

6th, 7th, 8th Grade Drama
Teacher: Shelly McCook

COURSE SYLLABUS 2022-23

E-Mail: Mccookl@fultonschools.org

Help session by appointment after school.

CLASS MATERIALS

Students will be expected to read, write, listen and speak. They should bring their voice, body, imagination and a positive attitude.

Each student should bring a pencil, agenda, iPad, and earbuds to class every day.

COURSE DESCRIPTION:

Sixth Grade: Students explore acting and improvisation. They learn the basic techniques of acting, character and voice development, presentation skills, and scriptwriting.

Seventh Grade: Students incorporate sensory and emotional experiences and observation techniques into presentational theatre activities. They apply vocal and movement techniques appropriate to theatre activities and presentations.

Eighth Grade: Students continue to apply ensemble skills through pantomime, improvisation, and acting. They design and create simple scenery, costumes, props, lighting, sound, music, and/or makeup for dramatic presentations, using research skills as needed to gather resources. Students begin to create original scripts and adapt appropriate literature into scripted material for presentation.

OBJECTIVES:

- enhancing self-awareness and self-confidence
- inspiring creative expression
- improving focus and maintaining concentration
- enriching communication skills and social interaction
- developing physical and vocal expression
- using drama to promote and cultivate reading, writing, and speaking
- deepening understanding of human behavior within the context of drama
- promoting cultural understanding
- acquiring historical perspective by exploring different periods and styles of theatre

COURSE OUTLINE:

"Accommodations and modifications will be made according to the student's needs."

Below are the Georgia Standards of Excellence for Theatre Art

Organize, design, and refine theatrical work

Develop scripts through theatrical techniques

Act by communicating and sustaining roles in formal and informal environments

Execute artistic and technical elements of theatre.

Engage actively and appropriately as an audience member

Critique various aspects of theatre and other media

Explore how theatre connects to life experience, careers, and other content

Examine the role of theatre in a societal, cultural, and historical context

This course is further designed to support statewide literacy standards and challenge students to become more effective communicators and consumers of information by applying skills and vocabulary learned to other subject areas and real-life scenarios.

TYPICAL CLASS ACTIVITIES MAY INCLUDE:

1. **Rehearsing alone or with a group to create a performance**
2. **Performing alone and with others with the class as audience.**
3. **Improvising in informal and formal presentations.**
4. **Writing and adapting performance material.**
5. **Reading silently and aloud.**
6. **Watching, analyzing, and describing Theatre.**
7. **Evaluating live and recorded performances.**

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 in order 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:

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.

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

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: _____