



Theater 1 - Fundamentals of Acting

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West Park Drama Department Purpose:

Everyone is an artist. Whether on stage, behind the camera, in a courtroom, or running your own business, there is an art in what you do and **drama education can help cultivate and empower your passions.** We believe in celebrating our **uniqueness** and that **diversity and inclusion makes us stronger.** Finally, we believe that exposure to, and participation in, rigorous arts education should be available to all students who wish to pursue this discipline in a college/conservatory and professional setting.



The Drama Department's vision is to create a community where students:

- feel *seen* and acknowledge one another as equals *worthy of care and respect*
- listen fully and reflectively to one another
- form new habits of mind that challenge the limits of their potential
- learn to trust their instincts and make good choices
- celebrate and analyze art to gain a deep understanding of themselves and the world around them
- speak with purpose, confidence, and truth
- learn to give and receive authentic feedback from their community

Drama 1 Course Overview

This is a beginner level course in the fundamentals of acting. You will establish an understanding of all aspects of the theatre making process including: content vocabulary, basic theory, acquiring basic skills in an actor's process, as well as increase your public speaking skills, confidence, and empathy skills. Through exercises, analysis and improvisations, the student actor will explore their mind, body, and voice as the actor's primary creative resources when creating a performance. **We will not only be sharpening your onstage skills, but also looking at how drama practices can impact your life offstage.** In theatre, as in life, we learn by doing. Be prepared that this is a practical class and you should expect practical application and in class performances as an essential component of your experience in this course.

	Unit Title	Summative Assessment	Est. Length
Unit 1	Ensemble and Identity	Personal Storytelling Activity	3 Weeks
Unit 2	Intro to Scene Work	PATSC Blocking Scene	2 Weeks
Unit 3	Improvisation	Improv Scene (MIDTERM)	3 Weeks
Unit 4	Physical Storytelling	Pantomimed Scene	3 Weeks
Unit 5	Play Analysis and Design	Design Presentation	3 Weeks
Unit 6	Stanislavski Scene Work	Partner Scene or Monologue Performance (FINAL)	4 Weeks

Office Hours

Due to the nature of after school rehearsals for our Main Stage Productions, Office Hours will be by appointment only. Please email Ms. DeLapp to set up a convenient time to meet. kdelapp@rjuhsd.us

Grading Philosophy:

In Drama, I will support students to become expert learners. I believe in emphasizing the process over the product, therefore students will be guided through the creative process to develop an understanding of their artistry. Rubrics will be used for all assignments and end of unit performances. Written and verbal feedback will also be used extensively to help students grow in their performance skills.

Here are examples of how students will be developing their artistry:

- **Daily Technique Skill Building** -- Students will practice *a lot* in this course. Daily, students will warm up (body, voice, mind), practically explore concepts, analyze and discuss findings with their peers, and apply their learning through dramatic activities. Evidence of this process will be shown in interactive notebooks, practical application in class, reflective journals, and regular check ins/ observations.
- **Artistic Preparation** -- Students will rehearse *a lot* in this course. They will become interdependent artists and learn how to incorporate feedback and revise their work. Students will learn how to manage their personal artistic process through scaffolded rehearsal techniques and the steps an actor must take to truly prepare a successful and dynamic live performance.
- **Performance Skills** -- Students will perform *a lot* in this course. Units will typically culminate in a prepared performance to be shared with the class. Students will study the techniques, philosophies, and crafts of influential directors and performers and will intentionally evolve their performance ability through a variety of performance tasks. Students will learn how to cultivate dynamic performances and integrate specific techniques through group/duo scenes as well as prepare solo performances.
 - *** If you miss a performance and it is an unexcused absence, you will only be able to receive up to an 85% on the re-take. If it IS excused you may receive up to full credit. Performances must be rescheduled (1) within one week of your absence, (2) be outside of class time, (3) have an audience of 5 people minimum.
- **Dramatic Text and Artistic Discourse** -- Students will read, discuss, and reflect on dramatic text *a lot* in this course. Students will be exposed to a variety of dramatic texts from classic dramatic literature, renowned works in the dramatic cannon, to the innovative, contemporary works of today.

40% Technique (In-Class Rehearsals, Critiques, Warm Up Routine, Classwork, etc)

40% Performance (End of Unit Performance Assessments)

20% Preparation (Homework, Notebook Checks, Journals)

A: 90-100%

B: 80-89.9%

C: 70-79.9%

D: 60-69%

F: 50-59%

Homework Philosophy:

My philosophy on homework is that it needs to be relevant, therefore it will either preview learning for the next class, deepen the learning from the day's lesson, or be individual preparation/memorization for an upcoming performance.

