

## **Theater 1 2022-2023**

**Course Start 09/01/2022/End Date06/06/2023.**

**Course Location/Days/Times: Monday through Friday HHS either 2<sup>nd</sup> or 3<sup>rd</sup> period**

**Required Textbook(s):** The Stage and the school, **The Stage & the School by Harry H. Schanker; Katharine Anne Ommanney: ISBN-13: 978-0078616273**

**Required Materials and Aids:** 2” Three ring binder with dividers for at least four sections: 1. Class notes. 2. Handouts. 3. Scripts and performance items. 4. All returned work. Something to write with every day of class. Access to internet for Moodle assignments.

**Instructor: Robert Holter**

**Phone Number:** 406324-2274

**E-mail Address:** rholter@helenaschools.org

**Official Course-related Website:** <https://hhs.helenaschools.org/teachers/rholter/>

**Office Hours/Availability to Students: M- Friday 2:33 – 3:25 Daily or by appointment – In the little theater. For an appointment – email rholter@helenaschools.org**

Theater 1 offers a student an introduction to all areas found in the legitimate theater. Students will study theatrical basics, mime, acting, make up, theater history, and technical theater. The emphasis is on hands-on learning, with an emphasis on performance and real-world theater production. Theater 1 students will be required to see Helena High Theater Productions throughout the year. The class has no prerequisite. Students are evaluated on class work, tests, scene work, and participation.

Theater 1 can be taken as a dual credit course for those over 16 years of age for credit in Introduction to theater THTR 101 at the Helena College University of Montana. To take dual credit students will have to be at least 16 years of age, fill out all paperwork and pay the fees for the credit.

Course Learning outcomes:

- Learn the basic nature, materials, elements, and means of communicating in theater.
- Recognize the integration of art forms in theater.
- Analyze, critique, and construct meanings from dramatic works.
- Understand context by analyzing the interplay of dramatic works and the cultures they describe and reflect.
- Use the language of theater to discuss dramatic works.
- Compare the basic nature, materials, elements, and means of communicating in several dramatic works.
- Identify the visual and aural components of live theater and explains how they support the text.
- Explain how scientific and technological advances have influenced set, light, sound, and costume design in the theater.
- Identify cultural, historical, and symbolic clues in dramatic texts and uses them to construct meaning.
- Construct social meanings of dramatic works from a variety of cultures and historical periods and relates them to current personal, national, or international issues.

- Articulating and justifying aesthetic criteria, the student analyzes and critiques the whole and the parts of dramatic performances.

**You will be graded on:**

Participation in activities  
Vocabulary worksheets  
Chapter questions as assigned  
Quizzes  
Unit Tests  
Bell Ringer entries  
Performances of assigned work  
Notebook arrangement and upkeep.

All tasks accomplished receive points that are cumulative and grades are weighted on the following scale:

A = 94 –100%	C = 74-76%
A-= 90-93%	C-= 70-73%
B+= 87-89	D+= 67-69%
B = 84-86%	D = 64-66%
B-= 83-80%	D-= 60-63%
C+= 77-79	F =59% or less

For this class you will need the following:

1. A three ring binder dedicated to this subject
2. A pencil or pen to work with every day.

Class work is not enough, I strongly recommend seeing (or being in) as many legitimate theaters shows as you can. As you see or participate in shows, what you learn in class will take root and start to grow. There are many opportunities for high-level students to see legitimate theater both here and in other local venues such as Grandstreet, HATS theater, and in the Helena Present's series. I will give extra credit for the extra shows you see upon the completion of a critique. There will be opportunity to see some of the productions from the Metropolitan Opera Company of New York city during the year on selected Saturdays through the year. Information on this event will be sent home to interested party's two to three weeks before the event.

**School rules are always in effect in this room.**

Please note that we are in a theater and that the space demands several extra notes for safety. The basic rules are as follows:

1. Never touch anything you have not been instructed to work with – you may die from “playing around with the cool gadgets.”
2. No food or drink in the theater except as cleared by Mr. Holter or Mr. Sanford
3. You have two ears and one mouth for a reason – it is twice as important to hear, as it is to speak so listen and do not carry on side conversations!
4. Do not be in any area you have not been cleared to be in.
5. Report any and all mishaps immediately. We have chemicals and equipment that will be unsafe if you have an accident and do not report it. Someone might be killed if you “keep quiet.”

