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| **School Year** | 2017-2018 | **Teacher Name** | René BeVier Dill |
| **Office/Classroom #** | 303 | **Website** | <http://dilldrama.weebly.com> |
| **Phone** | 720-972-4685 | **Drama Club Updates** | Check the bottom right corner of the board, and/or ticket door in the theatre foyer for information |
| **Email Address** | [Rene.dill@adams12.org](mailto:Rene.dill@adams12.org) |

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| **Course Name** | | **Drama 1** | | |
| **Course Description** | | Introduction to the Theater courses provide an overview of the art, conventions, and history of the theater. Although the courses sometimes include experiential exercises, they emphasize learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art. | | |
| **Unit of Study** | **Grade Level Expectations/Inquiry Questions/Content Standards** | | **Approximate Time Spent or Percent of time Spent** | **Targeted Date of Assessment** |
| Community Building | * This is an introductory drama course, so we will be following the fundamental pathway of the Colorado Drama and Theatre Arts standards. * *CA Create Standards Perform* (Extended) (2)Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process.  *CA Create Standards Critically Respond*  (2) Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician and performer. * **Inquiry: What is an ensemble and why is ensemble building essential in the theatre classroom community?** * Students will become familiar with course expectations as we go through the course description. * Students will become familiar with classmates and learn their names, as we participate in ice-breaking activities | | 1 week | Daily/Weekly |
| Stage Terms | * **Inquiry: Why is theatre terminology an important means to communicate?** * *Content Area Standards*  *Critically Respond*  (1) Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application. (3) Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer. * Students will become familiar with practical use of stage terms, technical know-hows of the theatre, historical developments, and acting terminology, as they complete an active note-taking packet, take a behind-the-scenes tour, and prepare and perform an acting skit. | | 2 weeks | Daily/Weekly |
| Stage Movement | * *Content Area Standards Create* ( Fundamental) (1) Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles .  *Perform*  (Fundamental) (1)Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking. *Critically Respond*  (1) Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application (3) Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer. * **Inquiry: Why do actors need to know how to move both as practitioners and as characters?** * Students will learn all parts of the stage and positions of the body, as they participate in many performance activities and complete their stage terms packet. * Students will employ movement techniques: body alignment, control of isolated body parts, and rhythms. (SDT 24) * Students will prepare a memorized performance where they will present stage positions and characterization. * Demonstrate knowledge of motivation through the recall of emotional experience, blocking, and observations of the external world. (SDT 24) | | 1 week | Daily/Weekly |
| Dramatic Literature | * *Content Area Standards Create* ( Fundamental) (2) Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy.(3) Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research.  *Perform*  (Fundamental) (1)Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking. ( *Critically Respond)* (1) Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application. (2) Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices. (3) Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer. * **Inquiry: What are the guidelines for understanding a theatrical production? Inquiry: What other types of themes and practices within a theatrical performance can be identified and compared with other medians. (Drama and Theatre Standards 81) Inquiry: How is the creative process influenced by the technical aspects of a production? (Drama and Theatre Standards 25)** * Students will relate a play to Drama as both a venue for performance and literature, as they explore dramatic literature terminology through note-taking, and then put their knowledge into practice, as they analyze and perform a play. * Students will explore theatre design elements as they create a technical rendering of the set for a play. | | 4 weeks | Daily/Weekly |
| Theatre Games | * *Content Area Standards Create* ( Fundamental) (1) Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles (3) Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research.  *Perform*  (Fundamental) (1)Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking. *Critically Respond*  (3) Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer. * **Inquiry: How do theatre games build skills necessary for performance? Inquiry: How do theatre games build group dynamics?** * Students will express, imagine and appreciate others in group dynamics.(SDT 26) * Students will develop performance skills through games. | | 2 weeks/ongoing | Daily/Weekly |
| Stage Movement and Pantomime | * *Content Area Standards Create* ( Fundamental) (1) Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles (2) Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy.(3) Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research.  *Perform*  (Fundamental) (1)Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking. (2)Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process. *Critically Respond*  (1) Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application. (2) Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices. (3) Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer. * **Inquiry: How can one incorporate dance, music and visual arts to create a character? (Drama and Theater Standards 20)** * **Inquiry: How does ensemble process help to build character and self direction? (Drama and Theatre Standards 27)** * Students will explore and recall sensory and personal experiences and the observation of the external world to motivate character behavior. (SDT 28) * Students will conceptualize and create a scripted pantomime scene as they demonstrate a character’s motivation and use of sensory recall (SDT 57) * Students will perform their original scripted pantomime scene and critically respond to the performances of their peers. | | 2 weeks | Daily/Weekly |
| Monologue Performance | * *Content Area Standards Create* ( Fundamental) (1) Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles (2) Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy.(3) Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research.  *Perform*  (Fundamental) (1)Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking. (2)Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process. *Critically Respond*  (1) Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application. (2) Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices. (3) Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer. * **Inquiry: Why rehearse and perform theatrical material? Inquiry: What roles does an audience play in a variety of performances? (Drama and Theatre Standards 54)** * Students will select a monologue with instructor assistance and approval. * Students will explore and apply vocal techniques to their monologues: Breath control, diction, projection, inflection, rhythm, and pace. (SDT 24) * Students will employ movement techniques to their characterization. * Students will explore and demonstrate knowledge of basic acting technique: Objectives, Obstacles, Tactics, Motivation. * Students will rehearse and perform their monologues in many workshop experiences (formative and summative) * Students will Critique and evaluate artistic choices and personal reactions to dramatic presentations using guidelines for evaluating a theatrical production. (SDT 81 | | 5 weeks | Daily/Weekly |

