

MARINO HIGH SCHOOL

THEATRE PERFORMANCE AND EXPLORATION

Teacher: Mr. Dean Marino

*“We must all do theatre, to find out who we are,
and to discover who we could become”
-Augusto Boal*

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Course Outline:

As a member of the drama department, you will have the opportunity to explore an array of theatrical practices. Some of the semester highlights include:

1. Creating our own movement pieces
2. Studying and performing excerpts written by William Shakespeare
3. Performing for youth audiences in our community
4. Discussing the important aspects of creating and mounting a Broadway musical.
5. Performing your very own ten-minute play in our festival called, *10 Minutes: To Save The World*.

By the end of the year, you will have an eclectic mix of knowledge that only scratches the surface of theatrical practices. I hope to offer these units as a frame of reference to continue your own research and discover techniques that speak to you as individual artists.

Major Assignments in the Classroom:

1. Identity Kit
2. 1 Minute Movement Piece
3. Improvisation Scenes
4. Create an “I Want” Song
5. Shakespeare and Contemporary Monologues
6. Children’s Theatre Performance ***Youth School Field Trip***
7. Research and Design a Musical of Your Choice
8. Open Scenes With a Partner
9. 10-Minute Play Festival
10. Art Show Capstone Performance

Materials For This Class:

1. All books, readings, and scripts will be handed out in class. When they are needed, please make sure you bring them to our rehearsals, discussions, and performances.
2. Each student will have a journal. Journals should be kept in the class compartment and can be used during any class.

3. Students should have a pen or pencil and a notebook for each class.
 - a. The teacher will notify students when any extra materials are needed.

Classroom Community Guidelines:

1. **Take Space/Make Space:** Every voice in the classroom matters. Students should participate and engage in conversation, by bringing their own thoughts and ideas forward. However, students should make space for other students to provide their own insight and perspectives.
2. **Support yourself and your peers:** In theatre we are going to be doing a lot of performance-based activities. It is imperative that students are supportive of their classmates, considering everyone has different experiences and comfort levels when performing in front of other people. Moreover, students should be taking care of themselves. Know your limits, ask questions, and raise concerns. The classroom is yours.
3. **This is a brave space. Don't be afraid to take risks:** With the guidance of the teacher, students will explore new ideas, topics of interests, and theatre practices. There is no correct answer to theatre making. All of us have lived experiences that will influence our work in the classroom, so use your knowledge and leave room for curiosity.
4. **Understand the Intention of actions/comments and the impact of those actions/comments:** It's important to realize that our words and actions can have an impact on others, even if we did not mean to hurt anyone. Realize what you said, inquire about the issue, and take note for the future. Intention vs impact should not be used as a shield or excuse.
5. **Honor Confidentiality in regards to yourself and other performers:** The work we rehearse and perform can be celebrated, but it should also stay within the classroom (unless we have performances for the school/community). A classroom is a work space for new voices and stories to be heard. It is vital that we respect the work of ourselves and others, without sharing thoughts on rehearsal processes/performances outside of the classroom.

Expectations for the Classroom:

1. Please bring a writing and a notebook (different from personal theatre journal) to class.
2. Please **no chewing gum** in the classroom. We will be moving around a lot and it is a distraction.
3. Cell phones may only be used for research purposes. Other than that, **please have your cell phones stored away in your backpack**. Not in your pocket.
4. Backpacks and other **belongings should be stored away**. Items can be placed on the classroom risers or next to your selected seat. We will need the main floor for our warm-ups, games, and activities.
5. Please **clean up after yourself** before heading to the next class. This is a performance space and it should stay clean for the remaining classes. Food should be thrown away, all personal belongings should move with you to the next class, and chairs should be placed back on the risers.

6. Students have a **three strike rule when it comes to tardiness**. When a student reaches three tardies, they will lose three points to their overall grade. A fourth tardy will result in the student staying after to help Mr. Marino with either classroom or performance related tasks.

Assignments:

All information for the daily agenda, homework, and future projects can be found on the main board and our Google Classroom page. When an assignment is due, it should be placed in the DROP-BOX folder near the main board. Make sure your name, the date, and your section/class is at the top of the page. Mr. Marino will hand out all of the assignments in person, but if you have lost a sheet of paper, head to our Google Classroom and print off extra copies at home.

***If you do not have access to a computer, please talk to Mr. Marino. We can make a plan to ensure you receive all of the necessary materials and assignments.*

Late Work and Absent Students:

For an unexcused late assignment, students will **lose three points** for every day it is not turned in. If a student needs an extension, please speak to the teacher ahead of time.

If a student is absent, please email Mr. Marino so we can arrange an alternative date to submit any assignments. The Absent Student Folder can be found next to the Main Board. Students are responsible for checking the folder for any missing handouts or assignments. The folder will be cleaned out every week. If you do not see any papers and you were absent, please reach out to Mr. Marino.

