**Theatre Arts Syllabus**

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**Jay County High School**

This course is designed for up to 48 lessons. Theatre Arts is intended as a participation course, meaning all students are expected to participate in class discussions and presentations. Up to 10 points will be awarded. A student will automatically be dropped to a five (5) out of 10 for sleeping at any time during the class. A student can be awarded zero (0) points if nothing is completed, sleeping occurs throughout class, or the student is removed for discipline. If work is late, 10% is removed each day it is late. Absent work is only granted a one day waiver for each day absent.

The course may not follow this syllabus exactly. This is not a calendar, but rather a guide since each cycle has a different number of class sessions. The teacher has the right to enlarge, shorten, or eliminate a unit of study. Plays, video clips, and activities may be substituted as needed.

**Texts:** Theatre Art in Action. Lincolnwood: National Textbook Company, 1999.

Cassady, Marshall and Pat. Theatre and Drama. Skokie: National Textbook Company, 1982

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| **Day** | **Curriculum** | **Points** |
| **1** | **Introduction, syllabus, Day One Questionnaire**  **Introduction to improvisation** p. 36-37  **Improv Games:** Freeze; Who What, Where; One Word at a Time  *H.8.4 Build characters and portray situations through improvisation.* | **10** |
| **2** | **Improvisation, Viola Spolin and Paul Sills**  **Improv Games:** Panel Discussion, 2-3-2, Gibberish, Silent Movie, Story Time, Five Words On and Off  *H.8.4 Build characters and portray situations through improvisation.* | **10** |
| **3** | **History of Theatre**  **Text:** Timeline p. 1-15  **Focus:** Ancient Greek Theatre  **Text:** Sophocles p. 66-73  **Activity:** Make masks.  **Video:** DVD *History of Theatre*  *H.1.1 Discover how our individual cultural experiences affect an artist’s work in the theatre.*  *H.1.2 Compare how similar dramatic themes are treated from various cultural and periods.*  *H.1.3 Identify various dramatic forms, production practices, and theatrical traditions.* | **10** |
| **4** | **Oedipus Rex by Sophocles**  **Theatre and Drama** p. 11  **Acting conventions:** (The role of the Chorus)  Wear mask, speak firmly and loudly, step out when speaking. | **10** |
| **5-7** | **Continue reading.**  Discuss the questions on p. 50. Choose five to answer on your own paper.  **Video:** Theban Plays-Oedipus Rex VHS 880 Oed **WORKSHEET**  **Video:** Medea VHS 882 Med  **Video:** Reconstructing Greek Drama VHS 880 Gre  **Video:** Staging Classical Comedy DVD 792.2 Stagin  **Video:** Staging Classical Tragedy DVD 792.1 Stagin  **Video:** Greek Drama From Ritual to Theatre DVD 882 O10 57 min.  Suggestion: split into small groups to watch videos. Report to the class what was learned and show important clips. | **10**  **Classwork: 10** |
|  | **Ancient Greek Theatre-Application Lesson**  Small groups recreate the style of Greek Theatre with Chorus and actors who act out a familiar tale. Suggestions: Little Bo Peep, Romeo and Juliet, Goldilocks and the Three Bears, etc. Use exaggerated acting styles of Ancient Greece. Make masks or imitate video watched in class. |  |
| **8** | **Acting**  Acting begins to progress after Greek Theatre. P. 128-139  **Activity:** Write out the character description.  **Homework:** Observe a person. Add this information to the description created.  *H.8.1 Recognize and develop the voice and body as the actor’s primary instruments.* | **10**  **Classwork: 10** |
| **9** | **Acting**  **Activity:** Demonstrate new character with changes.  **Stage Movement Basics**  **Text** p. 140-145  **Activity:** Go to stage and follow stage directions.  *H.8.3 Utilize observation as a tool in the process of crating a character.* | **10**  **Homework: 10** |
| **10** | **Everyman** (on record—get record player from IMC)  Text: 58-Morality Plays |  |
| **11** | **Sanskrit and Medieval Drama**  **Video:** Sanskrit Drama 14 min. DVD 792 Sanskr  **Video:** Medieval Drama from Sanctuary to Stage DVD 822.109 Medie | **10** |
| **12** | **Commedia Dell’arte**  **Video:** Aspects of Commedia Dell’Arte 14 min. DVD 792 commed  **Activity:** In small groups act out a simple skit based on the characters of Commedia Dell’arte.  Worksheet with suggestions and pictures | **10** |
