

# IB THEATRE

## MYERS PARK HIGH SCHOOL

### 2011-2012

2B

Both student and guardian should sign the confirmation sheet (*last page of this packet*) stating they are aware of the expectations. Signed sheet should be turned in at the start of class on Friday, September 2, 2011 and will count as a homework grade.

### INSTRUCTOR INFO:

Name: Ms. Caitlin Cornwell

Email: [caitlin.cornwell@cms.k12.nc.us](mailto:caitlin.cornwell@cms.k12.nc.us)

Phone: 980-343-5800

Classroom: A-2 (*off Auditorium lobby*)

Website: <http://cornwell.cmswiki.wikispaces.net/IB+Theatre> (*available starting 8/29/2011*)

### CLASS DESCRIPTION:

In this class, students will focus on three aspects: Theatre in the making, Theatre in performance, and Theatre around the world. Students will investigate theatre through the roles of dramaturg, designer, performer, and producer. Through an examination of theatrical traditions and approaches, students will enhance their prior knowledge of this interdisciplinary subject. Students will grow through experience and reflection on their own work and the work of others.

Students registered for IB Theatre I will be creating the foundation for their Independent Project Portfolio. In this preparatory year, students will be introduced to a variety of theatre styles so that they can make informed decisions during the creation of their Independent Project.

Students registered for IB Theatre II will be continuing the exploration of Drama began the previous year. IB Theatre II students will be expected to work more independently, take initiative on projects, model critical analysis, and, when requested, assist with the facilitation of exercises. Additionally, students are expected to put together Independent Project and create a supplementary Portfolio, which is a key piece of the IB assessment for Theatre II.

### ESSENTIAL STANDARDS: (*aka. in this class student is going to...*)

**Communication:** Use movement, voice, and writing to communicate ideas and feelings.

Use performance to communicate ideas and feelings.

**Analysis:** Analyze literary texts and performances.

**Aesthetics:** Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

**Culture:** Analyze theatre in terms of the social, historical, and cultural contexts in which created. Understand the traditions, roles, and conventions of theatre as an art form.

### TARDINESS & ABSENCES:

Promptness is important in this class and you are expected to be in your seat before the final bell. If you are late to class without an official note, you will be sent to lockout. If you have special circumstances that might make you late regularly, you must speak to me before or after class or via email as soon as possible.

In accordance with MPHS policy, if you have more than 10 unexcused absences, you will be required to do Recovery Time. If you do not make up your absences, you will receive an F.

### GRADES:

Grades will be posted in the classroom. It is your responsibility to make sure all assignments are turned in to me. There will be assorted quizzes and graded activities (counting same as quizzes) throughout each quarter, both announced and unannounced.

Grades are broken down as follows:

30% Projects/Homework

30% Participation

25% Tests/Quizzes

15% Theatre Workbook

A = 93-100

B = 85-92

C = 77-84

D = 70-76

F = 0-69

## IB MARKING:

The grading of IB assessments differs from how projects are marked in other classes. IB assessments are graded based on standards put forth from the International Baccalaureate Program. The top band of grades for a sample IB analysis project is described as:

The student has presented work of flair, imagination and clarity. He or she shows a complete understanding of the essential elements of the performance and production processes of theatrical traditions for more than one culture within the areas of study and how these elements function individually. He or she applies skills and concepts in a practical way, with significant proficiency. He or she evaluates a range of diverse performances perceptively.<sup>1</sup>

Students should strive to achieve this range of grade, while remembering that top band work is that of students who engage in exemplary work. More information about IB grading and the Independent Project will be discussed in class. While some aspects of the final IB Theatre projects are graded internally, the International Baccalaureate Organization grades others externally.

In addition to IB assessment grades, standard grades (out of 100%) will be given. For most assignments, 100% is the total possible and only work that is perfect, with no room for improvement will earn 100%.

## FOOD & GUM:

During class, there should be NO food nor drinks (besides water) in the classroom. Bottled water is encouraged. If you have a medical condition that requires you have access to food or beverage, speak with me during the first week of classes.

Gum & candy should not be eaten during acting lessons, rehearsals, presentations and performances. I'll let you know when we are having a "No Gum. No Candy" day.

## RESTROOM USAGE:

I would like to think that you only ask to use the restroom or get water when it is a real need. If it seems that people are abusing this system (this means loitering, not going to the permitted destination, or excessively leaving class) we will find an alternative and more structured system.