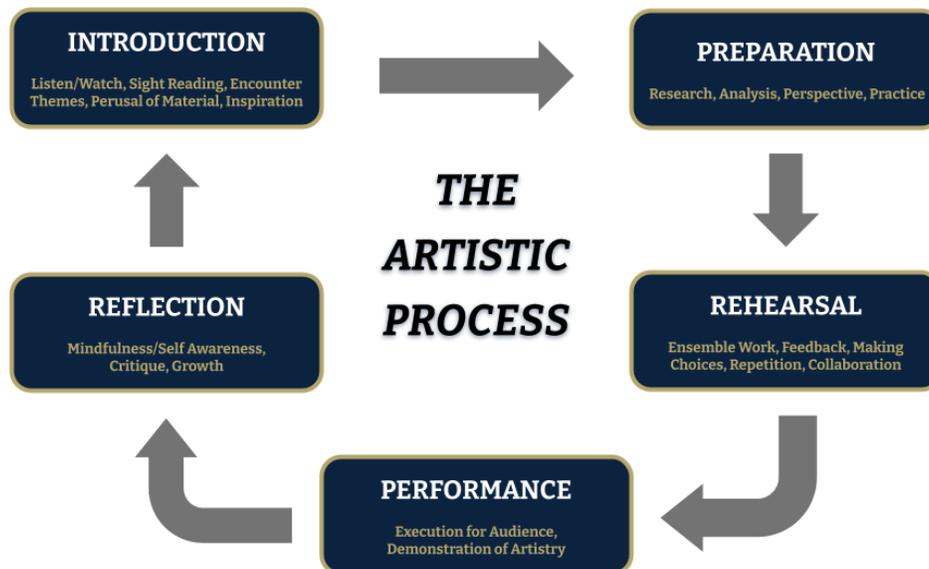
LENGTH: It will depend on how focused the student is when they are attempting completion, however it should take about 20 mins. Memorizing text is at an individual's pace. Homework is not given every day.

ACCESS: All homework can be found on the Google Classroom

LATE WORK: Late work will only be accepted within a specific unit for a score up to 85%. Late work that is turned in past the specific unit will receive no higher than a 50%. Late work will also be graded after all current grades are updated. Please give your teachers grace and patience when you turn late work in.

MISSING WORK: If you do not complete an assignment/ meet a deadline/ miss a performance, it will show up as "Missing" in your gradebook until the end of the unit. At the end of the unit all "Missing" assignments will be given a 49% grade instead of a zero.

**Students will receive multiple opportunities to improve their work as they build new skills.*



Drama Class Expectations

We will be creating our own Ensemble Expectations/Social Contract together. However, please be aware of the following behavior expectations:

RESPECT THE SPACE: Theaters are known as **sacred spaces** because the work we create is *meaningful, personal, and unique*. We need to be mindful of how we “*show up*” to class. Also remember, that this is a shared space and we want to maintain the organization and cleanliness of this room for the safety and benefit of all.

RESPECT THE PROCESS: You may not feel you’re a *performer* (yet!) and that is valid. However, you can still respect the process and learn from it. There are valuable skills you can take away from this experience if you remain **open-minded**.

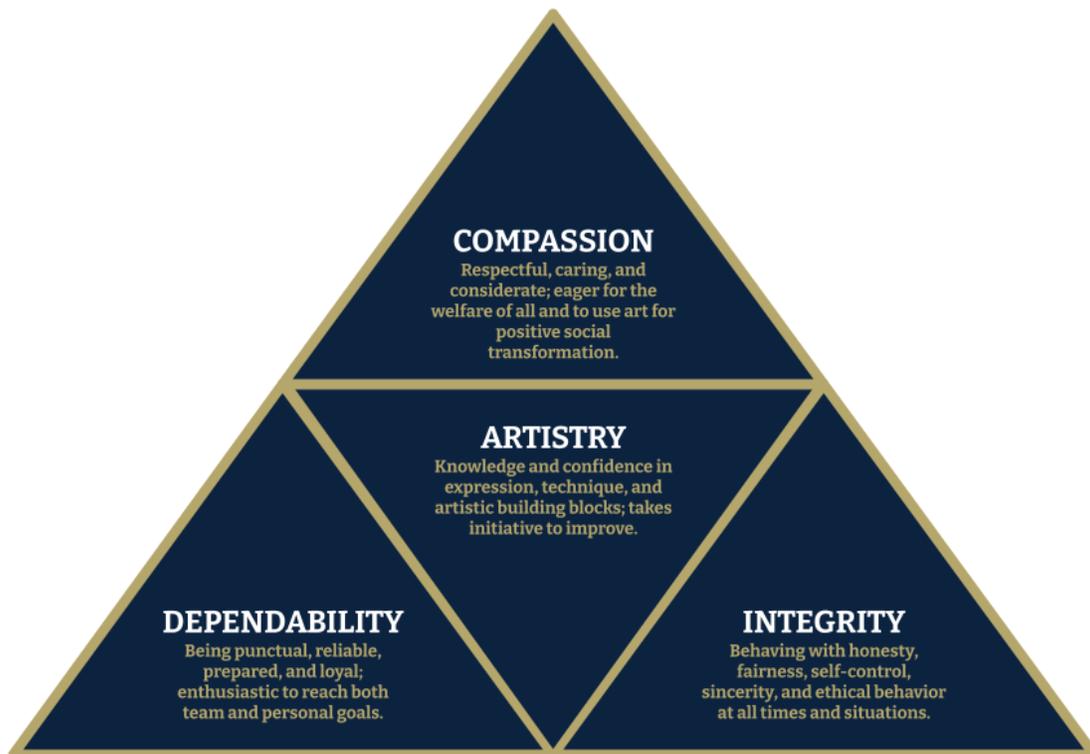
RESPECT EACH OTHER: Theatre-making is a **collaborative** art. The experience is shared and we need to support and positively influence each other’s experience. *Please demonstrate patience, listening, openness, and scholarly collaboration and language at all times.*

