



Student Name
Parent Name

"Building a Legion of Learners"

Course	Teacher	Conference Times	Telephone	Room	E-mail
STPA Theater I	Mrs. AuenSmith	A Day 9:55 – 11:55 B-Day 2:34 – 4:05	(956)388-2600 (office) (956)318-8583 (room)	301 Hughes	kristi.auensmith@stisd.net

COURSE OVERVIEW

Purpose: Theater allows us to communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, relate interpersonally and grow as a team so that we can safely increase our perception of events and circumstances, indulge in creative expression, engage in global historical and cultural heritage and grow, through critical evaluation, into conscientious citizens.

Objective: Theater creates a more diverse, empathic, thoughtful and understanding person. It increases an 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

Semester one will begin with the Introduction to Theater. We will study both the self and teamwork and learn the importance of working together, leading and following with our discovered strengths. We will develop the procedure to follow when analyzing a character for performance. You will be tested traditionally through quizzes and tests on the concepts and your application of them. 3 presentations demonstrate your understanding of motivation and character.

The first "acting" unit of study is Pantomime. It will teach you control. An intense study of facial expression and gesture is the basis for understanding how to develop the external qualities of a character and to make the internal qualities visible – to give "cues" to motive. You will respond to imaginary stimuli in a believable way and use an imagined prop to show all the qualities that make it what it is. This prepares you to begin telling your story.

Most of the skills you learn in the next unit of study, Improvisation, will be applied to what we do the remainder of the year. You will learn how to work within an environment, how to warm up, how to create a character through observation and analysis, how to manipulate speech patterns, and how to imitate. You will also learn how to build a story.

Your mastery of these units will be evaluated using performance quizzes and a traditional test as well as several self and peer formative evaluations and critiques/reflections.

The last unit of semester one will help us to understand the stage. Not only will we learn floor positions, but we will also study stage levels and exercises to improve voice and diction. Evaluation of mastery will be a traditional test as well as staged original script.

Having mastered the structure and technique, at the beginning of Semester 2 you will select a one-act play for performance. I will provide you with at least 3 choices that closely accommodate our needs. We will then read each in class and evaluate them from the standpoint of a director. Looking closely at our stage size, acting levels, set requirement, audience, we will come to a consensus, cast the play and begin rehearsals. Stage direction and set design, self-direction and task orientation and focus will be evaluated throughout the semester (formative peer grades included) and will account for various participation and homework grades. The performance of this show in front of a live audience will be your final semester exam grade.

DESCRIPTION OF WORK

Practice Work: Work done outside of class consists mostly of preparation for performance including: pantomime, improvisation, or mixed group scenes 1st semester and weekly goals in play progress 2nd semester. This work includes written assignments as well as physical performances given to monitor 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 are graded as performance improves.

Active Participation: Much of the comprehension of objectives and display of skills is determined through rehearsal. Each member is expected to demonstrate understanding of our shared goals then work in and out of class to ensure the objectives are met. Showing empathy and fairness to all teammates as we grow and develop is expected.

Reflection: Students 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: Due to the nature of the objectives, students will demonstrate an understanding of each more through performance than through written exams; however, both should be expected. First Semester performances will include pantomimed and improved scenes as well as a written comprehensive final exam. 2nd semester students will prepare play for public performance which will be the Spring Semester Final Exam. This Performance is tentatively set for *Tuesday, May 21st* and will be held in the STPA Cafetorium starting at 6:00pm. Please be advised that the performance, as this is a performance-based class, is *mandatory*.

FORMATIVE ASSESSMENT

After every class performance, students will be asked to formatively evaluate themselves and their 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 student to consider where they are now in terms on the expectations for that performance. They will need to consider where they should be and ask what they 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	30%
Active Participation	individual efforts support the shared goal; inspires caring, fair motive	20%
Reflections	critical, thoughtful & organized	15%
Performance	meets objective	35%
Final Exam		25%

All work is due at the designated assigned time. Students absent on a day work is due shall receive a due date for following class day. Work assigned prior to absence will be due upon the student's return. All homework is due at the beginning of class unless otherwise stated.

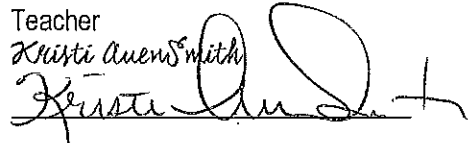
Students are responsible for securing makeup work and making arrangements to discuss assignment content and expectations. Homework is used as an indicator of understanding and must be completed to ensure mastery of content. The student is ultimately responsible for ensuring work is turned in on time. Although nothing replaces being in class, all handouts, study guides and power points are available on Blackboard.

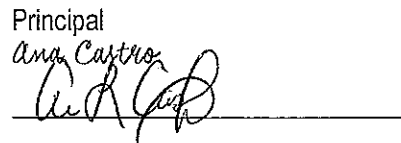
Retesting procedures: Students may retake tests only upon receiving a failing grade. Additional material may be a prerequisite to taking a test. The time and date for all retests is determined by the teacher. I take the original grade and average it with the new retest grade to determine the final grade, with a 70% being the maximum grade.

Semester finals may not be retested.

EXPECTATIONS AND CLASSROOM PROCEDURES

Within the first week, the class will work collaboratively to create our unique class constitution. Each will be given a copy and will bring this home for you to see, sign and return. This is a living document that may need to change as our needs change. The document is a list of the expectations we have as a team – of ourselves and others. In addition to this constitution, we have daily procedures. It is important all students are aware of and follow the procedures established in the room and on stage.

Teacher
Kristi Owens Smith


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