**6th, 7th, 8th Grade Drama**

**Teacher:  Shelly McCook**

**COURSE SYLLABUS 2019-20**

**E-Mail:****Mccookl@fultonschools.org**

http://www.autreymillchorus.com

 **Help / Open Practice Days:** Mondays 8am-8:45am in Room A 151

Students will be expected to read, write, listen and speak. They should bring their voice, body, imagination and a positive attitude.

Each student should bring a pencil, agenda, iPad, and earbuds to class every day.

**COURSE DESCRIPTION**:

 6th Students explore acting and improvisation. They learn the basic techniques of acting, character and voice development, presentation skills, and scriptwriting.

 7th  Students incorporate sensory and emotional experiences and observation techniques into presentational theatre activities. They apply vocal and movement techniques appropriate to theatre activities and presentations. The students learn beginning technical theatre skills such as lighting and staging. Students participate in activities and workshops to enhance drama skills.

 8th Students continue to apply ensemble skills through pantomime, improvisation, and acting. They design and create simple scenery, costumes, props, lighting, sound, music, and/or makeup for dramatic presentations, using research skills as needed to gather resources. Students begin to create original scripts and adapt appropriate literature into scripted material for presentation.

**COURSE OUTLINE**:

*“Accommodations and modifications will be made according to the student’s needs.”*

**Classes will be structured using the *Georgia Standards of Excellence for Theatre Art*as our focus:**

**1. Rehearsing alone or with a group to create a performance.**

**2.  Performing alone and with others, with the class as audience.**

**3.  Improvising in informal and formal presentations.**

**4.  Writing and adapting performance material**

**5.  Reading silently and aloud.**

**6.  Watching analyzing, and describing drama.**

**7.  Evaluating live and recorded performances.**

**8.  Understanding relationships between theatre, the other arts, and disciplines outside the arts.**

**9.  Understanding theatre in relation to history and culture.**

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**Creating, Performing, Responding, And Connecting: Excerpts from the newly adapted Georgia Standards of Excellence for Theatre Art**

 Organize, design, and refine theatrical work

 Develop scripts through theatrical techniques

 Act by communicating and sustaining roles in formal and informal environments

 Execute artistic and technical elements of theatre.

 Engage actively and appropriately as an audience member

 Critique various aspects of theatre and other media

 Explore how theatre connects to life experience, careers, and other content

 Examine the role of theatre in a societal, cultural, and historical context

This course is further designed to support statewide literacy standards and challenge students to become more effective communicators and consumers of information by applying skills and vocabulary learned to other subject areas and real-life scenarios.

**OBJECTIVES:**

* enhancing self-awareness and self-confidence
* inspiring creative expression
* improving focus and maintaining concentration
* enriching communication skills and social interaction
* developing physical and vocal expression
* using drama to promote and cultivate reading, writing, and speaking
* deepening understanding of human behavior within the context of drama
* promoting cultural understanding
* acquiring historical perspective by exploring different periods and styles of theatre

**GRADING PROCEDURE:**

A grade will be given for work completed in class and outside of class.  Grades are reported every 4 1/2 weeks and are a culmination of the following:

* Class Performances
* Participation in daily class activities.
* Conduct in class, rehearsals, and performances, reflecting ensemble and audience skills.
* Results of spot checks checking to see if agendas are being brought to class, lines being learned and progress is being made in project production.
* Written reflections or examinations on content vocabulary and concepts.

 65% Formal Summative Performances and Projects

 30% Formative Daily Class Progress / Participation / Preparation// Rehearsals/ Spot Checks /Quizzes

  5% Line Quizzes

If a student is absent, it is his/her responsibility to get the information missed upon return to school and complete the assignments.  Students are given one day for each day absent plus one day to complete the work.  Failure to gather or complete the assignments may result in a zero for missed work.  Late assignments will follow the school-wide grading policy.  Assignments not turned in will be marked as NHI (Not Handed In = 0).  Please see the student agenda for more details outlining the Late Work Policy.

Recovery is a “gradeable” experience that allows a student to demonstrate mastery of standards in order to “recover” his/her grade.  These options are at the discretion of the teacher.  The maximum grade a student may earn on a recovery assignment to replace a failing grade in 70.  Please see the student agenda for more details on the Recovery Policy.

**HOMEWORK EXPECTATIONS:**

Although there is not much written homework for Theatre occasional studying for written tests is necessary and should be noted in the students’ agenda.  It is expected that students rehearse scripted material that is assigned for performance assessments in order to memorize and make appropriate character choices. Time in class will be allotted for work on Project Based Learning but some projects will require extra preparation at home, particularly in 8th grade theatrical design.

**BASIC CLASSROOM PROCEDURES AND EXPECTATIONS:**

\*\*\*SEE HANDBOOK FOR FUTHER PROCEDURES AND EXPECTATIONS\*\*\*

 **Prompt - Prepared  -  Polite  -  Present - Positive**

1. Bring agendas, pencils, script, earbuds, iPad and to class daily.
2. Participate in all classroom activities.
3. Maintain an open, positive attitude about all types of dramatic literature and learning activities.
4. Be on time to class,
5. Strict adherence to all rules as they appear in the student handbook.
6. Be an active, reliable participant in group work or play reading.
7. Do your own work, your best work, be thorough, and turn it in on time and complete.
8. Show respect to your fellow classmates, Theatre director, and visiting artists or substitutes.
9. Take direction gracefully and gratefully.
10. Refrain from bringing food and drink, besides water, into the classroom.

**DISCIPLINE GUIDELINES:**

In order to maintain an environment conducive to learning, students must follow behavior guidelines.  Should a student not follow these rules, teachers will use the school-wide classroom discipline cycle which may include:  verbal redirection, conference between teacher and student, seating change, time-out, detention, communication to parent via telephone or agenda, referral to guidance counselor or administrator, conference between parent, teacher, and student, and conference between parent, teacher, student, and administrator.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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