

Theatre for Social Action

Instructor: Ms. Nordleaf

Preferred Contact Information

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COURSE DESCRIPTION

This course is designed to introduce students to the skills required to create and perform drama. These skills include: improvisation, staging techniques, vocal work, characterization, the technical aspects of theatre, dance, text and performance, film-making and the use of space. Students are encouraged to develop strong working relationships with other members of the group and a spirit of collaboration and problem solving is fostered. The course covers naturalism, non-naturalistic theatre, Shakespeare and story-telling through various genre and media. Through written work and discussion, students reflect on the process of theatre making and evaluate their own development and that of their peers.

In this course we will explore the techniques and skills in dramatic performance, skills and attitudes appropriate to a variety of theatre performance contexts and theatre theory. Throughout the course every effort will be made to show how Drama connects to other areas of study.

You will be encouraged to communicate your ideas and consider the thoughts and opinions of others. You will also work to develop yourself as communicating, caring, inquiring, risk taking, knowledgeable, reflective, open-minded, principled, balanced, and thinking individual.

AIMS

- demonstrate an ability to internalize the experiences of another while maintaining their own identity
- concentrate on role while sustaining and developing situations
- apply vocal and physical techniques to create role and character
- consistently use precise language to reflect on experiences both in and out of role
- apply stage vocabulary and theatrical conventions to dramatic forms
- select technical elements to create mood and atmosphere
- represent concepts from original and scripted work through presentation
- realize, in production, relevant issues of cross-cultural importance
- create drama that demonstrates a responsibility to the community
- use knowledge of diverse cultures and historical periods in developing work

OBJECTIVES

Criterion A: Knowing and understanding

Students should be able to

- I. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- II. demonstrate understanding of the role of the art form in original or displaced contexts
- III. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion B: Developing skills

Students should be able to:

- I. demonstrate the acquisition and development of the skills and techniques of the art form studied
- II. demonstrate the application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

Students should be able to:

- I. develop a feasible, clear, imaginative and coherent artistic intention
- II. demonstrate a range and depth of creative-thinking behaviors
- III. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Criterion D: Responding

Students should be able to:

- I. construct meaning and transfer learning to new settings
- II. create an artistic response that intends to reflect or impact on the world around them
- III. critique the artwork of self and others.

APPROACHES TO LEARNING:

Throughout this course, we will be using various approaches to learning, these include:

Category	Skill indicator (an example)
Communication skills	Listen actively and endorse the views or opinions of others.
Social skills	Work collaboratively in a production team with assigned roles and responsibilities
Self-management skills	Plan the rehearsal schedule for a performance or plan the time needed to pre a scene.
Research skills	Create storyboards or sketches, which translate an idea into practice.
Thinking skills	Map the creative thought process in the arts process journal to generate new ideas and Questions.

CONCEPT BASED LEARNING THROUGH GLOBAL CONTEXTS:

Pre-IB Theatre inquiry recognizes the integrity of subject disciplines, but learning is richer and deeper when conceptually driven. Building a deep understanding requires meaningful reflection. Introduction to Theatre uses a fluid, differentiated model to encourage learning and uses the Global Contexts as a context to drive inquiry.

The global contexts and key/related concepts will be addressed in Introduction to Theatre by exploring the following Key Concepts: aesthetics, change, communication and identity. Other key concepts are important in the arts. Creativity, culture, form, perspective, relationships as well as time, place and space, are all key concepts applied in arts units of study.

Unit titles for intro to theatre include:

- Drama Elements: Space, Character, Place, Tension, Structure, Sound, Movement, Timing, Rhythm, Symbol, Mood, Moment, Beat
- Concentration, Trust and Focus, Sense Awareness
- Mime and physical comedy
- Elements of Technical Theatre: costumes, props, set, lighting, sound
- Improvisation: short form and long form
- Scripted scene work
- Monologues
- Playwriting via social issues
- Some units are in development.

METHODS OF ASSESSMENT

Formative Assessment (40%) Students will have daily samples and explorations of key concepts. Students will be encouraged to discuss their thinking about the various topics covered in class. The information gained guides the next steps in instruction and helps consider the additional learning opportunities needed to ensure success

Summative Assessment (60%) At the end of each unit students will demonstrate their learning through performance and self and peer-reflection. Students will partake in individual and group projects. Students will be required to demonstrate their knowledge, their understanding, applications of skills and concepts in a manner that is clear and organized in all the aforementioned forms of summative assessment.

- Summative assessments provide information about the attainment of knowledge
- Results translate to an overall level of achievement.
- The goal is to evaluate student learning at the end of an instructional unit by comparing it to the Pre-IB Standards.

All grading will be based on Pre-IB assessment rubrics and Learning Outcomes that will be given to students with each unit.

ACCOMMODATIONS

Individual students may receive official accommodations from the school. The instructor will modify assignments for individual students according to the WSA accommodations letter signed by administration, faculty, student, and parents in the meeting.

DIFFERENTIATION AND MODIFICATION FOR THE ELL LEARNER

- Classroom content, processes and products are adjusted to reflect the unique needs of the ELL learner
- Instruction is scaffold to enable ELL students to achieve grade-appropriate outcomes
- Teacher offers a variety of resources, grouping arrangements, assignments and tasks
- Teacher uses various strategies to build background knowledge, make connections and encourage communication
- Teacher embeds modified learning strategies into instruction
- Students can demonstrate understanding in alternative ways with teacher-applied modifications to assignment

Required Materials:

- computer access
- pencils or pens (blue or black)
- a folder or binder for keeping class materiale
- internet access
- a notebook

DUE Friday, September 6th, 2019

**Theatre for Social Action
Course Guidelines 2019-2020
Verification of Receipt**

After you have read these course guidelines, please sign below and have parents complete their portion before returning on the due date.

Student Signature

Date

I have read and understand the expectations in the syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for to complete their homework.

Parent Signature

Date

Parent Name (Please Print) _____

Parent Home Phone: _____ Parent Cell Phone: _____

Parent Work Phone: _____ Parent E-Mail: _____

Thank you,

Ms. Nordleaf