High School Theatre

Syllabus

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Location: Room 143
Credit: 1
Date this Syllabus was last updated: 8/18/23
NOTE: This syllabus is subject to change throughout the year.

A. Course Description

In this fine arts elective, students will receive an overview of theatre. Topics of learning include: the history of the theatre, genres of theatre, and acting techniques. Throughout the course, students will be expected to attend or view theatre performances and to develop a critical perspective through writing performance reviews. They will be required to participate in hands-on learning projects throughout the course. This class counts for high school credit.

B. Course Objectives

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1. Students will identify characteristics of theatre which differentiate it from other art forms.
2. Students will identify the major components of a theatrical production.
3. Students will think critically and analyze theatrical productions.

C. How this Class Supports Founders' Mission and Themes

This course relates to the mission of the school as students will exercise leadership throughout this course. They will become responsible for important elements of the school's theatre

production and their own mini productions. They will also learn about American storytelling through theatre.

Mission Statement:

The Founders Academy is a public charter school encompassing grades 6-12 that is free and open to all New Hampshire students. The academy develops citizens and leaders, who understand and apply the lessons of the past, demonstrate exceptional character, participate knowledgeably in community activities, and lead by example. The Academy recognizes the importance of balance in the development of each person and respects each student's individual journey.

Principled leadership and good citizenship are fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

The Vision:

The Founders Academy prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Leadership Code of Conduct:

The students at The Founders Academy created and adopted the following "Leadership Code of Conduct" in January, 2015:

1. Be responsible
2. Be respectful
3. Be honest
4. Be lawful
5. Be determined
6. Be polite
7. Be open-minded
8. Be courageous
9. Be confident
10. Be helpful

Policy: As outlined in the Student Handbook, students are to follow Section 3.0

D. Texts and Class Supplies

Theatre: The Lively Art by Wilson and Goldfarb, Eighth Edition

Texts Supplied by Teacher:
King Lear by William Shakespeare (excerpts)
Arsenic and Old Lace by Joseph Kesselring (excerpts)
Peril on the Mighty Mississippi by Donald Mellen

Course Supplies
Theatre binder (1 inch)
Notebook
Pens
Pencils

E. Grading Scheme, Homework, Mid-Term and Final Assessments

10% of the points will be deducted from an assignment for every school day that it is late. ***(Any work not turned in during the class in which it is due is considered late.)*** If homework is still not turned in after one week then that assignment will become a zero. If a student is absent from class on the day an assignment is due, he or she is given a one-day extension to get their work in. After that point, the work will become late. (Please contact Ms. Mote in the case of extenuating circumstances.)

Grades will be calculated according to The Founders Academy handbook on a 100-point scale. Within each quarter, grades will be weighed according to the following breakdown:

Performance Critiques- 30%
Weekly Participation- 30%
Quizzes- 30%
Classwork/Homework- 10%

"The academic year is divided into four quarters. The school will email end of quarter report cards only to 'primary contacts' and students on @tfanh.org email addresses." See Student Handbook, section 2.2.

For classes not eligible for high school credit, mid-term and final assessment grades will be factored into quarters 2 and 4 and graded according to the testing standards set by individual faculty.

Quarter 1 – 25%
Quarter 2 – 25%
Quarter 3 – 25%
Quarter 4 – 25%
Full Year Grade – 100%

For classes that are eligible for high school credit, mid-term and final exam grades are factored into final grades as follows:

For Full Year Courses:	For One Semester Courses:
Quarter 1 – 20% Quarter 2 – 20% Mid-Term – 10% Quarter 3 – 20% Quarter 4 – 20% Final Assessment – 10% Full Year Grade – 100%	Quarter 1 or 3 – 40% Quarter 2 or 4 – 40% Final Assessment – 20% Final Grade – 100%

The Grade Scale used at Founders is as follows:

A+ - 98–100%	A+ = 4.33
A – 94-97%	A = 4.0
A- - 90-93%	A- = 3.67
B+ - 87-89%	B+ = 3.33
B – 84-86%	B = 3.0
B- - 80-83%	B- = 2.67

C+ - 77-79%	C+ = 2.33
C – 74-76%	C = 2.0
C- - 70-73%	C- = 1.67
D+ - 67-69%	D+ = 1.33
D – 64-66%	D = 1.0
D- - 60-63%	D- = 0.67
F – 59% and below	F = 0

See The Founders Academy Student Handbook, section 2.2 for more information

F. Mastery

Definition of Mastery at The Founders Academy

Mastery is the acquisition of a deep level of knowledge through meeting content specific benchmarks. Students develop a thorough understanding of the subject matter by consistently applying their skills and demonstrating strong command of the material.

Why "mastery?"

Mastery ensures that the goal of a rigorous curriculum and high expectations are maintained at The Founders Academy. We do not simply require that students "pass" a course, but that they "master" the content of each course. Additionally, the process allows students whose mastery is in question at the end of a quarter or course to continue to work towards mastering the content, and to demonstrate their mastery for the purpose of moving forward to the next level of instruction in a particular subject area.

What is the "process?"

