

# SYLLABUS

Express | Analyze | Create



## Why Acting?

Consider this quotation from the book, *A Whole New Mind* by David Pink:

*"...the keys to the kingdom are changing hands. The future belongs to a very different kind of person with a very different kind of mind... **creators** and **empathizers**, **pattern-recognizers** and **meaning-makers**. These people - **artists, inventors, designers, storytellers, and big picture thinkers** will now reap society's richest rewards and share in its greatest joys."*

Why Acting? Because it encompasses the very skills that 21st Century learners will need in order to be successful in their jobs & life...and it's one of the few courses that focuses on these skills almost exclusively.

## Purpose of the Course:

Acting is an introductory course designed to encourage individuals of ALL talent levels to "**step out of their comfort zones**" in order to develop individual and group communication & performance skills through the art of theatre.

## Unit 1: Stage

*What constitutes art?*

*How do ideas take form?*

*What do we "believe" as authentic & why?*

**Composition** (i.e. the arrangement of "parts" to create a unified "whole") is an important concept in acting/theatre; learning how to put artistic "parts" together cohesively and creatively is the focus of the first unit in this course. Through various games and activities, this unit will teach a learner the cognitive & creative abilities needed to develop "**big picture thinking**" as well as how to **create strong compositions and stories** on stage.

**Stage terms** and **stage directions** will also be covered in this unit in order to give students a common language for their work in this class and on stage.

## Unit 2: Story

*What does a great story "look" like?*

*What moves a story forward?*

*How are stories affected by relationships?*

The ability to **craft a compelling narrative** is not only important on stage, but is also important in almost every profession and part of life in the 21st century. Through acting exercises and activities, this unit will encourage students to discover creative ways to share information and emotions through the art, craft, and structure of a powerful story. Activities in this unit will be focused on analyzing and creating strong characters in the context of their stories.

## Unit 3: ...aaand Scene!

*What does acting teach us about the human condition?*

*How do past experiences influence present responses?*

*In what ways does art imitate life (or vice versa?)*

Creating a believable character on stage is a difficult task...but it's a skill that can be learned by any student who has a strong desire to improve his/her/their acting, empathy, or communication skills. In this unit, students will explore various methods and ways to physically and emotionally portray **believable characters and interactions** on stage. At the end of the unit, students will perform a final scene with a scene partner.

## Assignments:

Since this is a process and performance-based course, all of the **course work** is done in class. However, ALL of the **course content** learned in the class is also available online ([www.kristaprice.com](http://www.kristaprice.com) - Click Educator”, then “Acting”).

All of Ms. Price’s **teaching videos** can be accessed via her website ([www.kristaprice.com](http://www.kristaprice.com)) or youtube (search by title).

## Grading:

50% **Summative** Assessments\*

40% **Formative** Assessments

10% **Reflection**

The **exam** (if required) is worth 10% of your final grade.

\*The Summative Assessments are as follows:

- IB Criterion A: Investigating**  
 (Unit 1 Test of Stage Terms & Concepts)  
 (Unit 3 Scene/Character Analysis)
- IB Criterion B: Developing [ideas/skills]**  
 (Unit 2 Monologue Rehearsal/Performance)  
 (Unit 3 Directed Scene Study)
- IB Criterion C: Creating or Performing**  
 (Unit 1 Creating Original Scenes)  
 (Unit 3 Final Scene Performance with Partner)
- IB Criterion D: Evaluating [Art]**  
 (Written Critique of a Live Stage Performance)  
 (Process Journal - not graded)

## Extra Credit:

You are expected to participate and give your best effort in opportunities *when* they are offered - not rely on artificial grade inflation after the fact. Don’t ask for extra credit because it’s not offered. Grades in this class will reflect your GROWTH in - and MASTERY of - learned concepts & skills.

## Absences:

All absent students are responsible for what they miss in class, whether the absence is excused or not. I post all class activities/assignments via my website (see Schoology) daily; checking this information is **your responsibility**, and must be done **BEFORE you return to class**. Please don’t ask “*What did I miss?*” or “*What happened while I was gone?*”. The answers to those questions are provided online daily, and because this is a process-driven course, it is required (and in your best interest) that you are caught up before you return.

Please refer to the Attendance & Academic Integrity Policies found in the OHS Student Handbook for attendance & academic honesty expectations/consequences.

## Absent Work:

Any learning done in your absence is due upon your return (see above) and is your responsibility. Be sure to communicate with Ms. Price if you see any learning grades flagged as “Missing” or “Absent”.

If you are absent on the day of a performance, plan to perform the next time you are in class.

## Late Work:

Ms. Price generally accepts late work, so be sure to complete all learning tasks. (She will let you know, however, if specific assignments will NOT be accepted late.)

No extensions will be granted on group/partner performances. (ALL students must be ready to perform on the FIRST day of in-class

<b>GRADING SCALE:</b>	B+	87-89	C+	77-79	D+	67-69	
A	93-100	B	83-86	C	73-76	D	65-66
A-	90-92	B-	80-82	C-	70-72	E	below 65