 1(B), 1(C), 3(A), 5(C)
4–6	Building the Ensemble	Ensemble games, collaboration, community building, risk-taking in a safe space	1(C), 2(A), 2(B), 5(A), 5(B)
7–9	Voice & Movement Foundations	Breathing, articulation, projection, posture, gesture, space awareness	2(A), 2(B), 2(C), 2(D), 2(E)

10–12	Script Exploration	Reading scripts, evaluating characters/themes, class discussion, voting	3(B), 3(C), 4(A), 5(D), 5(E)
13–15	Acting Tools & Monologues	Character development, objectives, tactics, memorization, blocking	2(A), 2(B), 2(D), 3(A), 4(B), 4(C)
16–18	Monologue Performance Project	Rehearsing and presenting monologues, self-assessment, audience skills, peer feedback	

Technical Theatre I – Units of Study with TEKS (Semester One)

Weeks	Unit Title	Focus / Key Activities	TEKS Addressed
1–3	Technical Theatre Safety	Tool safety, shop rules, PPE, stage/backstage safety, scenery handling	1(A), 1(B), 1(C), 5(C)
4–5	Introduction to Design & Crew Roles	Intro to scenic, lighting, costume, sound, props, stage management	1(C), 2(A), 2(B), 5(A), 5(B), 5(F)
6–8	Basic Construction & Scenic Techniques	Measuring, cutting, assembling flats/props, scenic painting techniques	2(A), 2(D), 3(C), 5(D)
9–10	Lighting, Audio & Projection Fundamentals	Light instruments, color theory, basic sound design, projection & media control	2(A), 2(B), 2(D), 5(A), 5(B), 5(F)

11–13	Script Reading & Design Research	Students read scripts, conduct research, build concept boards or mood boards	3(B), 3(C), 4(A), 4(C), 5(E)
14–16	Design Planning & Collaboration	Collaborative planning, drawings/models, tech team roles assigned	2(A), 2(D), 3(A), 5(A), 5(D), 5(F)
17–18	Design Presentations	Present final designs to peers, reflect on process, receive feedback	4(B), 4(D), 5(F), 5(G)

Theatre Production – Units of Study with TEKS (Semester One)

Weeks	Unit Title	Focus / Key Activities	TEKS Addressed
1–2	Course Overview & Safety Refresher	Ensemble norms, advanced safety, leadership expectations, roles in a production company	1(A), 1(B), 1(C), 5(C), 5(G)
3–4	Company Building & Collaboration	Trust activities, group problem-solving, establishing production roles	2(A), 2(B), 5(A), 5(B), 5(D), 5(F)
5–6	Theatre Department Roles & Responsibilities	Introduction/refresher on acting, directing, tech, marketing, management	1(C), 2(A), 2(B), 3(A), 5(A)
7–9	Script Selection Process	Group reads & evaluates scripts, discussion of artistic vision, final selection vote	3(B), 3(C), 4(A), 5(E), 5(F)

10–12	Production Planning	Early design meetings, audition planning, rehearsal schedule building	2(A), 2(D), 4(B), 4(C), 5(D), 5(F), 5(G)
13–15	Audition Prep & Leadership Support	Actors prepare pieces, tech supports audition setup, students assist in casting	2(B), 2(D), 3(A), 4(D), 5(D), 5(F), 5(G)
16–18	Auditions & First Rehearsals	Conducting auditions, casting discussions, blocking read-throughs, rehearsal launch	2(A), 2(E), 3(D), 5(F), 5(G)

Instructional Materials

- Supplemental Materials: Provided: Scripts, rehearsal schedules, community event resources
- Digital Platforms Used (Canvas, Google Classroom, etc.): Canvas, Google Drive, ParentSquare, Band App, Q-Lab, StageWrite, YouTube Videos

Grading Policy

Grades will be calculated based on the following categories per HISD grading policy:

Category	Percentage of Overall Grade	Examples
Major Grades	60%	Performances, Presentations, Tests
Participation	40%	In class projects and activities

Late Work Policy:

An assignment is considered late if it is not submitted on the due date. A maximum score of 70 can be earned on a late assignment if it is received within three school days after the original due date and has been completed with a good faith attempt and is 100% complete.

Retake/Redo Policy:

High School: If below 70, students have the opportunity to retest if the student meets requirements to a maximum score 70. The highest of the two attempts will be recorded up to a maximum of 70.

Reteaching to ensure that students master the material may include but shall not be limited to the following ([EIA Local](#)):

1. The teacher may require the student to attend a tutorial program or remedial classes. Co-curricular or extracurricular activities shall not interfere with the requirement to attend these activities. Collaboration and cooperation between teachers and sponsors should be in the best interests of the student.
 2. The teacher should work with small groups during class time while other students work independently.
 3. If the above conditions are met, the student may retest within one week of receiving the initial grade.
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Behavior & Expectations

Students are expected to:

- Participate daily and collaborate respectfully
 - Take creative risks in a supportive environment
 - Meet deadlines for all projects and rehearsals
 - Uphold the standards of the HISD Student Code of Conduct
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Communication with Families

Teachers will maintain consistent communication with families through:

- Progress reports every 3 weeks
 - Report cards every 9 weeks
 - Parent-teacher conferences
 - Email/phone communication as needed
 - Optional: Band App for after school rehearsals, and Parent Square for class announcements
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Academic Integrity

Plagiarism, cheating, and academic dishonesty are not tolerated. Violations will follow district disciplinary procedures. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Incidents of academic dishonesty may result in a disciplinary referral, parental contact, and a penalty of a zero on the assignment/test/project ([EIA Local](#)). Further consequences might include removal from academic organizations including but not limited to, National Honor Society.