

LCPS High School Theatre Curriculum

<https://sites.google.com/lcps.org/lcps-theatre-arts>

The *Theatre Arts Standards of Learning* are organized into five specific content strands:

- **Creative Process**
- **Critical Thinking and Communication**
- **History, Culture, and Citizenship**
 - **Innovation in the Arts**
- **Technique and Application**

Theatre Arts I: Introduction to Theatre

The standards for Theatre Arts I enable students to participate in the creative processes of creating, refining, producing, and performing theatre. Students will analyze, interpret, and evaluate dramatic literature and theatrical works. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest.

Theatre Arts II: Dramatic Literature and Theatre History

The standards for Theatre Arts II help students make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Through various modes of expression and performance, students investigate dramatic literature, theatrical styles, and historical periods. They study and respond to a variety of theatrical experiences that refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students expand their artistic abilities by examining a variety of creative and technical roles in performance and production.

Theatre Arts III: Intermediate Acting and Playwriting

The standards for Theatre Arts III help students build upon the concepts learned and skills acquired in Theatre Arts II. Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical works in relation to the historical and cultural influences present in the work. They continue to cultivate and refine their artistic abilities and creative choices for performance and production.

Theatre Arts IV: Advanced Acting and Directing

The standards for Theatre Arts IV help students refine the concepts learned and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research and inquiry of theatre topics of personal interest, students develop and refine creative choices for performance, production, and direction. They study and respond to a variety of theatrical experiences, applying their critical thinking skills. Students develop and showcase leadership skills involving communication, problem solving, and collaboration to achieve unified productions.

Technical Theatre I & II:

The course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theatre safety; and the function of technical stage personnel in production work. Technical theatre will incorporate academic study and hands-on application of knowledge and skills.

Technical Theatre Safety

LCPS follows the model of "safety first" in all of our programs. The following guide goes in detail to the many ways we keep our theatres and students safe. You may view the Safety Manual at this link: [Theatre Safety](#)

Summary

A culturally responsive curriculum is one in which there is diverse representation in text and authorship and is taught through the examination of multiple perspectives. This curriculum is designed to reflect a wide range of human experiences, across gender, culture, ethnicity, and social class. An exploration of literature representing varied perspectives can provide students with both "mirrors" to understand their own lives as well as "windows" into different lived experiences. Students should have opportunities to see themselves and people like them portrayed in positive ways, and they should have opportunities to see the world through new lenses as well. Teaching a culturally responsive curriculum requires staff to consistently learn about racial, cultural, and linguistic competence; to know and value cultural knowledge and different frames of reference for ethnically and linguistically diverse students. Content and pedagogy are responsive to the strengths and needs of the student population.

Each unit is centered around important essential questions. Students will examine a range of responses to these questions from a multi-genre set of texts that touch on these themes, reflect on their own ideas on these topics, engage in meaningful dialogue with others about these questions, and ultimately synthesize their own perspectives from these experiences. Ideally, this focus should also make units more relevant, purposeful, meaningful, and engaging.

- Mr. Nattania will use the following categories: Classwork, Formative Assessments, Summative Assessments, Participation, Projects, Journals, Homework, Performance

LCPS Grading scale:

A+	98-100	C	73-76
A	93-97	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	59 and below
C+	77-79		

Classroom Procedures and Expectations

- Come to class.
- Try to aim for 5-10 minutes prior to class start
- Be respectful to ideas, classmates, teachers, and yourself. This is a safe environment. The following words should be avoided - dumb, stupid, ugly, hate, curse words, and other derogatory statements towards anyone.
- Cell phones may be used in class, BUT the teacher reserves the right to ask that the phone/device take a break due to overuse (cell phones/other devices may be used for scheduling assignments, specific class assignments, and music (Headphones) during writing/reading). If a student's cell phone/other device is being overused for personal reasons, the student is expected to respectfully turn it off. Students will receive their phones/devices by the end of class.
- * Should personal overuse of phone/device continue, an email/phone call may go out to the parent(s).
- A student's grade is the student's responsibility. It is their responsibility to seek help when needed. You will receive the grade that you want if you come to class and engage.
- It is the student's responsibility to sign up for our class's Schoology & Remind.

Materials needed for class

Laptop/Device Headphones 2-3 different color highlighters pens and pencils 1 composition notebook for journal

Mr. Nattania's Office Hours: We can set up a meeting that supports both schedules, during planning blocks, and before or after class

Late Work Policy

Late work will be accepted until 2 weeks before the last day of the quarter. But, late work is preferred to be turned in after 2 weeks from the original due date which it was assigned. If a student is leaving all work until the end of the quarter a conference with the student, teacher, and possibly parent to resolve the issue.

Make-up Work Policy

Students will be provided multiple opportunities, if needed, to demonstrate mastery through a variety of assessments. However, whenever a student is absent due to an excused reason, unexcused reason, ISR, or out-of-school suspension, make-up work will be given to the student and is expected to be completed at the time of the length of absence. Upon return from an absence, the student is to review Schoology and is responsible to initiate immediate action to make up the work. Upon such request of the student, the teacher will provide assignments, tests, and other work that must be made up. Failure to complete such make-up work within the time allowed will result in a failing grade for those assignments, tests, or other work. Make-up work turned in within the time allowed will be graded on the same basis as other work.

Theatre Arts Syllabus Acknowledgement

By entering your name and signing below, you acknowledge that you have read the English 10 Syllabus and learning agreement for this course. Either a hard copy or digital signature is allowed.

STUDENT

of Student Signature of Student Date Printed Name

Students: Have at least one parent/guardian sign this form.

PARENT/GUARDIAN #1

of Parent/Guardian Signature of Parent/Guardian Date Printed Name

Phone Number Email Address

PARENT/GUARDIAN #2

of Parent/Guardian Signature of Parent/Guardian Date Printed Name

Number Email Address Home Phone