

Horizon High School Course Syllabus

Title: Performing Arts – Drama II

Teacher: Mrs. Brittany Wallis

Student (print name): _____

Description: The Performing Arts course series at Horizon High School takes a look at numerous areas in the field of presentational arts. Students begin at a beginning introductory stage and move to the advanced level. Class time is devoted to theatre history and literature, performing arts methods, acting, script analysis and technical theatre concepts. The second level course is designed for the English student, with an emphasis in the literature of theatre. Parents should make themselves aware of and familiar with the course website, www.hhsdrama.com.

Essential Learnings/Percentage of course:

Students will understand:

- The creative process in Theatre Arts through dramatic expression. Theatre Standard II, V – 15%
- The use of fundamental skills in performance arts, techniques and genres. Theatre Standard II, V – 20%
- The connection of Theatre to other humanities. Theatre Standard VI – 15%
- The impact of theatre history on contemporary theatre arts. Theatre Standard IV, V, VI – 5%
- Technical analytical applications of the Performing Arts. Theatre Standard III – 5%
- Through in-depth analysis of the creative process including the fundamental skills of acting and directing. Theatre Standard II – 20%
- Students will work through a collaborative effort to create ensemble and individual performance. Theatre Standard II – 20%

As *Performing Arts* is English (Language Arts) credit, students will make use of, apply and show proficiency in the following Language Arts Standards:

Standard I: Students read and understand a variety of materials

Standard II: Students write and speak for a variety of purposes and audiences

Standard III: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling

Standard IV: Students apply critical thinking skills to reading, writing, speaking, listening and viewing.

Standard V: Students read to locate, select and make use of relevant information from a variety of media and reference sources.

Standard VI: Students read and recognize literature as a record of human experience.

Additionally, students will be required to write several literary critiques, a literary analysis, an expository essay and a compare and contrast essay. It is critical that theatre students are able to use written language to critique, analyze, and discuss the theatre arts. These benchmark papers are in direct support with the District 12, Language Arts Curriculum Framework and Standards.

Instruction Strategies: Audio and video presentations, individualized reading and oral readings, lectures with note taking, performance oriented presentations, group projects and class discussions. Numerous texts will be utilized through out the course, primarily *Theatre: Art in Action* and *Drama Projects*. Students must follow through with the required reading.

Assessment: As with all areas of the performing arts, deadlines are crucial to a successful production, thus late assignments will reflect a lower grade. This is a participatory class and students will receive a grade on daily participation, therefore tardiness and absences will affect a student's grade in the course, regardless of excused or unexcused absences. Quizzes and written student outlines are a weekly occurrence. Access to the internet outside of class time is essential to the student's success. Extra Credit is occasionally available, but none will be accepted the last few weeks of the quarter. Students are encouraged to turn in written work and present performances in a timely fashion to the best of their ability.

Note: Students will be given an individual, as well as an ensemble grade for duet and ensemble performances.

Grading Criteria: 100-90%=A, 89-80%=B, 79-70%=C, 69-60%=D. Progress reports will be sent home regularly thru email.

Absences, tardiness and discipline: *Strict adherence to school policy is an absolute.* Class work cannot be made up in DVD/Video presentations; thus, students may be assigned additional study reports. Tardiness causes disruption to the ongoing course work for fellow students; thus, daily participation points will be taken away from students who are tardy. Students are expected to display an appropriate level of respect in regards to their classmates, guest speakers and their teacher.

Mrs. Wallis can be reached by email at brittany.wallis@adams12.org or by phone at 720-972-4485. Office hours are periods 7 and 8, by appointment please.

Parent signature:

I have read, understood and support the course objectives as described on this cover sheet. I will support, to the best of my ability, Horizon High School, the administration and the teacher, in accomplishing the goals of this course as described to my son/daughter. I understand that excessive absences may cause my son/daughter to receive a lower grade, if not a failing grade, in this course.

Parent Signature

Date

_____ Yes, I have access to the Internet and am able to be contacted by email.

Email Address _____

_____ No, I do not have access to the Internet and cannot be contacted by email.