Course Overview:
In the Theatre Lab we will build skills through acting, directing, analyzing plays, devising our own works, and creating technical designs in lighting and sound that amplify the work. Students will begin their work first semester as a cohesive group of aspiring actors, directors and technicians, creating an ensemble with skills in each area. Second semester, the students will specialize in one area, working with the ensemble to produce one-act plays directed, acted, and with technical aspects designed by students.

Units and Activities: What will we be learning about and doing in this course?

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<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<td>1st quarter: Devised theatre piece on the theme of anti-racism</td>
<td>Devise short pieces based on readings chosen from <em>Stamped: Racism</em>, <em>Antiracism and You</em>, <em>White Fragility</em>, and <em>My Grandmother’s Hands</em> and current news reports and articles. Practice film storyboarding techniques</td>
<td>Compile and produce an online production of our devised dramatic piece as a culmination of the work. Possible collaboration with art dept. to include student artwork.</td>
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<td>Reading/analysis/acting of The Laramie Project as a sample of devised work, link to current events, film storyboarding.</td>
<td>Technical aspects of selections from each play.</td>
<td>Comparison of text selections in modern adaptations, directing in multiple styles</td>
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<td>2nd quarter: Greek and Modern Theatre: Comparison of ancient text with modern translations. The Birds (Aristophanes and Reno/Weissman),</td>
<td>Reading selections, analysis, history, acting of The Birds by Aristophanes, Bakkhai, Eurydice,</td>
<td></td>
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Bakkhai (Euripides/Carson), Eurydice (legend/Ruhl),

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<th>3rd quarter: Musicals</th>
<th>Introduce musicals of students’ choices. Students choose a song from a musical to learn and perform and share the song and musical with the group. Vocal work: exercises for development</th>
<th>Vocal work: exercises. Choose another song from a musical to learn and perform. Make a performance video.</th>
<th>Produce an online piece with songs from musicals and accompanying artwork from the art department.</th>
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<tr>
<td>4th quarter: 10-minute plays, one-acts</td>
<td>Student groups read 10-minute plays and choose one to produce.</td>
<td>Students in each group cast their play, technicians create lighting and sounds cues, costumes, directs plan and implements rehearsals.</td>
<td>Student groups finish up rehearsing plays, and perform for the class.</td>
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Standards: What knowledge and skills will I gain by the end of this course?

**Anchor Standards:** This course will assess the knowledge and skills students build in key Anchor Standards. A student will have multiple opportunities to show their proficiency in each Anchor Standard. Below, each Anchor Standard for this course is named and described.

- **Create:** Use the artistic process to conceive and develop new artistic ideas and work.
- **Perform:** Demonstrate the ability to effectively interpret and share artistic work.
- **Respond:** Understand and evaluate how specific arts convey meaning.
- **Connect:** Connect artistic ideas and works of art with personal and external meaning.

**Course Standards:** This course builds student knowledge and skill using the Theatre Arts standards. The course standards for Theatre Lab are:

- **TH:Cr1:** Create: Envision - Apply basic research to construct ideas about visual composition of a theatre work.
- **TH:Cr2:** Create: Develop Craft - Collaborate as a creative team to discover artistic solutions and make interpretive choices in devised or scripted theatre work.
- **TH:Cr3:** Create: Rehearse - Refine technical design choices to support the story and emotional impact of a devised or scripted theatre work.

- **TH: Pr4:** Perform: Select - Select, analyze and interpret work for presentation.
- **TH: Pr5:** Perform: Prepare - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
TH: Pr6: **Perform**: Share/Present - Present a theatre production that employs research and analysis grounded in the creative perspectives of the playwright, director, designer and actors.

TH: Re7: **Respond**: Reflect - Respond to what is seen, felt and heard in a theatre work to develop criteria for artistic choices.
TH: Re8: **Respond**: Interpret - Use new understandings of cultures and contexts to shape personal responses to theatre work.
TH: Re9: **Respond**: Evaluate - Verify how a theatre work communicates for a specific purpose and audience.

TH: Cn10 **Connect**: Empathize - Collaborate on a theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.
TH: Cn11 **Connect**: Interrelate - Integrate conventions and knowledge from different art forms to develop a cross-cultural theatre work.
TH: Cn12 **Connect**: Research - Explore how personal beliefs and biases can affect the interpretation of research data applied in theatre work.

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**Assessment of Learning:**
For information about assessment types, scoring, and overall grade calculation: click here.

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**Communication:**

**How Do I Access Work from Home, and What Should I Expect?**
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.
- If you have any questions, email your teacher.

**How Do I Know What My Grades Are?**
- On Summative Assessments, teachers will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments.
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope. Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

**Where Can I Find This Syllabus during the School Year?**
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running. It will also be available in our Google Classroom.

**How Do I See What’s Due?**
- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

**How Do I See What’s Past Due?**
If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

Materials:  Students should keep a three-ring binder for papers and plays, and bring a pencil.

Schoolwide Procedures:
Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook.

Classroom Expectations:

Be Respectful
Everyone has the right to be heard. Listen thoughtfully and wait for your turn to speak.
Keep your body and supplies in your own space.
Use materials and supplies for their intended purpose.
Feedback on work should be thoughtful and helpful.

Be Responsible
Ask for clarification if you don’t understand something.
Make up missed work when you are out.
Be helpful. Put supplies away. Clean up the space.
Complete your work to the best of your ability.
Put your name and date on your work.

Be Engaged
Be focused and working when you are in class.
Ask clarifying questions.
Ask permission to leave the room.

CONSEQUENCES: 1. Warning, 2. Private Conversation, 3. Letter and Call Home to Parents