

*Welcome to Theatre Arts. You are about to challenge your mind, enhance your creativity, and build your skills of communication and performance.*

**\*This Class Plan should be the first page in your drama notebook at all times.**

**Course Objectives:**

1. To provide an intense honors level training in Theatre Arts
2. To foster self-esteem and confidence in performance and in life
3. To introduce an overview of theatre history.
4. To master vocal and movement skills
5. To master ensemble skills and foster teamwork and collaboration
6. To elevate characterization skills
7. To master performance and monologue skills.

**Class Policies: School rules are class rules at all times.**

1. **Treat everyone with dignity and respect.** Treat others how you would like to be treated. This includes respecting me by also respecting classroom and auditorium furnishings and equipment with care.
2. **Always try, and do your best:** Stay on task, whether during note-taking, rehearsals, or project work.
3. **Be Responsible:** Arrive on time with all materials needed, and be in place when the tardy bell rings.
4. **Cooperate.** Follow all directions the first time they are given.
5. **No gum**

**If you choose to break a rule, there will be consequences.**

***First time: Visual/verbal warning.***

Second time: Warning, Possible Detention, Parental Call

***Third time: Detention, Parent phone call, possible referral to office.***

Fourth time: Referral written, student sent to office, After school detention.

**Course Requirements:**

**Supplies:** Paper and writing utensil for notes must be brought to class daily.  
**Two Notebooks single subject: one for daily journals, one for notes, handouts and tests.**

Students are required to participate in daily classroom warm-ups, vocal exercises, movement activities and improvisation. Students will be expected to **take notes**, as well as participate in **daily journal writing**. Students will write, memorize and perform original monologues as well as participate multiple shows. This class is

designed to challenge the advanced theatre student and units are designed to give them a brief reflection on how theatre works in the professional world.

### **Grades:**

Grades will be based on a combination of participation, completion of projects, tests, rubrics, development of acting and characterization skills and performance.

1. Journal entries, written work, and homework assignments Quizzes and dress rehearsals: **10%**
2. **Daily participation** in vocal, movement, and warmup and rehearsal activities **40%**
3. Tests and Performances (based on rubrics) **50%**

### **Show Dates:**

December 6-7

**ALL STUDENTS IN THIS CLASS ARE REQUIRED TO BE AT ALL PERFORMANCES!**

### **Course Outline:**

#### Week 1

Audition techniques and Styles  
Audition  
Call backs for show

#### Week 2

Directing A show  
Shows Cast/Tech roles assigned  
Constructive rest  
Aristotelian Analysis  
Aristotelian Analysis, Project Breakdown:

Students will get a breakdown of Aristotelian analysis while breaking down stories using the six elements of tragedy: plot, character, diction, thought, spectacle, and song. Students will understand the essential components of a story and how to apply that to their process dramas.

Students will go over their projects and requirements as outlined in *Plans for Evaluation* as well as picking stories and groups.

Technical theatre class will be in charge of picking stories while those will be distributed to performance classes to pick groups with.

#### Week 3

Start Table Work for Show  
Aristotelian Analysis (continue)

Mr. Veneris (Mr. V)  
[veneric@gcsnc.com](mailto:veneric@gcsnc.com)  
674-4300

Honors Advanced Theatre Studies 2

Week 4  
Aristotelian Analysis Due  
Working with Shakespeare

Week 5  
Start Blocking

Week 6  
Finish Blocking

Week 7  
Blocking in non-traditional spaces

Week 8  
Work with understudies

Week 9  
Play Cards Due 2  
Work show

Week 10  
Add tech for Midsummer

Week 11-12  
Work show

Week 13  
Tech week and Performances December 6-7

Week 14-15  
Receive scenes for final

Week 16-18  
Scene performance for Exams

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**\*\* By its very nature, Drama requires various and frequent movement. Because of this,** on all “acting” days, students are expected to come dressed to move, **in non-constricting clothing such as pants, shorts, a T-shirt that will not expose the student’s midriff, and shoes that will cover the toes.** Clothing must adhere to the school dress code.

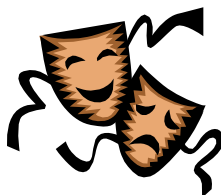
**Failure to be prepared for movement may affect the student’s grade as a Zero for that day’s participation grade.**

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**Please sign and keep this syllabus in your drama notebook.**

**STUDENTS:** I have read this classroom discipline plan and understand it. I will honor it while in Drama class.

Signature\_\_\_\_\_ Date\_\_\_\_\_



### Drama Booster Parents

Dear Drama Parents,

In order for our Drama Department to better meet the needs and demands of our students, **parent** volunteers are needed. Please indicate if you would be willing to help. This requires a minimum amount of time and is so beneficial for our students. Your student **does not** have to be in drama club for you to help! Thank you for considering helping us this year.

**Parents**, please check appropriate areas you may be able to help out:

- ☐ Video tape performances, if allowed by license agreement
- ☐ Help sell concessions at performances
- ☐ I am interested in being an officer in Drama Parents Booster club (circle)

President, Vice President, Treasurer, Secretary

- ☐ Help with fundraising
- ☐ Be available to help with set construction for productions.
- ☐ Be available to help with costumes for productions.
- ☐ Be available to help chaperone fieldtrips.
- ☐ I have attached a donation for the Drama Department (SEHS Drama Boosters)
- ☐ I am unable to help at this time.

Thank you so much for taking the time to read this information and the attached course outline and expectations.

**Each student is responsible for having a guardian sign and date this form indicating that the syllabus has been read and understood, regardless of whether you can participate in Drama Boosters.**

The deadline for returning this page is one week from the start of the semester.

Mr. Christopher Veneris  
[veneric@gcsnc.com](mailto:veneric@gcsnc.com)  
674-4300

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

Parent's name (print) \_\_\_\_\_

Phone number \_\_\_\_\_

Parent Email address \_\_\_\_\_

Student's name (print) \_\_\_\_\_

Mr. Veneris (Mr. V)  
[veneric@gcsnc.com](mailto:veneric@gcsnc.com)  
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Honors Advanced Theatre Studies 2

Dear parents,

From time to time, we will be watching clips from films to gain better understanding of the medium of film. While the vast majority of these films have a G or PG rating, some films have a rating of NR, PG-13, or R. In accordance to school policy, I am seeking your approval to show students clips from movies with ratings above PG. If you have any objection to the films, your child will be given an alternate book assignment that they can complete while the rest of the class watches the film and film clips. If you have, any questions please feel free to contact me at

[veneric@gcsnc.com](mailto:veneric@gcsnc.com).

Sincerely,

Christopher A. Veneris

Parent Name Printed \_\_\_\_\_

Parent Signature \_\_\_\_\_