| **13** | **Shakespeare**  **Text** p. 154-157  Read *A Midsummer Night’s Dream (*or *As You Like It)*.  T**ext** p. 94 Read *As You Like It*  **Video:** I have two versions-stage (Commedia Dell’Arte) and video.  Also Available on Video: Much Ado About Nothing DVD 822.3 Muc, Hamlet VHS 822.3 Ham Gib (Gibson), Julius Caesar VHS 822.3 Jul Brand, King lear DVD 822.3 King, Macbeth VHS 822.3 Mac, Midsummer Night’s Dream DVD 822.3 Midsum, Taming of the shrew VHS 822.3 Tam, The Tempest VHS 822.3 Tem Vol. 1 & 2, Henry V VHS 822.33 Hen | **10** |
| **14** | **Finish *A Midsummer Night’s Dream*.**  Begin reading *A Midautumn’s Hallucination*.  Discuss Director’s Concept. | **10** |
| **15** | **Director’s Concept**  **Video:** Watch clips from different versions of A Midsummer Night’s Dream.  **Video:** Comedy of Errors  **Activity:** Choose a scene from Midsummer to create a new director’s concept for the scene. Present the scene to the class.  *H.6.1 Construct imaginative scripts and collaborate with actors to refine scripts so the story and the meaning are conveyed to an audience.*  *H.2.1 Advanced Adapt various dramatic forms, production practices, and theatrical traditions across cultures and historical periods to contemporary theatre.*  *H.4.2 Evaluate the artistic choices of self and the collaborative efforts of peers in the classroom dramatizations and formal productions and suggest constructive alternatives.* | **10**  **Classwork: 10**  **Evaluations: 20** |
| **16** | **Perform scenes.** | **10** |
| **17-18** | **Moliere**  **Text** p. 192-201  **Video:** Tartuffe VHS 842 Tar (Royal Shakespeare Company: partial nudity-man’s bum 3 xs) | **Daily 10** |
| **19** | **Play Analysis: Tartuffe**  Discuss the theme and dramatic structure of Tartuffe.  **Text:** Acting Styles p. 272-293  *H.3.1 Articulate understanding of a play using elements of dramatic structure (plot, character, theme, language, music, and spectacle.)* | **10** |
| **20-21** | **Kabuki Theatre**  **Text** p. 196-305  **Chekhov**  **Text** p. 326-333  **Beckett**  **Text** p. 426-435  **Video:** Beckett 148 min. VHS 842 Bec | **10** |
| **22-23** | **Theatre of the Absurd**  **Video: Waiting for Godot** (part of it) -In classroom 605--  **Video: The Bald Soprano 62 min.** DVD 792 Bald  **Video: Rhinoceros** (personally owned)  (Can tie into *Oh Dad, Poor Dad, mamma’s Hung You in the closet and I’m Feeling So Sad* p. 469.)  *H.4.1 Evaluate how well the text or production met its intended objectives.* | **10** |
| **24-25** | **Ibsen**  **Video:** Hedda Gabler 78 min. VHS 839.8 Hed  **Video:** A Doll’s House VHS 839.8 Dol | **10** |
| **26-27** | **The Importance of Being Earnest**  **Theatre and Drama** p. 323 | **Daily 10** |
| **28** | **Video: the Importance of Being Earnest (Jay County Public Library)** | **10** |
| **29** | **Styles of Theatre**  **Activity:** List the styles of theatre we have studied so far. Make a chart that describes the forms and styles.  *H.3.1 Advanced Differentiate dramatic works in terms of their form and style, such as Greek Tragedy, French neoclassical, Theatre of the Absurd, Shakespeare, Chekhov, etc.* | **10**  **Classwork: 10** |
| **30-31** | **Theme and Cause and Effect and Historical Context**  **Activity:** Discuss how the various plays studied so far have had different themes, historical context, and how each dealt with cause and effect.  **Library:** Type a brief essay comparing and contrasting two to three plays.  *H.3.2 Analyze the central action of the play and discuss its cause and effect.*  *Advanced analyze the way in which the theme or meaning of a play represents a view or comment on life, using textural evidence to support the claim.*  *H.11.1 Compare characteristics of theatre within a particular historical period or style with similar ideas, or themes in other disciplines.* | **Daily 10**  **Essay: 25** |
| **32-33** | **African-American Theatre**  **Text** p. 456-463  **Theatre and Drama** p. 557 A Raisin in the Sun  **Activity:** Develop personal criteria for what is a good piece of theatre.  **Video:** A Raisin in the Sun DVD Raisin  **Classwork:** Evaluate the piece according to your criteria.  *H.4.1 Advanced Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria.* | **Daily 10**  **Evaluation: 25** |
