The purpose of this class will be to learn and practice a variety of skills and techniques related to theatre arts, live performance, and body-based storytelling. In this class we will be focusing on alternative and experimental forms of Theatre.

What is Theatre? What does it offer? Who does it serve? What does it require? What does Theatre bring to the world that is unique? And what might theatre look like in the future?

Over the course of the first semester we will be exploring these BIG questions in different ways. In the first quarter we will be learning some of the tools that theatre gives us and getting to know each other through sharing our stories. In the second quarter we will focus on the past, present, and future of Theatre and learn more about where it’s been so that we can imagine where it might be headed.

Midterm and Final Exam Projects:

Q1 - Midterm Gold Standard Project:  
*What’s In a Name?*  
Our names carry stories and those stories hold meaning and power. We’ll dig into the stories that are hidden in our many names and then turn those stories into pieces of Theatre, learning a variety of skills along the way!

Q2 - Final Exam Gold Standard Project:  
*Theatre of the Now*  
What does “Theatre” even mean? What does it require? What does Theatre bring to the world? These will be our guiding questions as we dig into the different forms Theatre has taken in the past. We’ll then apply that knowledge to experiment with what Theatre might look like in the future!

Midterm and Semester Final Exam Breakdown:
- Part 1 - Run-through presentations and feedback notes.
- Part 2 - Performance or presentation to class and invited guests.

(The exact dates will be determined and provided at a later time.)
Other Major Assignments:
All Major Assignments will be helping us prepare for Gold Standard Projects. We will also be doing skill-building activities that integrate our content throughout the process.

Quarter 1:
Given Name Story -
Students will answer questions and then develop and perform a short theatrical piece based on their Given Name
Middle Name Story -
Students will answer questions and then develop and perform a short theatrical piece based on their Middle Name or Nickname
Family Name Story -
Students will answer questions and then develop and perform a short theatrical piece based on their Family Name

Quarter 2:
Alternative Theatre Demo -
Students will do research and then give a brief presentation about a specific form of non-traditional or experimental Theatre. They will then lead the class in a short exercise from that form. (Adapted for distance learning - depending on situation)

NOTE about Deadlines:

• Once we have a better understanding of the pace of working in a digital medium, more specific deadlines will be announced, added to this document, and updated in Google Classroom and Calendar.
• Deadlines for major drafts and rehearsal presentations will be given at least one week in advance.

Competency Based Learning

In this class we will be aiming for competency. That means that our focus will be on making sure you have grasped the material. There will be some flexibility with how you can demonstrate your knowledge and skill and creative approaches to this are welcome. Theatre is a process and we’re not going for perfection. Every step of the process will involve feedback and revision. Your presence and participation will be super important.

<table>
<thead>
<tr>
<th>Scoring Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging Proficiency (E)</td>
</tr>
<tr>
<td>Nearing Proficiency (N)</td>
</tr>
<tr>
<td>Proficient (P)</td>
</tr>
<tr>
<td>Highly Proficient (H)</td>
</tr>
</tbody>
</table>

Scoring Assignments and Assessments: Presentation rubric will be specific to each project. Presence and participation will be assessed weekly and posted in Empower.

Habits of Heart & Mind: The Habits of Heart and Mind are cross-curricular learning competencies that will be assessed in all of your courses, including this one. Theatre is a collaborative, body-based art form. That means that the ways we treat one another and ourselves will be just as important as the work we are able to put forth.
COMPETENCY: THEATER ART--CONNECT
Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.
Research how other theatre artists apply creative processes to tell stories in devised or scripted theatrical work.

COMPETENCY: THEATRE ART--CREATE
Create a devised or scripted theatrical work incorporating blocking & movement.

COMPETENCY: THEATRE ART--PERFORM
Use a variety of acting techniques to expand skills in a rehearsal or theatrical performance.

COMPETENCY: RESPOND
Respond to what is seen, felt, and heard in a theatrical work to develop criteria for artistic choices.

Scoring Rubrics
In order to better support Competency Based Learning, we will be utilizing ongoing rubrics. Again - Presence and participation will be key.

<table>
<thead>
<tr>
<th>Presence and participation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging Proficiency (E)</td>
</tr>
<tr>
<td>I am technically present in class.</td>
</tr>
<tr>
<td>Nearing Proficiency (N)</td>
</tr>
<tr>
<td>I am present in class and giving my attention to the teacher and other participants. I am sometimes engaging in activities.</td>
</tr>
<tr>
<td>Proficient (P)</td>
</tr>
<tr>
<td>I am present in class and giving my attention to the teacher and other participants. I am actively engaging in all activities.</td>
</tr>
<tr>
<td>Highly Proficient (H)</td>
</tr>
<tr>
<td>I am present in class, giving my full attention to the teacher and other participants, actively engaging in all activities and bringing my own creativity into the work.</td>
</tr>
</tbody>
</table>

See next page
(If you are printing and would like a b/w or condensed version, please let me know)
**Course Grade**

In order to better support competency based efforts, teachers at City High School will generate course grades (A, B, C, or F) only at the end of each Semester. Here is the course grade rubric teachers will use to assign letter grades at the end of each semester.

<table>
<thead>
<tr>
<th>Semester Course Grading Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Proficient on learning standards for the course by the end of the semester</td>
<td>Performance on one or more standards for the course are ‘Highly Proficient’</td>
<td>All assignments are completed/revised as needed</td>
<td></td>
</tr>
<tr>
<td>Show Proficiency on at least 80% of learning standards for the course by the end of the semester</td>
<td>Show ‘Nearing Proficiency’ on all other learning standards that are not yet at ‘Proficient’</td>
<td>All but a few assignments are completed/revised as needed</td>
<td></td>
</tr>
<tr>
<td>Show Proficiency on at least 80% of learning standards for the course by the end of the semester</td>
<td>Show ‘Nearing’ or ‘Emerging’ Proficiency on all other learning standards that are not yet at ‘Proficient’</td>
<td>Most assignments are completed/revised as needed</td>
<td></td>
</tr>
<tr>
<td>Show Proficiency on at least 50% of learning standards for the course by the end of the semester</td>
<td>Show ‘Nearing’ or ‘Emerging’ Proficiency on all other learning standards that are not yet at ‘Proficient’</td>
<td>Less than 50% of the assignments are incomplete/missing</td>
<td></td>
</tr>
<tr>
<td>Less than 50% of the learning standards for the course by the end of the semester/year are ‘Proficient’</td>
<td>More than 50% of the assignments are incomplete or missing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Materials:**

**Distance learning specific:**
Computer with working camera and mic (If you have tech needs please, let me know)

**General:**

**Some space to move**
Comfortable clothing to move in

**Imagination!**

**Academic Integrity:**

Students must be responsible and accountable to their own learning. Students are responsible for creating the work. If that involves drawing on past work, students must give credit where credit is due. Plagiarism defeats the purpose. If students are found to engage in full-out plagiarism, they will have to redo the assignment to demonstrate proficiency.
Everyone involved will receive communication with parents/guardians and administrative referral to the Dean of Students for follow up.

If you’re new to CITY high, welcome! If you’re returning, Welcome back! I am looking forward to creating Theatre and building community with you all! Let’s do our best to make this a great school year, together!

-Athena