

## **Acting I- 2022-23**

Ms. McCook

Room A151

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Help sessions: After school by appointment.

**Acting I is a high school level course that follows closely the same course at John's Creek High School.**

### **Course Description**

Acting I - Introduces the acting process and the role of the actor in various styles/methods with a focus on scene study. Stresses developing imagination, observation, concentration powers, and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions, and ideas; enhances self-confidence and self-awareness. Theatre is used as a means to encourage cooperative learning, teamwork, organization, and leadership skills. The class allows all students the opportunity to perform on a regular basis.

### **Classroom Expectations**

**FULL ENGAGEMENT:** Attend class every day. Participate 100% in all activities. Follow all school rules. Be fully responsible for your work and contributions to group projects. Consistently work as an ensemble and respect everyone's contribution.

### **Opportunities**

There are many ways to participate outside of class in the Theatre program at Autrey Mill Middle School. Students are encouraged but not required to audition or interview to be involved in the Fall Musical outside of class or to qualify for the Junior Thespian Society as well as participate in the competition and the conference.

## **State Standards**

### **Creating**

*TAHSA.CR.1* Organize, design, and refine theatrical work.

- a. Use script analysis in the development and presentation of formal and informal theatre performances.
- b. Examine various theories of dramatic structure.
- c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

*TAHSA.CR.2* Develop scripts through theatrical techniques.

- a. Examine theatre practices regarding the development, structure, layout, and format of scripts.
- b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts.
- c. Perform formal and informal monologues and scenes based on published and original scripts.

### **Performing**

*TAHSA.PR.1* Act and direct by communicating and sustaining roles within a variety of situations and environments.

- a. Examine and implement the voice, body, observation, and imagination as tools of the actor in presentations of formal and informal theatre.
- b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences.
- c. Act by developing, communicating, and sustaining roles within a variety of situations and environments.
- d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew.
- e. Use the skills and tools of a director to conduct rehearsals for performance.

### **Responding**

*TAHSA.RE.1* Engage actively and appropriately as an audience member.

- a. Examine and reflect on the relationship between actor and live audience in historical and contemporary performances.

*TAHSA.RE.2* Critique various aspects of theatre and other media using appropriate supporting evidence.

- a. Develop and utilize meaningful, structured criteria for assessing the work of an actor.

## **Connecting**

*TAHSA.CN.1* Explore how theatre connects to life experience, careers, and other content.

- a. Examine multiple facets of the business of theatre.
- b. Examine the methods of pursuing various acting careers, including demonstrating audition etiquette and techniques.

*TAHSA.CN.2* Examine the role of theatre in a societal, cultural, and historical context.

## **Microsoft Teams**

We will be using Microsoft Teams as our hub for all course materials. All notes, handouts, resources, announcements, and assignments will be disseminated and collected through Teams. While there is a web-based version of Teams, it is easier to use the application directly (you can download the application to your computer, tablet, and/or phone).

Communication will also occur regularly through your school email address ([studentid#@fcstu.org](mailto:studentid#@fcstu.org)) which you should check multiple times a day.

## **GRADING PROCEDURE:**

### **Recovery on assignments/assessments**

- All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment. Eligibility for a redo/retake is for students who receive a 75 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 75.
- Student redo/retakes must be completed before the next major assignment/assessment is given or 5 school days before the end of a marking period if there is not another major assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window).

## **Late Work**

Students are expected to turn all work on time.

A grade of “Missing” and 0 will be entered in the electronic grade book until the late assignment is received by the teacher. 10 points off per day starting at the grade received if late due to behavior.

A grade will be given for work completed in class and outside of class. Grades are reported every 4 1/2 weeks and are a culmination of the following:

Class Performances.

Participation in daily class activities.

Conduct in class, rehearsals, and performances, reflecting ensemble and audience skills.

Results of spot checks, checking to see if lines being learned, progress is evident.

Written reflections or examinations on content vocabulary and play analysis.

50% Major- Summative Performances and Tests

40% Minor- Open note quizzes, exercises

10% Practice- Participation/line quizzes

## **HOMEWORK EXPECTATIONS:**

Although there is not much written homework for Theatre occasional studying for written tests is necessary and should be noted in the students’ agenda. It is expected that students rehearse scripted material that is assigned for performance assessments, to memorize, and make appropriate character choices. Time in class will be allotted for work on Project Based Learning but some projects will require extra preparation at home.

## **BASIC CLASSROOM PROCEDURES AND EXPECTATIONS:**

**NO HECKLING** - To try to embarrass and annoy (someone speaking or performing in public) by questions, gibes, or objections, badger

Also:

Bring agendas, pencils, script, earbuds, iPad and to class daily.

Participate in all classroom activities.

Be an active, reliable participant in group work or play reading.

Show respect to your fellow classmates, Theatre director, and visiting artists or substitutes.

Refrain from bringing food and drink, besides water, into the classroom.

Enter the classroom quietly and stay seated unless instructed otherwise.

No horseplay, wrestling or grabbing other students.

**DISCIPLINE GUIDELINES:**

In order to maintain an environment conducive to learning, students must follow behavior guidelines. Should a student not follow these rules, teachers will use the school-wide classroom discipline cycle which may include verbal redirection, conference between teacher and student, seating change, time-out, detention, communication to parent via telephone or email, referral to guidance counselor or administrator, conference between parent, teacher, and student, and conference between parent, teacher, student, and administrator.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