## ELECTRONIC DEVICES:

Cell phones, palm pilots, beepers, video games, CD players and MP3 players are NOT to be seen nor used in class. School policy says that these devices are to be away from the start of the school day until the end of the school day, meaning 7.15am-2.15pm. Electronic devices that are seen or used in class will be taken and held for three (3) days.

The only exceptions to this rule would be use of the device as an educational tool or as a prop. However, these exceptions are rare and MUST be approved by me *before* the day of use. If you have a device that you use as an educational tool, please speak with me as soon as possible. THERE ARE NO OTHER EXCEPTIONS. If you have an emergency that needs to be dealt with during class time, you may use the phone in the front office.

**MATERIALS:** You should bring the following materials with you to class everyday:

- Blue or black pen
- Sharpened pencil with eraser
- Your Theatre Workbook
- Notebook paper
- Scripts (when we are working with them)

We will be doing acting exercises in this class. An actor's ability to move freely is important for the rehearsal process. You will, therefore, be expected to have a change of clothes: stretch pants and a t-shirt. I will give you a heads up when we are approaching the acting unit, but please go ahead and gather this outfit. If you do not have the ability to get this outfit, please speak with me as soon as possible.

<sup>1</sup> "Arts Assessment Criteria". IBO. June 10, 2010 < [http://xmltwo.ibo.org/dp2007-03/d\\_6\\_theat\\_gui\\_0703\\_1\\_e/14](http://xmltwo.ibo.org/dp2007-03/d_6_theat_gui_0703_1_e/14)>.

## WORKBOOK:

You are expected to maintain a Theatre Workbook containing all notes, assignments, returned work, quizzes, tests, and handouts. If there is something you can throw away, I will tell you to trash it. This is a comprehensive class and we will be revisiting topics and building on subjects we've previously covered. Please bring your Theatre Notebook with you to class everyday.

The other part of your Theatre Notebook will be journal entries. Part of this class will center on your development as a theatre artist and audience member. Reflection is an important part of this class and you will, therefore, be expected to maintain entries in your journal.

I will do unannounced checks for these entries. These entries will help you prepare for and digest this class. Do NOT wait to write all of your entries at one time. Making multiple entries in one sitting is not the point of the journal. The journal should help you track your progress in this class.

In addition to various topics assigned in class, entry themes may include:

- Observations in preparation for performance
- Reflection on an in-class exercise
- Rehearsal notes and character development
- Response to a production

Journal entries should NOT be laundry lists of what was done in class. You should use your journal entries as an opportunity to process (not regurgitate) experiences. I encourage you to make notes about the things that stand out to you in class, during rehearsals, while watching productions, etc, but you should accompany those notes with critical responses and connections.

## QUARTERLY COUP AND FORMAL ASSESSMENT:

One of the key components to the IB curriculum is being able to work independently. You are solely responsible for completing 4 assignments each quarter. The descriptions of and guidelines for these exercises are on the website. All Quarterly Coups must be submitted electronically.

1. World Theatre Postcard
  - 1st Quarter: 9/8/2011
  - 2nd Quarter: 11/10/2011
  - 3rd Quarter: 1/27/2012
  - 4th Quarter: 4/12/2012
2. Behind the Scenes Study
  - 1st Quarter: 9/22/2011
  - 2nd Quarter: 12/8/2011
  - 3rd Quarter: 2/10/2012
  - 4th Quarter: 4/26/2012
3. Who's Who in Theatre
  - 1st Quarter: 10/6/2011
  - 2nd Quarter: 1/13/2012
  - 3rd Quarter: 3/1/2012
  - 4th Quarter: 5/4/2012
4. Play Evaluation
  - 1st Quarter: 10/6/2011
  - 2nd Quarter: 1/13/2012
  - 3rd Quarter: 3/15/2012
  - 4th Quarter: 5/4/2012

### **IB Formal Assessment Components:**

[ALL students will be working on these exercises]

Research Investigation (RI)  
Due October 20, 2011

Independent Project & Portfolio (IPP)  
Due December 14, 2011

Practical Performance Proposal (PPP)  
Due February 23, 2012

Theatre Performance & Production Presentation (TPPP)  
Due March 23, 2012

## DUE DATES:

Be prepared for all assignments of the day at the **beginning of the class**. All assignments are to be handed in on time. All group performances will be done on the dates assigned unless we arrange an alternative ahead of time. There will be no exceptions made for missing group members. As a courtesy to everyone, please remember that your absence affects your entire group. Once an assignment is collected in the classroom, any paper not turned in at the time is considered one day late. For example, if you complete the assignment in class after it has been collected from everyone else, your assignment will be considered late.