| **34-35** | **Musical Theatre and Opera**  Discuss the differences between musical theatre and opera.  **Video:** the Mikado (part of it), West Side Story, Newsies, Children of Eden  **Video:** Broadway The American Musical DVD 792 Broadw  **Video:** Sweeney Todd (Broadway version NR)  Other musicals in the school’s library are listed at the end.  *H.5.1 Construct social meanings from classroom dramatizations and formal productions from a variety of cultures and historical periods and relate these to current personal, national, and international issues.* | **10** |
| **36-37** | **Design Concept and Dramaturgy**  Choose a play to read. Discuss how to make a props and costumes list. Decide if you will keep the original concept or create one of your own. Discuss how to complete the dramaturgy needed.  Library time needed for dramaturgy.  **Project:** Create a director’s binder that includes the prop list, costume list, and dramaturgy needed for any references a cast may not understand about context or history. Include two costume designs and any additional ideas for the design crew that are specific to the concept.  H.7.1 Respond to an existing play and translate that response into viable design elements. | **Daily 10**  **Project: 100** |
| **38-39** | **Inner Life of a Character**  **Theatre and Drama**: p.415 *A Glass Menagerie* by Williams  **Classwork:** Choose one character to analyze. Make a list of clues from the script that give hints to the characterization, life experiences, and emotional experiences. Write an essay that describes the characterization from both the playwright’s and the reader’s points of view.  **Video:** The Glass Menagerie DVD 792 Glass  *H.8.2 Analyze a script to discover the clues about inner life of a character.* | **Daily 10**  **Essay: 25** |
| **40-41** | **Jobs in the Theatre**  **Classwork:** Research potential job opportunities that are theatre related. Do not neglect technical theatre, TV, radio, the arts, advocacy, business, and movies. What are the qualifications for admission, training, and education for this profession? **Library:** Prepare a report and deliver to the class.  *H.9.1 Identify connections between theatre arts education and potential job opportunities in the community.*  *H.9.2 Identify criteria for admission into various theatre-related professions.* | **Daily 10**  **Report 25** |
| **42** | **Professional Theatre Observation** (Could be used as outside project.)  Attend and evaluate a professional theatre production (Bearcreek Farms, Civic Theatre, college or university, or JCHS). Write an essay evaluating the performance according to what has been learned in class.  **Video:** Comedy of Errors, The Mikado  **Homework:** Essay  *H.10.1 Attend and critique theatrical productions and analyze the effects of these experiences.* | **10**  **Essay: 25** |
| **43** | **Community Resources** (Can be used as an outside project.)  **Interview:** Choose a local person who is involved in the theatre arts. Interview him or her, write an article about the importance of the arts in the community as well as this person’s involvement. Submit this article to the local newspaper for publishing.  *H.10.2 Recognize the responsibilities and the importance of individual theatre patrons in the community.* | **10**  **Article: 25** |
|  | **Additional Options** |  |
|  | *H.11.2 Create works that demonstrate knowledge of other disciplines through theatre activities. (Use theatre to teach a concept from another class.)* |  |
|  | *H.12.1 Compare the materials, technologies, media, and processes of theatre with those of dance, music, or visual arts. (Analyze music choices for TV shows or movies. Compare and contrast the production of a rock concert with that of live theatre.)* |  |
|  | *H.12.2 Create works that integrate media, processes, and concepts of other art forms. (Create a dance that also is theatrical or theatre that is about art or create a multi-media production that is also theatrical.)* |  |
|  | Direct or work with an ensemble to present one scene to the class. Create the space needed, suggest costumes, have reasonable props, and blocking. |  |
|  | Read *Oh Dad, Poor Dad, Mamma’s Hung You in the Closet and I’m Feeling So Sad*. (Some topics inappropriate for school.) What about this play is theatre of the absurd and what is not? |  |
|  | Video Unit: The Acting Style of Johnny Depp  Video Unit: The Design Style of Tim Burton |  |