As an online student at Achieve Virtual, communication is a bit different than in a face-to-face setting. We pride ourselves in providing several opportunities for social interactions, but the difference is that most communication is via written text in an online environment. Because this means you are missing body language cues and immediate feedback from your “listener,” it is very important to understand some common rules for good online etiquette. This ensures that the message you intend to convey is received correctly.

1. **Be respectful.** While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. ***If you wouldn't say it to someone's face, don't say it online either.***

2. **Be aware of strong language, all caps, and exclamation points.** It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent but your recipient thought you were being rude? If so, then you've experienced this firsthand. By being cognizant of strong language, you can identify potential confusions before sending messages. ***Tip: Read everything out loud before you send it.***

3. **Be careful with humor and sarcasm.** Certainly, you shouldn't avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. But like mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers. 😊

4. **Yes, grammar and spelling matter.** While texting, textspeak can be great for friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style. Save written shortcuts and less than stellar grammar for Snapchat if you must, but follow grammar rules for school.

5. **Cite your sources.** Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.

6. **Don't post or share (even privately) inappropriate material.** Enough said there. Nothing is truly private online.

7. **Be forgiving.** Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different than simply talking to a person face-to-face.

#### **Academic Dishonesty Definition/Policy Statement:**

Helena College expects its students to adhere to a high standard of academic integrity. It is a violation of academic integrity standards and the student code of conduct to present

the ideas, designs, works, or words of another person as one's own efforts, or to permit another person to do so. The following guidelines are intended to clarify these issues for students, faculty, and administration.

The School will regard the following acts as violations of academic integrity constituting academic dishonesty. Although the list and descriptions are not intended to be exhaustive of all types or instances of academic dishonesty, they are presented as examples of behavior to avoid. It is explicitly the student's responsibility to avoid academic dishonesty of all kinds, and each student is required to seek guidance in advance of taking any questionable action, including but not limited to those enumerated, below.

**Plagiarism:** A student will be considered in violation of standards for academic integrity if they submit an assignment in any form (written, oral, graphic, or computer-generated, etc.) which consists wholly or partially of the words, work, or ideas of another individual without giving the original author proper credit. A similar violation would occur in cases where a student submits a paper or other project/assignment for one course that was originally created for another course even if that student was the originator of the paper/project/assignment in the first instance. Similarly, using facts, figures, graphs, charts or information without acknowledging the source constitutes plagiarism, which may occur verbally, in written form, through computer programs and files, research methods, designs, particular distinctive words or phrases, ideas and images or any other information that was created by another person without acknowledgement of that person's role in its creation. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

**Copying/Cheating:** A student will be considered in violation of academic integrity standards if they gain, or attempts to gain, credit for work by dishonest or deceptive means. Examples include the use of crib notes, cheat sheets, books, or any other material or electronic device as aids in an examination or any other graded exercise, unless the instructor of the class has given explicit permission to use such materials. Collaboration with another student on an examination or other graded exercise, unless the instructor has given permission, also constitutes copying. It is the policy of the College to prohibit phones, smart watches, and other similar devices during examinations. Prior to administering an examination, instructors will require all such devices are turned off and stored in an inaccessible place. Failure to comply with this policy will constitute a violation of the academic integrity policy. If a student is found in possession of such a device during an examination, they will be assigned a score of 0 for the examination. Further examples include: copying assignments from another source (classmate, etc.); working with others on exams or homework that is not explicitly permitted by the instructor to be collaborative; looking at another student's paper or screen during an exam or assignment; disclosing exam content to others during an exam, or after completion of an exam, including allowing such information to be disclosed to you; and/or attempting to or allowing another person to complete assignments for another person (such as in an online course). The above examples are meant to illustrate violations of the principle of academic integrity, and are not intended to be all-inclusive.

Additional instances of dishonesty that are not explicitly identified in the above list will nevertheless be treated as violations.

**Contributing to Academic Dishonesty:** A student will be considered in violation of academic integrity standards if they willfully assist another student in an act of academic dishonesty. Academic dishonesty will not be tolerated. Disciplinary sanctions will be determined as per the student handbook. Students retain their right to due process and may refer to the Student Handbook.

