



Instructor: Kat DeLapp

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www.dhsdrama.com

Appointments available upon request due to afterschool rehearsals

I. Drama 2 – Theatre History Through Performance Course Overview

This is an intermediate level Theatre Class. In this class you will discover the lineage of drama from the works of the Ancient Greeks and Medieval Drama, to Shakespeare, to Japanese Theatre, and finally Contemporary trends. Within each unit of study there will be elements of theatre making partnered with textual analysis. While you study each era you will also be collaborating in a group on an original piece of theatre that reflects the themes and characteristics of the time period. Please be prepared that this is a practical class and you should expect to be actively participating as an essential component of this class.

	Unit Title	Summative Assessment	Est. Length
Unit 0	Ensemble Building	Personal Storytelling – What’s in a Name?	2 Weeks
Unit 1	Origin of Drama: Ancient Greek Theatre	Original Greek Group Performance	4 Weeks
Unit 2	Early Asian Theatre	Original Bunraku Performance + Exam #1	4 Weeks
Unit 3	Medieval Drama	Original Morality Play Proposal + Quiz	2 Weeks
Unit 4	Italian Renaissance: Commedia dell’Arte	Commedia Scenario Performance + Exam #2 (S1 FINAL)	5 Weeks
END SEMESTER 1			
Unit 5	Elizabethan Theatre: Shakespeare	Group Shakespeare Scene Performance	5 Weeks
Unit 6	Neo-Classical (18 th /19 th Century)	Exam #3	3 Week
Unit 7	Modern Realism	Choice Monologue Performance	5 Weeks
Unit 8	Devising	Original Monologue/EthnoDrama/ Exam #4 (S2 FINAL)	4 Weeks
END OF SEMESTER 2			

II. Materials

PENCILS! (Script work will be marked down if in pen)

Single Subject College Ruled Spiral Notebook

**Recommended Donations = Kleenex, Glue Sticks, Paper Towels

III. Course Goals

- ✓ Actors will show growth in presentation skills: confidence, use of voice, and stage presence.
- ✓ Actors will use content and academic vocabulary during performance critiques and discussions.
- ✓ Actors will gain a solid understanding of the history of theatre while being exposed to significant written works of drama.
- ✓ Actors will use their collaboration, imagination, and empathy skills to create original works of drama that reflect themes and characteristics of specific time periods in theatre.

IV. Classroom Rules/Expectations

It is an expectation that students adhere to the **DHS Code of Conduct** as stated in the Student Handbook. Additionally please be aware of the following behavior expectations:

RESPECT THE SPACE: This is a professionally used space, please make sure to pick up all trash, help maintain organization, do not leave your personal belongings. Leave it better than you found it.

RESPECT THE PROCESS: You may not feel that you are a performer, and that is valid, however you can still respect the process and learn from it. There are valuable skills that you can take away from this experience if you remain open minded.

RESPECT EACH OTHER: Theatre making is a collaborative art. The experience is shared and we need to be sensitive not to sabotage or negatively influence someone else’s experience. Demonstrate patience, listening, and scholarly collaboration at all times please.

V. Grading Policy

All assignments will be graded and returned on a whole class basis. Questions about individual grades may be respectfully and professionally discussed during a scheduled appointment or email. **PLEASE DO NOT ask about your grade during passing period or class time.** It is my aim to enter grades weekly. Thank you in advance for your patience during tech week and the run of our shows.

Grading Category	Percent of Final Grade
Performance <i>(All Performances: Scenes, Monologues, Tests)</i>	40%
Classwork <i>(Active Participation Grade, In Class Rehearsal Time, Actor Journals etc.)</i>	35%
Process Checks <i>(Memorization Checks, Rehearsal Benchmarks, Peer Critiques, Quizzes)</i>	20%
Prep Work <i>(Homework + miscellaneous)</i>	5%
	100%

Late Work: Process Checks, In-Class Worksheets, Actor's Journals

Students will have the opportunity to make up missing Process Checks for up to 70% credit, within the specific unit. After the unit it will receive zero in the grade book. Anything that still has an "M" (Missing) is available to be turned in.

Retake Policy: Performances/Tests ONLY

It is the student's responsibility to schedule the retake **outside of class time**. Retakes must take place within ONE WEEK of the original performance/test date. After that week the student may still retake the assessment but will only receive up to 70% credit. Illness is the only exception for full credit and needs a signed note from parent/guardian.

Extra Credit

There will be ONE extra credit opportunity per quarter – a written critique of an approved DHSPA Performance. The DHSPA schedule will be displayed in class. These will be graded and entered into the grade book at the end of the quarter.

VI. Homework

POLICY: Homework is rare and accounts for the lowest category in the grade book (5%), therefore late homework will not be accepted. There will be opportunities for students to earn homework passes as incentives for exceptional class engagement and participation.

PURPOSE: My philosophy on homework is that it needs to be purposeful, therefore it will either preview learning for the next class, deepen the learning from the day's lesson, or act as reflection on their artistic process.

LENGTH: It will depend on how focused the student is when they are attempting completion, however it should take between 10-20 mins when assigned. This does NOT include time to memorize.

ACCESS: All homework can be found on the Google Classroom or class calendar on dhsdrama.com

GOOGLE CLASSROOM CODE = 2kj3174

VII. Cell Phone Policy

While there will be times when we use personal devices in class for various purposes, the blanket classroom policy is they should not be out unless instructed by Ms. DeLapp.

First Offense = a reminder to put it away

Second Offense = take the phone and keep until the end of the class period

Third Offense/ Repeat User = take the phone, keep till the end of the day + call home

If cell phone use becomes consistently disruptive admin will be consulted for action plan.

STUDENT/PARENT/TEACHER CONTRACT

It is my expectation that we treat this document not only as a source of information, but also as a binding contract to demonstrate an understanding of the basic requirements of this course. By signing this document you agree to adhere to policies outlined in this course syllabus.

This is also the first assignment in the Grade Book

Student Name (Print): _____

Student Signature: _____ Date: _____

(Optional) Please include your Contact Information for improved communication throughout the year as well as your preference for communication. Thanks!

(circle one) Phone Call Text Email

EMAIL: _____ PHONE #: _____

Parent Name (Print): _____

Parent Signature: _____ Date: _____

(Optional) Please include your Contact Information for improved communication throughout the year as well as your preference for communication. Thanks!

(circle one) Phone Call Text Email

EMAIL: _____ PHONE #: _____

Best Days/Times to contact: _____

******* CONTENT DISCLAIMER - Adult Language in Dramatic Text *******

Acting at its root is creating true to life characters and telling authentic stories that affect an audience, making them think or question; empathize with what they are watching, and sometimes shining a reflective mirror on our own lives. With that said, some very dynamic, emotionally driven content contains adult language (PG-13). Please check your level of comfort, below, with your student interacting with this type of text. Please know that your wishes will be respected and upheld in class. We also discuss the deeper meaning behind why the playwright made these specific language choices.

_____ LEVEL 1 = I do not want my scholar to read it, hear it, or perform it. (* This option means your scholar might miss out on watching their cast mates perform)

_____ LEVEL 2 = I do not mind my scholar hearing it, but I would prefer that they do not read it or perform it

_____ LEVEL 3 = I do not mind my scholar hearing it or reading it but I would prefer that they not perform with that language

_____ LEVEL 4 = I am comfortable with my scholar hearing it, reading it, and performing it.

_____ LEVEL 5 = I have no preference

_____ LEVEL 6 = I would like to speak with Ms. DeLapp further about this. See contact information above.