Please meet your deadlines. If you have special circumstances affecting your work, see or email me prior to the due date so that we can consider alternatives. Coming to me at the start of class on the day an assignment is due is not ideal.

Assignments that are to be typed should be double-spaced, 12-point font, in a font that is easy to read. Please do not mess with the margins. Give yourself enough time to print out your work when a hard copy is required. Coming to class asking to print out your assignment is not acceptable. If you have printer troubles, email your work to me. Your work will be counted as late if you do not have it in hand or in my email inbox before the start of class.

## MAKE UP WORK:

Solo presentations/performances that are missed must be made up **the day you return to class**. It is your responsibility to request work missed and to turn in or present upon return to class. Get contact information for 2 responsible classmates so that you can ask them about work that will need to be made up if you miss class. Please come to class prepared, assignments/presentations should be ready at the start of class. Points will be taken off for tardiness. Missed tests must be made up either **before** or **after** school. Email me to set up a time to make up a missed test.

In accordance with MPHS standards on late homework:

- A. If a student was present in class on the due date, the work will be given less credit.
  1. The student may receive a maximum score of 80% if the assignment is turned in within one (1) school day.
  2. The student may receive a maximum of 50% credit if the assignment is turned in after one (1) school day.
- B. If the student was not present in class on the due date because of an excused or code zero absence, full credit shall be given for the work.
  1. If the assignment is turned in on the day the student returns to school, full credit will be awarded.
  2. If the assignment is turned in within five (5) school days of the student's return, the student may receive a maximum of 80% credit on the assignment.
  3. Assignments turned in after five (5) school days may receive a maximum of 50% credit on the assignment.
- C. If the student was not present on the due date because of an unexcused absence, the work will be given less credit.
  1. If the assignment is turned in within five (5) school days, the student may receive a maximum of 80% credit on the assignment.
  2. Assignments turned in after five (5) school days may receive a maximum of 50% credit on the assignment.
- D. Late assignments will not be accepted after the respective quarter ends.

## SCRIPT CONTENT POLICY:

Scripts for this class are selected from a wide variety of scene and monologue books as well as full-length plays. While all of the books used in this class contain material appropriate for the high school theatre classroom, some of the books contain material not suited for this age group.

All script choices **must be approved by the teacher**. In consideration of a wide variety of standards and acceptance levels about language and subject matter, approval will err on the side of conservative side of caution.

Words, actions, and subject matter that are deemed inappropriate will be edited or rejected by the teacher. Students are responsible for making sure that they're comfortable with the script choice.

Hello guardians,

I am very excited about this class and the opportunity to work with your student. It is important to me that we work together to make sure your student gets the most out of this class. I will stay in communication with you if I have questions or concerns and hope that you will be in touch with me should you have questions or concerns.

I would greatly appreciate it if you would go over these expectations with your student. As a class, we went over this syllabus on the first day of class, but I'd like you to have the chance to know the expectations for this class.

Please provide your contact information below so that I may know the best way to get in touch with you. Thank you for your time.

Sincerely,

*Caitlin Cornwell*

#### FOR STUDENT

I have read the expectations for my theatre class. I understand what is required of me and realize that if I choose not to follow these guidelines, my grade will reflect this decision.

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### FOR GUARDIAN

I have read the expectations for my child's theatre class. I understand what is required of my student and realize that if the student chooses not to follow these guidelines, their grade will reflect this decision.

Guardian name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

Guardian, Please provide information of how I may contact you & check boxes that apply.

 Home phone number: \_\_\_\_\_

- I prefer to communicate via this number  
 Only use this number in case of an emergency

 Work phone number: \_\_\_\_\_

- I prefer to communicate via this number  
 Only use this number in case of an emergency

 Cell phone number: \_\_\_\_\_

- I prefer to communicate via this number  
 Only use this number in case of an emergency

Email address: \_\_\_\_\_

- I prefer to communicate via email