1. The process includes benchmarks for assessment. This includes an assessment of mastery at the end of each quarter; students who earn grades of a B- or above are considered masters of the content automatically. Mastery must be demonstrated in all courses in order to pass the course or to receive high school credit. The only exceptions to this policy are in middle school art, band, or chorus courses.

2. Students who earn cumulative grades of C- to C+ may still demonstrate mastery by completing additional work, at the teacher's discretion. The additional work must be completed within a specified window of time.
3. The process includes both teacher and student reflection. Quarterly benchmarks allow students, parents, and teachers to address any deficiencies in progress as the school year progresses. All should work to monitor student progress towards final course mastery through the school year.
4. Supplementary instruction is pivotal in this process. Students who do not demonstrate mastery with a semester or course grade of a B- or above may have the opportunity to demonstrate mastery at the end of the course by completing supplemental instruction, provided by the teacher.

Course Mastery:
At the end of a semester-long or full-year course, students who earn a grade of a B- or above will be considered masters of the content and automatically be promoted to the next level within that course's subject area (if there is one).

Students who earn a grade of C- through C+ will only pass the course/receive high school credit, and be allowed to proceed to the next level (if applicable), by completing additional work at the teacher's discretion to demonstrate mastery. The only exceptions to this policy are middle school art, band, and chorus courses.

For semester-long courses that are completed at the end of Semester 1, attempts for Mastery must be completed within 2 weeks of issuance of quarter 2 report cards. For courses that are completed at the end of the school year, mastery work must be completed within two weeks of the issuance of end of year report cards.

<u>If a student demonstrates course mastery through completing supplementary work, their cumulative grade does not change.</u>

Forms of demonstrating mastery may include:
Projects, Oral Exams, Written Exams, Exam Re-takes, Khan Academy, After School Tutoring, and other assignments deemed appropriate by teachers.

Necessary Steps to Success of the Mastery Process:

- Teachers must explain Mastery to their students clearly and frequently during the school year. It should be emphasized even more than the numeric value of the grade the student earns, as only mastery is used to determine if students progress to the next level in a subject area.
- Students must understand that a letter grade of a B- or higher at the end of the course determines whether mastery is automatically recognized.
- At the end of the course, only students who have earned a grade of C- through C+ may complete additional work to demonstrate mastery.
- Students are highly encouraged to initiate the request to do extra work to demonstrate mastery by emailing their teachers once they have received their report cards. Student initiation demonstrates student responsibility and commitment to their academic success.
- By the deadlines mentioned above, teachers will determine if mastery has been achieved through the supplemental work completed by the student.

The letter grade “I” (Incomplete) may be assigned to a student who has been absent due to extenuating circumstances and has not had enough time to complete the necessary work in that marking period. Students are responsible for making up all incomplete work within two weeks of the end of the marking period. If the work is not completed, the grade may be calculated with zero credit given for the missing assignments. Written requests for extensions may be submitted by parents/guardians stating the reason for the request (for example, severe illness). Approval of extensions is not automatic. The letter grade "NG" (No Grade) may be assigned to a student who has not completed enough of the course to receive a grade.

See The Founders Academy Student Handbook, section 2.1.

G. Attendance and Make-Up Work

When a student is absent (either excused or unexcused) it is the responsibility of the student to make up all work missed, including in-class assignments. The teacher will decide on the appropriate amount of time for make-up work. Work which was assigned prior to the absence and due on the day of the absence must be passed in upon the student’s return to class. Missed

assignments and class work should be obtained from Google Classroom or Alma, or if further clarification is needed, the teachers.

Students absent on the day of a quiz or test must make arrangements with the teacher on the day of return for make-up. Students may not be given tests or quizzes in advance of an absence without prior permission.

A grade of zero will be put into the grading portal to note assignments that are missing. This serves as a reminder to students, parents, and the instructor that the assignment needs to be passed in. Once the student submits the work (before the two week deadline) the zero will be removed and the credit will be given.

The Founders Academy regulations in relationship to attendance, absenteeism and truancy are based on the following New Hampshire statutes and administrative rules, as well as additional rules as needed:

Legal References Related to Attendance:
RSA 189:34, Appointment
RSA 189:35-a, Truancy Defined
RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
RSA 193:7 Penalty
RSA 193:8, Notice Requirements
RSA 193:16 Bylaws as to Nonattendance
NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism
NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism"

See The Founders Academy Student Handbook, section 3.2.

H. Yearly Overview of Subjects Covered

Unit 1: What is Theatre?

- Theatre and the Human Condition
- Theatre as an Art Form
- The Role of the Audience
- The Role of the Critic

Unit 2: The Story of Theatre

- The Script and the Playwriting Process
- Subject, Focus, and Dramatic Purpose
- Structure in Drama
- Plot Structures
- Types of Dramatic Characters
- Theatrical Genres

Unit 3: The Role of the Actor

- Making Characters Believable
- The Stanislavski System
- Physical Acting
- Acting Techniques

I. References and Videos

American Theatre Wing “Working in the Theatre” episodes- YouTube
Ophelia Monologue
“Oedipus the King”- George School Performance
Oedipus Rex, 1957 DVD
National Theatre- King Lear Act One, Scene One
King Lear- Royal Shakespeare Company
Theatre: The Art of Storytelling
“Into the Woods” Live Performance
Arsenic and Old Lace

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