



Instructor: Kat DeLapp

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[www.dhsdrama.com](http://www.dhsdrama.com)

*Appointments available upon request due to afterschool rehearsals*

## I. Intro to Musical Theatre

This course is designed to introduce actors to the fundamental skills of a musical theatre performer. Performers will develop their knowledge of the American Musical lineage and social impact from Opera to present day trends while practicing and applying myriad components of musical theatre performance including vocabulary, audition techniques, vocal health, styles of dance and music, and sharpening their overall storytelling and performance skills. In addition, actors will be introduced to a foundation of music theory, sight singing, and ear training; a crucial part of being a professional musical theatre performer. Through this entire process of discovery, actor's will develop their vocal and physical expression and critical eye as they analyze, rehearse, and perform roles from a variety of Broadway musicals and styles. For all summative assessments students will take on different roles as performers, directors, and choreographers for scenes presented in class as well as for the public.

	Unit Title	Summative Assessment	Est. Length
Unit 1	Ensemble Building	Presentation of Self	2 Weeks
Unit 2	Elements of Musical Theatre	Written Critique	1.5 Weeks
Unit 3	My Physicality and Voice	Across the Floor Quiz + Solo Vocal Diagnostic	2.5 Weeks
Unit 4	Music 101	Original Group Step Routine + Music Theory Test	4 Weeks
Unit 5	Origin of Musical Theatre	Personal Cabaret Song List	1 Weeks
Unit 6	The Early American Musical	Group Performance	4 Weeks
Unit 7	Auditioning 101	Solo Mock Audition 1 (S1 Final)	1 Week
Unit 8	1943 - 1960: The Golden Age of MT	Scene to Song Duet	4 Weeks
Unit 9	1960 - 1980: A New Sound	Choice Solo, Duet, or Group Performance	3 Weeks
Unit 10	1980 - 2000: Acting the Song	Choice Solo or Duet Performance/ Musical Review	4 Weeks
Unit 11	New Trends in MT	Solo Mock Audition 2	4 Weeks
Unit 12	Performance Workshop	Choice Solo Performance (S2 Final)	3 Weeks

## II. Materials

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

OPTION A = Single Subject spiral notebook AND 1 inch binder

OPTION B = Loose Leaf + 1 inch binder + 10 Dividers

## III. Course Goals

- ✓ Students will perform character studies from multiple approaches (voice, lyrics, movement/dance) and practice directing and performing scenes with their peers
- ✓ Students will gain an appreciation for the social significance of the American Musical and its influences.
- ✓ Students will gain career related skills in musical theatre as they collaborate on the creation of performances and auditions.

## 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
<b>Performance</b> <i>(All Performances: Scenes, Monologues, Tests)</i>	40%
<b>Process Checks</b> <i>(Memorization Checks, Rehearsal Benchmarks, Peer Critiques, Quizzes)</i>	35%
<b>Classwork</b> <i>(Active Participation Grade, In Class Rehearsal Time, Actor Journals etc.)</i>	20%
<b>Prep Work</b> <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 85% 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 or deepen the learning from the day's lesson.

**LENGTH:** It will depend on how focused the student is when they are attempting completion, however it should take between 10-20 mins.

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

## 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 – Due Tuesday, August 15th.*

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 #: \_\_\_\_\_

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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.