**Note:** Options and additional videos or selections are listed for the students who take the course at an advanced level. Those students may watch options not offered to the rest of the class. Time will be given to advanced students to present Power Point presentations offering insight to the plot, characterization, and other objectives learned through that unit. Advanced students may also offer example performances.

Advanced Students are responsible for a portfolio that represents each unit taught. Portfolio will include title of unit, description of that particular culture or genre of theatre, illustrations, and synopses of viewed productions.**Additional Musicals on video at school’s library:** Fiddler on the Roof DVD Fiddle, The Music Man DVD Music, Into the Woods DVD 782.1 Woods , CATS DVD 792.6 Cat, Grease DVD 792.6 Gre, Les Miserables VHS 843 Les, Cabaret DVD Cabare, Oklahoma DVD Oklaho, Oliver! DVD Oli, Godspell DVD Godspe, Hairspray DVD Hairsp, West Side Story VHS 782.1 Wes, Singin’ in the Rain DVD Singin’

**Other Plays:** Brighton Beach Memoirs VHS 812 Bri, Cat on a Hot Tin Roof VHS 812 Cat, The Miracle Worker VHS 812 Mir, Our Town VHS 812 Our, 12 Angry Men VHS 812 Twe, Arsenic and old lace DVD Arseni, Cyrano de Bergerec DVD Cyrano, Harvey DVD Harvey

**Personal:** Sweeney Todd, Unsinkable Molly Brown, Hairspray, Fiddler on the Roof, The Wiz, Children of Eden, The Lion the Witch and the Wardrobe, A Midsummer Night’s Dream, Comedy of Errors, Arsenic and Old Lace

**Points** will vary from quarter to quarter. Daily participation points are (usually) given. Each project, report, and essay will be given additional points. Worksheets and homework will be granted points. Outside class projects will be awarded points.

**Major Categories:**

Participation

Homework/Classwork

Projects/Performance

It must be understood that theatre works oftentimes deal with mature topics and contain mature language. When reading in a group or presenting in front of the class, you may skip or substitute language and wording when you feel uncomfortable. Handbook rules will still be respected and enforced if daily language is inappropriate for school. It is important to understand the difference between respecting the art and respecting one another’s values in the class.

Certain video units may be used to study acting style or design elements. A video may be used if a substitute is hired.

**Day One Questionnaire** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List the live theatre productions you have seen and where you saw them. Theatre includes live theatre, opera, and musicals. Please, do not include rock bands, dance, or comics. Those are artistic performances, but are not classified under theatre, usually. If you have seen more than eight, list your favorite eight.

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| **Theatre Production** | **Location (stage or city)** |
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What acting or performing have you done for a public audience? This can include music, dance, or acting. This can include church, school, or a professional or community theatre.

What do you hope to learn in this course?

What have others said about this course?

Why did you choose this elective?