

*TVUSD uses Board approved, standards-based texts that are designed to challenge sophisticated readers and offer diverse stories for diverse students and may sometimes deal with mature topics. If you would like more information about a text being read in class, please reach out to the classroom teacher. (TVUSD Board Policies 1312.2, 1312.4, 6161.11; TVUSD Administrative Regulation 1312.2 & AR Exhibits A-E)*

## Intermediate Drama Syllabus

### Syllabus

#### Course Objectives:

- Intermediate Drama is a continuing theatre skills course within the performing arts framework, which includes Intermediate level acting skills, play analysis, scene and character study, international theatre, theatre history, and performance. This class will cover performance techniques, basic stagecraft skills, playwriting, and basic directing, as well as study of various theatre theorists, and multi-cultural theatre traditions. Students build on basic knowledge of acting, directing, and writing skills to create performance-based assessments for class, competition, and the public. You will explore historical and academic areas related to the field of theatre. Course content will provide experiences and information to meet the goals of California State Standards.
- Complete Acting Journals (to contain, class notes, scene/monologue bank)

#### Grade Breakdown:

- Analysis, written assignments & Play Reviews- 15%
- Performances-25%
- Tests-20%
- Theatre-based Projects-20%
- Final Exam & Performance- 20%

### Class Rules

#### Policies:

- Absolutely No Food or Drink in the classroom at any time.
- Students will respect the personal property and space of fellow students. Respect teacher's space...
- NO ONE IN OFFICE or DESK AREA Without Permission
- Students will obey the school's Dress Code.
- Rude, Profane and Abusive language will not be tolerated.
- Please ask to use the restroom, like any other class. Stage restrooms are off limits. Restroom tardiness will not be excused. One at a time...NOT DURING PERFORMANCES!!!

#### Procedures:

- When the bell rings students are to be Participating in Warm up activities, or in their seats working on Journals, or Board work. Anyone not present will be marked tardy.
- Attentive Listening, Students will give their full attention and respect to whomever is Performing or addressing the class.
- During performances no talking, leaving the room, or working on other assignments...full audience participation and feedback is expected. Points will be deducted to anyone causing a distraction
- Respect the institution of the artist and their space. Please, please, please be respectful and courteous and supportive with/to your fellow performers at all times!



## **REGARDING SCRIPTS:**

Students will choose their own scripted works to perform in class under the following guidelines:

- Scripted dramas are from published works.
- The scripted drama must be classroom appropriate for language and content.
- Teacher approval of the material.
- Documented parent approval. [GOOGLE FORM {CREATE SAMPLE}](#)
- This is in class scene work and not a stage performance of the play in its entirety.
- Student devised (original) work must follow the same guidelines as well.

**Amongst the many CA Theatre Arts Standards\*, students are responsible for the following:**

- a. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
- b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.
- c. Use physical and vocal exploration for character development in a devised or scripted drama/theatre work.
- d. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

## **California Arts Standards for Theatre**

**[Standards-https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp](https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp)**

The theatre standards are designed to enable students to achieve literacy in theatre. These grade-by-grade standards articulate the most fundamental elements of theatre, delineating a path by which every student can and will achieve proficiency or beyond in this ancient and honorable craft.

## **What Is Literacy in Theatre?**

Developing literacy in theatre means discovering the expressive elements of theatre, knowing the terminology that is used to comprehend theatre, having a clear sense of what theatre embodies, and being able to reflect, critique, and connect personal experience to theatre.

The theatre standards are written with both drama processes and theatre production in mind. While many secondary theatre programs focus on performance and design in staged productions as evidence of a student’s understanding and achievement in the art, ongoing student engagement in theatre without an end product is a valid expression of theatre understanding. These standards address those drama processes as well as traditional theatre. **Drama** processes encompass envisioned worlds and unscripted activities designed to engage students in a wide range of real and imagined issues; **theatre** includes the broader and more traditional conventions of the craft developed over the centuries—scripted plays, acting, public performance, and technical theatre elements.

To address both process and product in theatre, the third grade through high school standards of Proficient, Advanced, and Accomplished often include the term “drama/theatre” to clarify the distinct yet companion parts of theatre education. The pre-K through second grade standards, acknowledging the early childhood need for supervision and unfettered play, use the phrases “dramatic play” or a “guided drama experience.”

The four artistic processes addressed separately in the theatre standards (creating, performing, responding, and connecting) are envisioned to occur simultaneously in the actual practice of theatre. The theatre student makes a character, scene, or story—real or imagined—come alive (creating), shares it with others (performing), analyzes and evaluates the product (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, aspects of multiple standards can be combined within a learning activity: students can learn a skill, apply it to a scene, make creative decisions while in rehearsal, think critically about their ideas, and relate their ideas to other experiences, contexts, and meanings.

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