Discussion Board:

Each week the teacher will post ONE question on the Google Classroom Discussion board that correlates with the lesson. Students are expected to **post one thoughtful response of 50 words or more and respond to one of their classmates (also 50 words or more)**. Grades for the discussion board can be found on our Google Classroom page.

Class Compartments:

Each class has their own compartment located in the Black Box. Inside you will find a portfolio with your name and your journal. This is for you to place all of your graded assignments as well as your journals at the beginning of the week. Please make sure that you do not look through other students' portfolios or journals. This is a safe space to make sure that all of your assignments and writings are in one location. At the end of the school year, you will be able to take this home for your own safekeeping.

Journaling:

Journaling is an important part of the theatrical process. It allows an artist to express themselves without judgement, they can celebrate their triumphs, ponder on certain questions, and make goals for the future. Journaling will not be an everyday occurrence, but students are expected to write a response that answers several questions during each unit. Mr. Marino will notify you

when journaling should be completed. Personal journals (paper blue books) will be provided in class, but you are more than welcome to use your own.

***Students are also welcome to create a video/audio diary in place of their written journal. Please discuss this with the teacher so we can create a Google Drive folder.*

Feedback From Your Peers and Teacher:

Throughout the school year, students will be able to provide feedback to their peers, and they will also receive feedback from Mr. Marino. Each project will have a feedback session and students are expected to complete a Feedback Sheet. These sessions are used as a way to continue the rehearsal process. Our thoughts and ideas should be positive and they should offer insight before the final performance. Please refrain from “directing” your peers and let’s stay away from negative remarks. Everything we do in class is a work in progress, and everyone has their own pre-existing knowledge of theatre performance. If you have any questions or concerns, please see Mr. Marino.

Grading:

When a project/performance has been graded, Mr. Marino will hand back the rubric or checklist in class. Once the student has received their grade for an assignment, that paper should be placed in the class compartment. All final grades can also be found on Google Classroom. **Handouts and rubrics should stay in the Black Box.** At the end of the year, students will take home their portfolio.

Grading Considerations:

- **Participation/Effort/Attendance:** Students can receive up to 100 points in this category.
 - 50 Points for Semester 1 and 50 Points for Semester 2.
- **Performances and Projects:** Each Project has its own scale for grading. Students will be handed a Rubric or Checklist to ensure they fulfill all requirements.
- **Feedback Sessions:** Students are required to provide feedback to their peers as well as receive feedback from their peers. For each performance and project, students will complete feedback sheets, and there will be two check-ins with Mr. Marino during each semester.
- **Written Work:** All journal entries and other written responses will be included in the project rubric.
 - Project Journal Entries are always worth 5 Points.

MAJOR UNIT AND ASSESSMENT OVERVIEW

SEMESTER 1

Dates	Unit	Assessment
August 28th- September 6th	Introduction: Creating a Community and Theatre Games/Warm Ups	Identity Kit

September 9th- September 27th	Movement Exploration: How our bodies can tell a story	1 Minute Movement Piece
October 1st- October 21st	Improvisation: Communicating on the Spot	Improvisation Scenes with a Partner
October 23rd- November 11th	“I Want” Song Creation: Learning About a Character and their Intentions	Create an “I Want” Song that Reflects Your Own Dreams and Ambitions
November 12th- December 20th	Shakespeare Analysis and Monologue Performances	Shakespeare Monologue Performance
Jan 2- Jan 23rd	Contemporary Monologues: Understanding the Theatre of the Now	1 Minute Monologue Performance *MID-TERM*

SEMESTER 2

Dates	Unit	Assessment
Jan 24th- February 10th	Children’s Theatre Unit: Learning How to Perform for Youth Audiences	Perform a Story Pirates inspired show for the Elementary School
February 11th- February 22nd	Musical Theatre History and Styles	Group Presentation on Written Musical: Scenic Design, Costumes, and Creative Team
February 24th- March 13th	Design Concept for a Musical	Group Design Project on Musical: Creating Your Own Vision
March 14th- March 30th	Open Scenes: Establishing Intention, Relation, and Characters With A Group	Open Scene Performance with a group
April 6th- April 21st	Playwriting: Creating Our Own Ten Minute Play	In a group, students will create and write their own 10-Minute Play
April 22nd- May 20th	<i>10 Minutes to Save The World:</i> Play Festival Preparation	Students will be able to perform another groups 10-Minute Play for the Festival *FINAL EXAM*
May 21st-May22nd	Debrief After Performance	Final Journal Reflection
May 28th- End of Year	Art Gallery: The Final Project	Students will select an art piece from the art show and prepare a monologue/ movement piece/scene

Dates inspired from Corrine Kravetz and her Acting 1 Syllabus