

MYP DRAMA

MYERS PARK HIGH SCHOOL
2012-2013

3rd block B days



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 before 2:15pm on Thursday, September 6, 2012 and will count as a homework grade.

INSTRUCTOR INFO:

Name: Ms. Caitlin Cornwell

Email: caitlin.cornwell@cms.k12.nc.us

Classroom: A-2 (off Auditorium lobby)

Course website: <http://cornwell.cmswiki.wikispaces.net/MYP+Drama>

<http://myersparktheatre.webs.com>

CLASS DESCRIPTION:

In this class students will explore the foundations of theatre at an advanced level with an awareness of the MYP Areas of Interaction (Approaches to Learning, Community Service, Health & Social Education, Environments, Homo Faber). While fostering the development of IB learner profile characteristics, 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 MYP Drama II will be continuing the exploration of Drama began the previous year. MYP Drama 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.

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.

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.

FOOD & GUM:

NO food, candy nor drinks (besides water) in the classroom. These prevent you from being able to clearly articulate which is a major part of this class. Bottled water is encouraged. (*If you have a medical condition that requires you have access to food, speak with me.*)

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:	A = 93-100
30% Projects/Homework	B = 85-92
30% Participation	C = 77-84
25% Tests/Quizzes	D = 70-76
15% Theatre Workbook	F = 0-69

MYP MARKING:

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

The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of **purposeful** expression and **effective** communication of artistic intentions.

Skills and techniques are applied at a **high level** of proficiency. The student shows an **excellent** ability to apply the artistic processes involved in creating art.¹

Students should strive to achieve this range of grade, while remembering that top band work is that of students who engage in outstanding, exemplary work. The MYP Arts Assessment Criteria are attached for your reference.

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

RESTROOM USAGE:

Use the restroom and get water only when it is a real need.
If people abuse this, we'll turn to a limited alternative.

ELECTRONIC DEVICES:

All electronic devices should be out of sight and out of use during the entire class period.

If you have an emergency that needs to be dealt with during class time, you may ask for a pass to use the phone in the front office.

If you need the device for a class-related project, I will give you specific approval.

DUE DATES:

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 acceptable.

Typed assignments should be double-spaced, 12-point font, in an easy-to-read font.

Give yourself enough time to print out your work. Coming to class asking to print out your assignment is not acceptable. If you have printer troubles, email your work to me before class.

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:

If you miss a class when a written assignment is due, make-up work is permitted and will be graded for full credit provided that it is turned in within two (2) classes after you return to school. Solo presentations/performances that are missed must be made up **the day you return to class**. It is your

¹ "Arts Assessment Criteria". IBO, June 10, 2010 <http://xmltwo.ibo.org/publications/MYP/m_6_artsm_guu_0808_2/html/production-app3.ibo.org/publication/94/part/2/chapter/2.html>.

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.

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.

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.

CONCERT / PLAY ATTENDANCE:

Due Dates= Fall: Monday, January 7, 2013

Spring: Monday, May 20, 2013

Theatre integrates art from other disciplines. I, therefore, expect all MYP theatre students to attend at least **one play or Myers Park Performing Arts concert per semester**. The dates of these concerts (band, choir, dance, and orchestra) will be posted in the classroom.

To earn credit for a play attendance, you need to write a Production Reflection. This production may be a play at any high school, professional or community theatre. If finances are a concern for attendance, please contact me as soon as possible so that I can attempt to arrange assistance. Please bring a program or some document that shows me you attended (you need not purchase a program) AND write a two (2) page response to the production.

Your response should thoughtfully address at least three (3) of the following bullet points. Please do not summarize the play for me. I want you to think critically about the play and its production.

- *What actor captured your imagination? Why?*
- *What worked well technically within this show? Why?*
- *What could have been improved and how could it have been improved?*
- *What from this production connected to what we've been learning in class?*
- *What is one thing you liked about this production? Is there something you did not like? You do not need to remain neutral with your response, but please think about **why** you did not like something. What could have been done to make it better?*
- *Have you read or seen this play before? How did this production compare to your expectations?*
- *What was the intent of this production? Did it achieve its goal?*
- *How were other art forms used in this production? Was technology utilized in this show?*
- *In what time period is the action set? How was this time period represented onstage?*

To earn credit for a concert attendance you must turn in a program **signed and dated** by me or another MPHS staff member AND write a two (2) page response to the performance.

Your response should address at least two (2) of the following questions:

- How can this art form enhance theatre productions?
- How could the use of this art be helpful in the rehearsal process?
- How does this performance relate to what we've been studying in class?
- Were there pieces that created an emotional response for you? What emotions and why?
- What sights, tastes, smells came to mind during certain pieces? Colors? Shapes? Textures?
- Did the audience exhibit proper audience etiquette?
- Did certain pieces represent specific cultures to you? Did they make you think of certain cities or countries or people?

SCRIPT CONTENT POLICY:

Scripts for this class are selected from a wide variety of scene and monologue books as well as full-length plays. 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 Cornell

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: _____

Student Email: _____

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

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