

**Theatre Classes Syllabus
Columbia Central High School
2023-2024**

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PREREQUISITES: Theatre I has no prerequisite classes. Theatre II-Theatre IV build on the classes before them.

COURSE DESCRIPTION: The theatre classes at Columbia Central are aimed at building confidence, a joy for learning, fostering creativity, building research skills, and supporting life skills such as building, designing, and decision-making to support well-rounded individuals. Standards in this course are aligned with Tennessee State Standards for Theatre. All assignments are aligned with Tennessee Academic Standards for Theatre and will fall into the categories of: PERFORM- CREATE- RESPOND- CONNECT.

Tennessee Academic Standards for Fine Arts Education: Theatre

Introduction: The fine arts have always been an intrinsic part of a quality, well-rounded education—the kind of education Tennessee educators strive every day to offer our students. The incorporation of dance into public school education offers many of the necessary life skills that will help students to be productive and successful citizens in society, in addition to preparing students for paths of dance at the collegiate or possible career level. The skills offered through the arts, and in dance specifically, are exactly those Tennesseans strive to teach our students in all disciplines: positive self-expression and self-confidence, productive communication, teamwork and collaboration, critical analysis and evaluation, self-discipline, a strong work ethic, and the motivation to continuously strive towards excellence in any given task. To that end, these new teaching standards for dance serve to give all stakeholders in our students' education—teachers, parents, administrators, students, and community members—a rigorous and effective tool to facilitate dance education in our schools. When writing these new standards, the writing team relied on the National Core Arts Standards (NCAS), a voluntary framework to guide arts education across America. (Read more about the NCAS here.) In the foreword to the NCAS it states, The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. With this explanation in mind, these standards were built the framework of the NCAS which is built on four key domains: Creating, Performing/Presenting/Producing, Connecting, and Responding. Within each of these domains are foundations and standards to support the development of curriculum, programs, and learning in dance. By keeping the domains and foundations of the NCAS, there is continuity not only across fine arts in Tennessee, but also across the US. Each domain houses standards for each grade level through grade 8; then, standards for varying levels of dance and theatre proficiency in high school: beginner (HS1), intermediate (HS2), advanced (HS3), and pre-professional (HS4). There are instances where the standards between (HS3) and (HS4) look similar at each level. In these instances, the underlying concepts should increase in rigor from year to year. This framework allows for greater teacher flexibility while also increasing rigor in the discipline and keeping many of the positive elements from the original Tennessee state standards. On the following page is an outline for a suggested progression through the foundations, intended to help guide instructors through the new format and language of 8 the dance standards. Overall, this updated set of standards is designed for teacher flexibility. Teachers are the best judges of how to plan, build, implement, assess, and differentiate instruction. Teachers have access to and support from a variety of resources and should be able to use those resources in the way they see fit to best facilitate their instruction. These standards are purposefully broad for the sake of district curriculum development. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district be given autonomy to design a curriculum that is authentic to their population. 9 Artistic Processes Perform Create Respond Connect 1994 National Standards / TN Elements and Skills Choreography

Creativity and Communication Criticism and Analysis Cultural/Historical Contexts Health Interdisciplinary Connections New Foundations 1. Select, analyze, & interpret artistic work for presentation, performance, production. 2. Develop and refine artistic techniques and work for presentation, performance, production. 3. Express meaning through the presentation, performance, production of artistic work. 4. Generate and conceptualize artistic ideas and work. 5. Organize and develop artistic ideas and work. 6. Refine and complete artistic work. 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. 10. Synthesize and relate knowledge and personal experiences to artistic endeavors. 11. Relate artistic works with societal, cultural, and historical context.

Materials: Textbooks, handouts, and most materials are provided.

Assignments: We have two grades for each week. One will be participation based and one will be assignment based. Weekly assignments will be posted in the teams app.

GOALS: The students will be able to read and study a script, audition, learn techniques for warm-up and acting, and learn the various positions in the theatre activities and duties.

COURSE STANDARDS:

https://www.tn.gov/content/dam/tn/education/standards/art/Fine_Arts_Standards.pdf

GRADE SCALE:

A numerical average will be derived over the semester by dividing total points possible into total points earned by the student. Letter grades will be assigned based on final numerical averages in accordance with county policy. Please note that students will not receive a numerical grade over 100, because this is not an advanced placement course.

EVALUATION:

The final grade for the course will be based on the following items:

1. Participation/Activities	70%
2. Tests/Skills	15%
3. Final Exam	15%
TOTAL	100 %

MAKE-UP WORK: When a student has an absence:

- It is the student's responsibility to obtain and complete work missed during an absence.
- I am willing to work with anyone who cares about their grade. Come talk to me.

CLASSROOM RULES AND EXPECTATIONS:

Every student will be expected to conduct him or herself in a manner that does not interfere with the learning process. Students must help with projects and work in the theatre. No one sits out or hangs back. There is some part you can help with even if it is holding a door. You will not leave the classroom/auditorium without permission. Finals may be in the form of working on a show and in that case the student will need to put in hours and be present for practices and performances. If you are cast in a show and cannot play your part, you need to let the director know right away so parts have a chance of being recast.

The following are important teacher expectations:

- LISTEN.
- BE PRESENT.
- PARTICIPATE.
- SAVE DRAMA FOR PERFORMING.

- NO SWEARING
- NO NAME CALLING
- Do not gossip.
- Be supportive of each other.
- Come to the teacher with any concerns. Theatre can feel vulnerable at times if there are any adjustments you feel strongly about just ask and ask early.
- Sit in your assigned seat.
- You are not to record anyone performing or otherwise without their permission.
- Respect everyone and everything.
- Be mindful and do not pick up props, instruments that are not assigned to you.
- Be prepared to work. You must participate. No one sits on the sidelines
- Be prepared for class: Book, paper and writing instrument, computer.
- Complete all assignments and submit for grades by all due dates.
- NO PHONES ALLOWED unless we are working with them.
- There are no excuses for unsafe behavior.
- Students are to stay with class on the main stage and in auditorium and are not to wander to backstage areas or be out of sight during classes.
- All school rules apply.
- Any damage to property shall be subject to replacement or repayment.

DISCIPLINE:

All students will be given a warning about expectations/rules upon first violation. Parents may be involved or called at any point regarding discipline or working on behavior solutions. Any further violations will be written up and/or sent to an administrator. All discipline issues will be recorded in a discipline journal that will be referred to later if violations continue.

NOTE:

The instructor reserves the right to change the course requirements to reflect the class's educational needs.

SIGNATURES: Both the parent/guardian and student must sign below indicating they have received, read, understand, and agree to the course's requirements and responsibilities as described in the syllabus.

Student Signature _____ **Date** _____

Parent Signature _____ **Date** _____
