



South Texas ISD

Preparatory Academy

GRADES 7-8 | EDINBURG

Course	Teacher	Conference Times	Telephone	Room	E-mail
Theater Arts I	Mrs. AuenSmith	A Day 9:55 - 11:15 B-Day 8:25 - 9:55	(956)388-2600 (office) (956)318-8583 (room)	301 Hughes	kristi.auensmith@stisd.net

COURSE OVERVIEW

Purpose: Theater provides us a unique opportunity to explore life. We are able to safely increase our perception, indulge in creative expression, engage in historical and cultural heritage and grow through critical evaluation. The purpose of this course is to communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, relate interpersonally and grow as a team.

Objective: Theater creates a more empathic, thoughtful and understanding person. It increases your understanding of self and others and helps to develop clear ideas about the world. Theater develops skills needed for success in all fields of employment and life.

SUMMARY OF ACTIVITIES

Unit 1: Team Building – We will begin with the writing of our mission and trust and team building activities. A study of teamwork and a clear understanding the group dynamic and the importance of creating a working, valuable team is our goal. Activities evaluate your role as a leader and follower, your willingness to trust and risk, and your understanding of your individual contribution to the success of the team and willingness to fully participate.

Unit 2: Pantomime – Even before an actor speaks, the audience begins to understand his character. In fact, more than 50% of the understanding an audience has of a character will come from what the character does, not from what he says. It is, therefore, intensely important that you understand and are in tune to your body. Pantomime will aide new actors in understanding the language of movement. Activities are all silent with the goal of a clear story told at the close of the unit.

Unit 3: Improvisation - Most of the skills you learn in this unit of study will be applied to what we do the remainder of the year. You will learn how to warm up, how to work with in an environment, and how to create traditional and original characters through observation and analysis. You will also learn to trust yourself and your partner, accept all offers and to build a story.

Unit 4: Communicating on Stage. You will learn floor positions and stage levels and planes to create meaningful stage pictures that show power onstage. You will learn how to project into an auditorium as well. Understanding and evaluating a strong tableau is the goal as this will be applied to all stage work 2nd semester.

Unit 5: To show mastery of the development of strong characters and relationships, the progression of obstacles and tactics, and the concept of power positions and focal points, 2nd semester you will select a one-act play for performance. I will provide you with at least 4 choices that closely accommodate our needs. We will then read and evaluate each from the standpoint of a director. Looking closely at our stage size, acting skill, set and costume requirements, audience, time limits, et c. we will come to a consensus, cast the play and begin rehearsals. Weekly calendared goals based in part on The Sixteen Keys to Characterization are discussed at the beginning of the week and practiced throughout. My expectations for 'on task' and "improvement" are based on preparedness to complete each task and competence in completion of the task. You will need to show growth at each rehearsal according to the weekly calendar – a progression of performance. Much of the grade is based on practice outside of class to show improvement onstage.

The performance of this show in front of a live audience will be your final semester exam grade. This year's performance is set tentatively for **May 15th** from 6 to 8 in the STPA Cafetorium.

DESCRIPTION OF WORK

Practice Work: Work done outside of class consists mostly of preparation for pantomimed and improved performances 1st semester and weekly goals in play progress 2nd semester. This work includes written strategies uniquely designed to increase the effectiveness of physical performances given to evaluate separate concepts discussed and practiced within the unit of study. 2nd semester practice includes memorizing the script and weekly concepts of character development. Dedication and effort in all activities are graded as performance improves.

Active Participation: Much of the comprehension of objectives and display of skills is determined through rehearsal. You are expected to work in and out of class to ensure the objectives of our shared goals are met. Showing empathy and fairness to all teammates as the team grows and develops is expected as well.

Reflection: We routinely reflect on progress to gain an authentic understanding of where we are in terms of success. The reflection critically evaluates progress toward our shared goal (where we want to be) and offers strategies on how to get there.

Performance and Written Exams: You will demonstrate an understanding of each objective mostly through performance; however, written exams should be expected. First Semester performances will include pantomimed and improved scenes as well as vocabulary quizzes and a written comprehensive final exam. Second Semester is geared toward performance, but a demonstration of comprehension and supplication of positions of power, competence in analyzing a script from a director's perspective and demonstrating attention to the weekly task and growth are the key to success. Parents are welcome to attend, again, *tentatively May 15th*, 2020. As this is a performance-based class and this play is the semester grade, **attendance is mandatory.**

FORMATIVE ASSESSMENT

After every class performance, you will be asked to formatively evaluate yourself and your peers. This class is a work in progress and grades do depend on getting better. Getting better requires thoughtful reflection and sincere, critical and constructive feedback. After every performance, I will ask each of you to consider where you are now in terms on the expectations for that performance. You will need to consider where you should be and ask what you need to do to get there. As a team, we must recognize our strengths and weaknesses, we all begin somewhere and given our shared goal, we are all expected to grow by the end of the year. Formative assessments are critical to learning because they provide feedback as to what essential learning we will focus on next. They will help influence and shape the process of learning while we still have time to improve before tests, quizzes or report cards are given and before we perform publicly.

GRADING PROCEDURES & WEIGHTS

Practice Work	consistently prepared, performance is polished, dedicated to improving	25%
Active Participation	individual efforts support the shared goal; inspires caring, fair motive	25%
Reflections/Feedback	critical, thoughtful, organized	15%
Performance	meets objective	35%
Final Exam	average of both performances	25%

All work is due at the assigned time. If you are absent on a day work is due, you are responsible for securing the work and arranging to discuss assignment content and expectations. Work of this nature is due the following class day. Work assigned prior to absence will be due upon your return. All practice work is due at the beginning of class unless otherwise stated. This is used as an indicator of understanding and must be completed to ensure mastery of content. You are ultimately responsible for ensuring work is turned in on time. Although nothing replaces being in class, all handouts, study guides and power points are available on Blackboard.

EXPECTATIONS AND CLASSROOM PROCEDURES

Your child has been given 1st Semester Theater Procedures along with this document. Parents, please read then sign both. The Weekly Participation Rubric is based on our class procedures and it is important all students are aware of and follow the procedures established in the room and on stage. As always, if you have any questions, call or email me.

Teacher
Kristi AuenSmith

Principal
Ana Castro

I have received a copy of this course outline, have been given the opportunity to ask questions, and understand the contents. I know that a copy of this document can be viewed on Blackboard:

Student Name (printed)

Student Signature

Date

Parent Signature

Best Contact Information/Email Address

Date