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## Advanced Drama Syllabus

Syllabus	Class Rules
<p>Course Objectives:</p> <ul style="list-style-type: none"> <li>• Learn, practice, and identify basic theatrical terms</li> <li>• Continued study of acting styles to include: Hagen, Meisner, and Stanislavsky</li> <li>• Learn and master warm-up (physical and vocal) techniques and practice these techniques on a daily basis.</li> <li>• Memorize and perform pieces according to class rubric standards including written analysis based on character, scene, thematic, and historic factors.</li> <li>• Participate in at least one after school production either on-stage or back-stage per semester</li> <li>• Attend at least two live productions per semester</li> <li>• Complete One Written Play Read/Critique Every Other Week</li> <li>• Complete at least five backstage theatre hours</li> <li>• Prepare and Participate in fall and spring theatre festivals</li> <li>• Complete Acting Journals (to contain, class notes, scene/monologue bank)</li> </ul>	<p>Policies:</p> <ul style="list-style-type: none"> <li>• Absolutely No Food or Drink in the classroom at any time.</li> <li>• Students will respect the personal property and space of fellow students. Respect teacher's space...</li> <li>• NO ONE IN OFFICE or DESK AREA!!!!</li> <li>• Students will obey the school's Dress Code.</li> <li>• Rude, Profane and Abusive language will not be tolerated.</li> <li>• 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!!!</li> </ul> <p>Grade Breakdown:</p> <ul style="list-style-type: none"> <li>• Analysis, written assignments &amp; Play Reviews- 15%</li> <li>• Performances-25%</li> <li>• Tests-20%</li> <li>• Theatre-based Projects-20%</li> <li>• Final Exam &amp; Performance- 20%</li> </ul>

## **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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