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| **Grading Scale** | | **Grade Percentages/Weights** | |
| **A** | 90-100 | **Summative Assessments & Projects** | **80%** |
| **B** | 80-89 | **Formative Assessments & Projects** | **20%** |
| **C** | 70-79 | **\*Weekly progress grades are posted at** [**https://ic.adams12.org/campus/portal/adams12.isp**](https://ic.adams12.org/campus/portal/adams12.isp) | |
| **D** | 60-69 |
| **F** | 59 or below |

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| **General Expectations**   * Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. * **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) * **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. * Assessments will be graded based on teacher/district/state rubrics. * On group projects, students will receive a grade for individual work and a group grade. * Grades are based on achievement of Content Standards and Grade Level Expectations. |
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| **Class Expectations**  **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course. |
| 1. The Six P’s: Be Prompt; Be Prepared; Be Polite; Have P.M.A; Participate, and Produce! |
| **Student Expectations** |
| 1. Each student will be given only 2 “just because” passes for each quarter. You must use these wisely; They can be used for passes to your locker and the cafeteria when we will not be going into the theatre. They also can be used for a 4 day extension on homework. They may not be used to get out of a performance, however. Something to keep in mind, though, once you use your two requests per quarter, you will NOT HAVE THE OPPORTUNITY TO USE A HALL PASS AGAIN. **IF YOU DON’T USE THEM, YOU CAN TURN THEM BACK TO ME AT THE END OF THE QUARTER FOR EXTRA CREDIT POINTS! EACH REQUEST IS WORTH 5 SUMMATIVE POINTS.** 2. All business related activities, i.e. progress reports, potty requests, just because requests, and make-up work requests must be taken care of either before the bell rings or while I’m taking roll. ALL OF THE BEFORE-MENTIONED ACTIVITIES MUST TAKE PLACE AT THE BEGINNING OF CLASS, NOT WHILE WE’RE WORKING ON STAGE OR AT THE END OF CLASS! ONCE WE ARE IN THE THEATRE WE WILL REMAIN THERE UNTIL THE FINAL BELL RINGS. (Two potties are located in the dressing room behind the blackboard so you don’t need to go far.) 3. You will need a spiral notebook for journal reflections, as well as a folder to keep important papers and script copies. 4. You will be expected to read, write, speak, and PERFORM in this class. Outside class time for memorization will also be necessary later in the semester. Collaboration with others is a must. Having an open-mind is imperative! 5. Makeup work will follow the Superintendent policy: “Students will have two days per excused absence to complete make-up work. It is the student’s responsibility to obtain make-up work from the teacher on the day of return, but a student cannot earn credit for work during an unexcused absence.”    1. Most performances will be scheduled in advance, and you need to be ready on your performance day, even if you have been absent. Many performance opportunities are collaborative, and others are relying on your attendance. Depending on the performance opportunity, performing in front of a live audience is part of the standard, so performances can only be performed in class. If you miss a summative performance and we are still on the performance cycle in class, you will perform FIRST the day you get back from your absence. You will not get extra time because you had the same amount of preparation time as the other performers.    2. Students will have multiple times to make up assessments, until the instructor gives a final cut-off, most likely 2 weeks before the end of a grading period. 6. If you aren’t absent, you can only turn in late formative work with a “Just because” PASS. This pass allows students to have a four day extension on a formative homework assignment. **These passes may not be used for performances, which are often scheduled in ADVANCE!**    1. Homework is collected in color coded folder and numbered according to period. Your folder is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It can be found in the plastic box by MRS. Dill’s desk and if you get an assignment in by 3:15 the day it is due, it will not be late.    2. Class time is given for performance preparation for collaborative presentations. If students are absent, they will not get extra time to work on their performances. They must make the effort to meet outside of class with their fellow performers to prepare for their performance.    3. Every month two class ambassadors will be chosen. Ambassadors communicate class norms and objectives to visitors and act as the class spokespeople. If you do NOT want to be a class ambassador, please communicate that on the final agreement form. 7. *Accommodations will be made on an individual basis for students with special needs and learning differences.* |

To save trees this year, Mrs. Dill’s DRAMA I syllabus is available on-line. Go to Drama Class Docs and your individual class.

<http://dilldrama.weebly.com>



Drama I Course Expectations Agreement form is due in class on: Monday, Tuesday, January 16th!

STUDENT: Please tell Mrs. Dill something about yourself that will help her get to know you better:

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STUDENT: Please sign below.

I agree to adhere to the expectations in Drama I

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Print Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I WANT TO BE A CLASS AMBASSADOR (**Someone who greets adults in the room and acts as a class leader)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

I support my student’s success in Drama I, and I have read the expectations for the course.

 PARENT OF DRAMA STUDENT: Please sign below.

I support my student’s success in Drama I, and I have read the expectations for the course available online at

<http://dilldrama.weebly.com>, under the class docs tab, then under Drama I.

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_