

Drama 1

Instructor: Jason Long

COURSE DESCRIPTION

This course is an introduction to stage performance. Students will practice basic acting theory through monologues and scene study. Included is a classroom investigation of performance through the use of theater games, movement, voice, sensory awareness, character portrayal, and improvisation. The course is designed for students new to acting, wishing to explore self-expression through performance, and for those more experienced students wishing to round out their theater experience at Placer High.

MATERIALS

- Comfortable clothing and shoes (every day)
- An open mind

Upon completion of this course, students will be able to:

- apply elementary participatory techniques used in the process of acting.
- demonstrate a knowledge of basic terminology and process of the craft.
- demonstrate an understanding of how to approach a scene.
- recognize standard practices of ensemble playing in a rehearsal environment.
- demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements.
- compose a character analysis based on the text and subtext of a given script.
- identify the elements of the performance space.
- critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation.
- compare and analyze various theories and techniques of acting.

ATTENDANCE

This is a theater class; attendance and active daily participation are absolute musts.

Tardiness and lack of participation adversely affect the rest of the class, so please be mindful. Any work missed due to a cut cannot be made up and can lower your grade in the class.

EVALUATION PROCEDURES

Students will primarily be evaluated on their ability to grow as dramatic artists (via rubrics), as well as how successfully they use consistent feedback to improve work.

GRADING

For all aspects of the Drama 1 class, grades will be accurate reflections of students' levels of academic and artistic performance, based on a 4-point rubric grading scale and on evidence of students' content knowledge and skill development. The class inherently includes "retakes and re-dos," as students develop craft by persisting through a series of project-based lessons (for example: learning and presenting a monologue) that are designed to allow for scaffolded skill

acquisition and gradual improvement. All lessons and assessments encourage student agency through meaningful feedback, from teacher-, peer-, and self-evaluation.

THE RUBRIC

	MINIMAL	ORIENTING	REFINED	INNOVATING
DRAMATIC CONCEPTS	Theatrical concepts are minimally demonstrated with signs of weak execution. Project/work is unrefined and/or unplanned. 1	Theatrical concepts are demonstrated with emerging signs of solid execution; thought/refinement has been generally considered. 2	Theatrical concepts well demonstrated and mostly strong. Dramatic work has been thoughtfully considered and project is refined. 3	Theatrical concepts are exceptionally demonstrated and visibly strong. Work is thoroughly refined. 4
CRAFT AND EFFORT	The practices of craft and effort are lightly or minimally evident. Project meets 50% or less of assigned parameters. 1	Generic application of craft and effort with some attention to details evident. Project meets most of the assigned parameters. 2	Quality craft and attention to detail are applied. Project achieves all of the assigned parameters. 3	High quality craft and attention to detail are evident. Project exemplifies all of the assigned parameters. 4

Enrollment in this class is an implicit agreement to:

1. Attend and actively participate in every class and assignment.
2. Approach each project, assessment, etc. with willingness to grow.
3. Report any harmful actions or personal injuries/concerns to the teacher.
4. Show care, concern, and respect for all participants and guests in the class.

VAPA ELO'S

- **Develop Craft:** Learning to use and care for tools & materials. Learning artistic conventions.
- **Engage & Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.
- **Envision:** Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
- **Express:** Learning to create works that convey an idea, a feeling, or a personal meaning.
- **Observe:** Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.

- **Reflect:** Learning to think and talk with others about an aspect of one's work or working process.
- **Evaluate:** Learning to judge one's own work and working process and the work of others in relation to standards of the field.
- **Stretch & Explore:** Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.
- **Understand Art World:** Learning about art history and current practice. Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.