Learning in this class may look different than in your other classes or past experiences. But just because something is different doesn't mean it lacks value. We are accessing a variety of skill sets throughout our content and I want everyone to be successful. Dramatic training offers a variety of applicable and transferable skills - it is our challenge to find how they can serve you!

Engaged Learning in Drama looks like:

- **Actor’s focus is on learning and removes all distractions**
 - ◆ (i.e. cell phone put away, earbuds removed, non-essential tabs closed, harmful side conversation minimized, etc.)
- Actor arrives to class and is in a *standing circle by the time the bell rings ready to work*
- Actor arrives to class with necessary materials (notebooks, pencils, scripts, water, etc)
- Actor uses the “*One Mic*” behavior of making eye contact and actively listening when someone is speaking and, in turn, uses their voice to contribute and further class discussions regularly
- Actors bring **productive energy** to the class activities and performances. “*Energy In = Energy Out*”
- Actor advocates for learning in ways that are best for them, student politely challenges teacher when there might be a better way to show a skill, student gives teacher feedback to benefit student learning
- **Actor treats all people in the classroom space with dignity and respect, regardless of differing opinions**

WPHS Drama Courses are analytical, supportive, and collaborative workshop spaces - this means that **I expect every student to bring their best every day** and also that we will bring an **open mind and an open heart** so that we can support each other as we all grow. See the “*Artist’s Pyramid of Success*” graphic below for more expectations.



WPHS Actor Course Contract

Please review this page before signing the contract form below.

As a WPHS Drama student, I will:

- analyze different kinds of activities, texts, and experiences and explore them with a critical eye
- create stories, characters, connections
- bring a sense of play and willingness to my work
- improve my speaking and listening skills through rehearsal, execution of vocal activities, and building ownership of my voice and unique perspective
- utilize technology as a tool to learn and showcase what I've learned
- provide and incorporate constructive feedback to improve my work
- collaborate and support artistic growth with peers
- ★ *make connections between what I am learning in school to what I will experience in my college and career path and beyond*

As a WPHS Drama parent/guardian, I will:

- engage with my student about what they are rehearsing and learning about in drama.
- ask them questions that support their learning growth such as:
 - *What's easy/challenging for you and why? What are your current goals? What have you enjoyed in class? What are you getting better at? How is this making you more prepared for (college/career/life)?*
- keep on eye, when possible, on my student's device usage and help them learn to manage a healthy screen life
- build student's reading, writing, speaking, and emotional confidence
- reach out to Ms. DeLapp anytime I have a question or idea
- ★ *help my student make connections between what they are learning in school to what they will encounter in their college and career path and beyond*

Important Dates:

- August 23 - 25 = Fall Play Auditions (Romeo and Juliet)
- November 4 - 6 = Romeo and Juliet OPENS! - *You can see this for extra credit*
- November 15 = Musical Audition Workshop
- Nov 29 - Dec 3 = Musical Auditions (Bring it On!)
- December 14 = Drama Showcase Night
- Musical Dates TBD in late April/early May
- ★ *Drama Club will meet **every Thursday** at Lunch in Room P102*

Please complete this [Course Contract](#) as an agreement that you have read and understand the expectations and information about this course. I am looking forward to creating with you this semester. Please reach out if you have any questions or ideas!