**Rough Course Outline** (*Course schedule is subject to change based on the needs of the course and students*).

**Week One** – Introduction to Class expectations, class requirements, the theater, and each other

**Stage and the school** chapter 1 – intro to the space and theater and culture

**Week Two** – Intro to Improvisation discuss chapter 1 questions and terms.

**Week Three** – **Experiencing Theater** (5) Theater Sports Introduction

**Stage and the school** chapter 2 Chapter review and, Key terms and concepts.

**Week Four**– Introduction to Movement - Mime and Pantomime Introduction (2) review chapter questions and key terms and concepts due end of the week.

**Week Five** - Voice and Diction (3) introduction, plot structure. **Stage and the school** Chapter 2 Chapter review and, Key terms and concepts. Read Oedipus.

**Week Six** - Acting (4) – assignment to group projects or script. Review chapter questions and key terms and concepts due end of week. No contact Stage Combat. **Stage and the school** Chapter 4 Chapter review and, Key terms and concepts.

**Week Seven** – Blocking and stage movement / Theater Etiquette (end of 4) discuss rubrics for audience / performer expectations and grades. Blocking and rehearsal of scripts. Review for midterm exam!

**Week Eight** – **Mid Term on Friday.** We will also do blocking and rehearsal of group projects!

**Week Nine** – **Stage and the school Chapter 3 Voice and diction**, Chapter review and, Key terms and concepts. / **rehearsal - Lines due for Scripts - First view of group scene.**

Week Ten - Check blocking – memorization with movement and pull props. Do character sketch questions. Check questions / key concepts due end of the week.

**Week Eleven** – Final View Group Scenes – Monologue Assignment! Scene review with teacher – set goals for final view rehearsal. / set rubrics for monologue grade. **Stage and the school** Chapter 5 Structure of Drama Do chapter review questions, define key terms and Concepts.

**Week Twelve** Monologue review with teacher – memorization time for monologue. Review questions define key terms and concepts quiz at end of the week. Read “Everyman.”

**Week Thirteen** “ **Stage and the School** Chapter 6 Do chapter review questions, define key terms and Concepts..Rehearse Monologue.

**Week Fourteen** – Review questions and concepts quiz at end of the week. Final view of monologues.

**Week Fifteen** – Read through play be completed in 2<sup>nd</sup> semester. Review for semester exams.

**Week Sixteen** - Review for semester test - all chapters read to this point as well as stage directions and theater etiquette are fair game for the Semester Exam- Semester exam is given according to the schedule – no absences unless prior approval is made with the administration! Unexcused absence = 0 for a grade!

### **New Semester**

**Week Seventeen** – – **Stage and the School** Chapter 7 Do chapter review questions, define key terms and Concepts Divide out class play responsibilities for cast and crew.

**Week eighteen** – read through and start blocking play. Review questions and terms and concepts, due at the end of the week.

**Week nineteen** – **Stage and the School** Chapter 8 Do chapter review questions, define key terms and Concepts. Block play / learn music.

**Week twenty** – review questions and concepts, due at the end of the week. Block play – start run troughs / polishing rehearsals.

**Week twenty-one** – **Stage and the School** Chapter 9 Do chapter review questions, define key terms and Concepts Run play through / run music.

**Week twenty-two** – review chapter 9 questions and terms, due at the end of the week. Polishing rehearsals – run music and all elements.

**Week twenty-three** - **Stage and the School** Chapter 10 Do chapter review questions, define key terms and Concepts. Review for midterm.

**Week twenty-four** - review chapter 10 questions and terms, due at the end of the week. Rehearse play – polishing / dress. Mid Term on Friday.

**Week twenty-five** – **Stage and the School** Chapter 11 Do chapter review questions, define key terms and Concepts

**Week Twenty-six** – review questions and terms/concepts due at the end of the week. Rehearse show. Read The Miser.

**Week Twenty-seven** – **Stage and the School** Chapter 12 Do chapter review questions, define key terms and Concepts. Rehearse play – final polishing and set dress rehearsal procedures.

**Week twenty-eight** - review questions and concepts due on Friday.

**Week twenty-nine** – **Stage and the School** Chapter 13 Do chapter review questions, define key terms and Concepts.

**Week thirty** – review questions and concepts due on Friday. Rehearse for final performance next week!

**Week Thirty-one** – **Final performance (May 27<sup>th</sup> during class).**

**Week Thirty-two** - critique of final performance – final review for semester exam – turn in all books.

As you can see this is a very comprehensive class and will require focus and determination. Your notebook will be a major source of information for you and it is critical to maintain – so I will be scheduling time for you to organize and keep this vital item at its best for you.

Thank you,

Mr. Holter