Theater (6th grade) Mrs. Bertler

 Theatre/Music room

 2012- 2013

Course Scope:

*This semester long course is designed to help the student identify, explore, practice, analyze, research and refine various acting skills such as: listening, memorizing, imagining and visualizing, observing, recalling, pretending, concentrating and relaxing using the 5 senses and voice skills such as imitation, volume, diction, pitch, tempo, rhythm, expression and character development. Emphasis will be placed upon self-awareness, self expression, responsibility and critical thinking*

Course Goals:

* *To plan and improvise plays based on personal experience and heritage, imagination, literature, history for informal and formal theater*
* *To cooperate, imagine, assume roles, explore personal preferences and meanings, and interact in classroom dramatizations*
* *To compare, connect and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including film, television, electronic media and other art forms*
* *To analyze and explain personal preferences and construct meaning by responding to improvised and scripted scenes in theater, film, TV, production, and electronic media*

Materials:

 *Students will be using various play scripts from recognized authors, resource worksheets and diagrams as well as activities from Introduction to Theater Arts (PDF student handbook copies) These resources may be used anytime and scripts can be signed out ensuring that it will be returned in the condition it was loaned out and on the day agreed by both the teacher and the student. Any damages to the loaned out material will be on the responsibility of the student. Students are expected to bring a 3-ring binder with college or wide ruled paper or a composition book, which will serve as a Theater Notebook.*

***\*Students will be required to bring costumes, props and scripts on occasion (especially when used with personal written scenes)***

***\*Materials in the classroom/theater/storage/shop are not to be used by students without permission and supervision of the teacher***

Evaluation Criteria:

*Since this is mainly a performance class,* ***performance*** *will equal* ***75%*** *of the student’s grade. Performances will be graded on the overall presentation. Aspects of each overall performance (including, but not limited to, believability, interpretation, character development, voice, blocking* *etc) will be figured into overall score and a total will be established for the performance. A rubric handout with a breakdown of points for each assignment will be given to the students before each performance. Students will be required to see two productions (one each semester)*

*Participation points will be awarded for attending these productions, Quail Run plays or musicals productions can meet this requirement. Students may attend Quail Run productions for free with student ID. Special family rates will be offered for performance participating students.*

***In-class assignments*** *(bell work, journals, quizzes and projects) will comprise* ***25%*** *of the student’s grade.*

*The student’s* ***final*** *will comprise* ***10%*** *of the semester grade*

Minimum performance requirements for grading

1. *Stay in character*
2. *Learn basic blocking techniques*
3. *Utilize facial expressions and gestures*
4. *React to other actors and situations*
5. *Motivate action*
6. *Incorporate action and dialogue*
7. *Exhibit varying emotional intensities*
8. *Memorize lines as required in a scene*

***\*It is up to the students to prepare scenes for performance and critique (this will be mainly done during class-time) however on occasion the student will need to prepare some scenes and projects on their own time.***

Make-up work:

*Scenes for presentation will be assigned at the beginning of each unit.*

*Students must perform on their assigned day. With so many scenes to be presented, students will be expected to perform on their performance day; especially since many of the scenes will involve other members of their class. If they are not here, the old adage of “the show must go on” applies and your scene will be presented without you. You will receive 0 credit for the assignment, with the only exception of excused absences, and then this policy will apply: “After any absence, students shall be required to initiate contact with the teacher to obtain appropriate makeup work within three days directly following the absence. Once contact has been made determined by the teacher, a minimum of three days for each day of absence will be required.)*

There is no guaranteed extra credit for this class**.** *A student needs to be receiving 85% or higher to fill out and submit a form of approval. The request may be denied if the student failed to stay on top of the required 85% mastery and behavior expectations.*

Written “make-up work” assignments (after an absence) *can be attained in the binder marked “make-up” at the front of the classroom. The binder is divided by class period and the absent student’s name will be marked on the written assignment. The returning absent student’s name will be marked on the written assignment. The returning absent student will be directed to consult this “Make-up” binder first and to then ask Mrs. Bertler what he/she missed. If a test or quiz is missed, the student is to see me to establish a time to make up the assignment.*

Grade Reporting

*Individual student grades and lesson plans are accessible online for parents and students under the district’s website. Grades will be updated on a weekly basis. Formal grades will be distributed each nine weeks. All assignments will be distributed back to the students after they have been graded and recorded.*

Late Work

*All late work should be turned in to the basket at the front of the class. For each day an assignment is late, 10 points will be deducted for the maximum value. If a student is absent the day an assignment was due****, it will be due the day the student returns.***

When working in class expectations

1. *Students are to show respect at all times(including property)*
2. *Students are to stay “on task” at all times(no talking during bell work time)*
3. *Noise level should be kept to a minimum*
4. *Distractions such as personal grooming/texting etc...will not be tolerated*
5. *Bathrooms are to be used on a request basis only (one student at a time with pass)*

Rehearsal expectations

1. *Bring your script and a pencil every day*
2. *Work only in your group unless otherwise instructed*
3. *Keep criticism respectful and constructive*
4. *All props and equipment must be put away (5 min) before transitional activity*

Performance expectations

1. *Be quiet and still, and have supplies ready in advance*
2. *Be supportive before, during, and after performances*
3. *Only offer constructive criticism (when asked to do so)*
4. *During a performance, no one should leave or enter*

\*Follow all school rules, regarding punctuality, attendance and dress code

Results for behavior infractions

1. *Verbal warning 2.)Student will answer questions in an essay style and sign form below 3.)Phone call home/form goes home with returned parental signature 4.) Parent/teacher/student conference 5.)School referral*

**\*Behavior infraction essay form will include the following:**

*What rule or expectation did you break? Explain*

*Why have you been having trouble following this rule?*

*What could you personally do to take more responsibility for your own actions? Please set some goals (at least two) and explain each.*

*The parent/student will sign the form*

Hours of availability

*I will be available most week days and evenings, except on Tuesdays, between* ***2-3pm*** *and* ***7-9 pm******(****with the exception of performances and/ or rehearsals)****.*** *Please don’t hesitate to contact me. I will be happy to answer any question to the best of my ability and make adjustments where necessary. I can be reached at 801-692-3401 or via email at hbertler@gmail.com*