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| Course Syllabus Introduction to Drama / Poetry6th Grade |

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# Course Overview

Through participation in a Fine Arts course each of their years at the academy, students will learn the language of these art forms (music, visual art, poetry, and drama) and be given the opportunity to *participate in the process of creating beauty*.

# Course Objectives

This course will introduce students to the skills, terminology, and techniques necessary for performance in the dramatic arts. Students will develop a vocabulary for discussing works of drama, as well as for critiquing their own work and the work of their peers. As drama is a performing art, students will “learn by doing”, through a series of active, hands-on projects (i.e. a storytelling performance, a design project, and a dramatization of a great work). Students will participate in a formal performance of a play during the semester, immersing students in the process of working on and creating theatre.

This course also introduces student to terminology and analysis of poetry. Students will develop a vocabulary for analyzing and understanding poetry. This will include: 1) the practice of analyzing poetry in form and content, 2) being able to communicate and discuss thoughts on poetry and 3) creating and writing poetry.

# Course Materials

* Black Folder with the ability to hold hole punched materials - or - 1 In. Three Ring Binder (exclusively used for this course to hold scripts on stage)
* Pencils
* Highlighters

# Course Expectations

In order to succeed in this course, students are expected to:

* Show Respect
	+ Showing respect for others.
		- Opinions, answers and difference.
	+ Showing respect for our time.
		- Showing up prepared and ready to work every day
		- Informing both their group members and Mr. Underdal of pre-arranged absences
		- Being an active group participant concerning deadlines
	+ Showing respect to the process.
		- Following outlined rules
		- Asking questions when confused
		- Bringing requested materials and literature when asked
* Practice Ownership
	+ Ownership of the Production
		- Collaborating to the best of their abilities with their class
		- Being honest with the work they complete
	+ Personal Ownership
		- Creating interesting and well-developed choices
		- Working hard to stay on task when faced with the agency of rehearsal time
		- Thinking and creating beyond the minimum expected boundaries
	+ When facing challenges
		- Asking help from Mr. Underdal and your fellow classmates
		- Choosing to work harder
* Be Accepting
	+ Of both failures and praise
		- Working through constructive feedback to create a better production
		- Asking where improvement can be made
		- Realizing their effort has the ability to create exciting and deep moments
	+ Of the process
		- Some things will be difficult to grasp until the completion of the production
		- Be patient, work hard, and Have Fun!

# Assignments and Assessments

**Class Participation**

Students participation grade is determined through students being actively engaged in class through discussion and physical presence, as well as student’s ability to collaborate and work productively during projects.

**Test/Quizzes**Students should anticipate quizzes and tests in each unit that will assess their knowledge of concepts and terms discussed and explored in the unit.

**Performance**

Students will be assessed on their ability to complete thoughtful performances that utilize the required concepts and skills. Students should be present and engaged in the act of performing.

**Written Work**

Students will be assessed on providing thoughtful responses that incorporate informed opinions using concepts and terms from class. This will include performance reviews and written assessments.

**Classwork**Students may expect in class activities that practice or implement new concepts or techniques. This will include poetry packets, play analysis forms, character forms, and other handouts.

# Tutoring Hours

Introduction to Drama/Poetry students are welcome to seek tutoring during 6th Grade Lyceum on Tuesdays, Thursdays or by appointment.

# Turning in Assignments

All assignments should be completed during class time and it is student’s responsibilities to know due dates. Important Dates will be listed within the classroom and on Mr. Underdal’s blog. Any assignments not completed in class can be completed at home and turned in on the following day for full credit.

# Late Assignment Policy

After any excused absence, students have the same number of days as their absence to make up an assignment without losing points.  It is the student’s responsibility to find out what they missed and to keep track of make-up work. Email or talk to me directly. Missing/incomplete assignments are eligible to receive up to half credit by submitting it to the turn in tray late the next school day.

# Course Grading

Introduction to Drama/Poetry’s grading categories are weighted according to the following percentages:

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| **Course Work** | **Percentage** |
| Participation | 25% |
| Performance | 20% |
| Written Work | 20% |
| Classwork | 20% |
| Test/Quizzes | 15% |
| **TOTAL** | **100%** |

# Academic Policies and Institutional Resources

**Academic Policies and Procedures:**

All student work (tests, quizzes, homework, projects) will be returned within one week of submission, with minor exceptions. Essays will be returned within two weeks of submission. Please refer to Scottsdale Prep’s Family Handbook pp. 26-38 for more information on the academy’s policies.

# Additional Course-Level Specific Information

**6G & 6A: October 29th @ 4-5:30pm 6C & 6F: October 30th @ 4-5:30pm**

This is our major performance, which will be held after school in the Theater. This performance is REQUIRED as part of our class and will be part of your performance grade. Students will report to the theatre immediately following 6th period. Mr. Underdal needs to be informed by **September 1st** of any conflicts.

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Please sign and return this portion of the page no later than **Friday, August 9th, 2019.**

By signing below, I am indicating that I have read and reviewed the syllabus with my child and agree to notify Mr. Underdal by September 1st of any conflicts for the Curricular Production.

Student Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period (e.g. 3rd): \_\_\_\_\_\_\_\_\_\_

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

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Email (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_