



"We live in what is, but we find a thousand ways not to face it. Great theatre strengthens our faculty to face it." -Thornton Wilder

Introduction to the Theatre Experience/THTR 100 SYLLABUS

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Classroom: Room 201

Office: Theatre Office

Course Text and Materials

- Pencils/ Pens
- A 1 subject notebook
- *Sundiata*- Mali text provided by instructor
- *Hamlet: In Pieces*- text provided by instructor
- *Metamorphoses* by Mary Zimmerman
- *The Explorer's Club* by Nell Benjamin

Course Description

This course is an introduction to the art and practice of Theatre. It fulfills the Core Curriculum Communicative and Expressive Arts requirement. An introductory study of the drama and theatre of the past and present, the course is designed for the student who has no previous background in theatre or who is interested in furthering their knowledge of the elements and practices common to the theatre arts. This course is directed toward gaining a greater understanding of theatre in our culture and will focus on enabling the student, as an audience member, to engage in, analyze, and appreciate theatre. The student will explore acting, directing, playwriting, construction & design, dramaturgy (history), etc. It is a goal to impress upon the students how theatre has enriched humanity and reacted for and against society since its beginnings. This will be couched in a group experience in which the students will create theatre companies, similar to the Chicago theatre storefront model.

Learner Outcomes

Upon successful completion of this course, the student should be able to:

- Define and utilize theatrical vocabulary to create and evaluate
- Relate the role of artists to their work in production
- Describe the process of creating a character and apply it to performance
- Recognize and translate the clues from a script to production
- Recognize structural elements of a play, and employ them in writing
- Recognize theatre's connection to culture and vice versa.
- Develop criteria for intelligent and constructive criticism of a play.
- Interpret text as a director, actor, designer in production
- Distinguish elements of style and context within theatre texts
- Create a performance as a playwright, actor, director, or designer
- Predict, with storytelling models, the arc of a story
- Decide of choices that make a production unique
- Produce a short play with a company of artists



Assessments

Assessment opportunities for students to demonstrate how well he has mastered the above learner outcomes include the following:

- **Participation-** In this class, silence is NOT golden! This class is based solely upon RESPONSIBLE student participation. We will have discussions, create group projects, share performance work, and teach each other what theatre means to us. In the spirit of this, participation will weigh heavily on the student's grade; this grade will change based on the student's work ethic in class. 10% of the total grade.
- **Journal Work** – YOU MUST KEEP A JOURNAL DURING THIS CLASS. We will work in it just about every day. This is a place to honestly write about your observations, answer questions, do homework, and to share your impressions of your/other student's progress. 15% of the total grade.
- **Acting, Directing, and Design Assignments & Quizzes** – Each content area will have assignments that you will be required to create, interpret, or research. These will ALL go into your portfolio. Along with these assignments, there will be quizzes given periodically throughout the class. 25% of the total grade.
- **Theatre Reviews** – Each student will be required to see two plays this semester. One of the plays will be the fall play. THIS IS MANDATORY! The other play will be student's choice, as long as it is a high school, community, college, or professional production. The teacher will give the students multiple options. For each of the plays, the student must write a review following the format that the teacher will be providing. 20% of the total grade.
- **FINAL EXAM** – The final exam will have two parts. Theatre is a collaborative act. With that in mind, the students will create ensembles that will write, design, act, dance, and otherwise present a production created by their ensemble. Students will also create a portfolio that represents their work in this course. 20% of the total grade.

Work Environment (In-Person/ Remote)

For each class a student needs to...

- Be punctual and attend every class, except in sickness and emergencies.
- Have the appropriate supplies required each day.
- Have read the assigned material and be prepared to discuss any readings.
- Listen attentively and participate through class discussions and group lessons.
- Respect everyone's point of views and ideas.
- Choose to learn as much as possible and show a positive attitude about the material.
- Develop positive learning habits throughout the class.
- Ensure that when you view another student's work, you will do so with an open mind.





Accommodation Statement

Students who may need accommodations/modifications in this class, are encouraged to contact me as soon as possible to ensure that such accommodations/ modifications are implemented in a timely fashion. I will work with the Counseling Department to ensure that all students are provided equity in their education.

Equity Statement

The Fine Arts Department is deeply committed to ensuring an inclusive and welcoming environment in our spaces for people of all diverse backgrounds. All people should enjoy an educational experience free from any form of harassment, discrimination, or violence. It is our intent that all students be served by this course and that their learning needs be addressed both in and out of class, and that the Fine Arts faculty will be responsive to concerns that disrupt the learning environment. As instructors, we recognize that we attend school and create art on the ancestral lands of the Kickapoo, the Sioux, the Miami, the Peoria, and the Potawatomi. We thank them for caring for the land since time immemorial. In creating a space that is both safe and brave, our hope is that every student will see themselves reflected in the work that we explore, create, and analyze. We believe that it is our duty to foster safe and brave spaces in which individual student strengths and perspectives will enrich the classroom community while building bridges to larger civic responsibilities. The importance of the arts should never be questioned.



Weekly Schedule

Date	Themes/ Activities/ Assessments
Week of Jan 4-8	Theatre Origins/ Storytelling (Egypt-Greece and Rome)
Week of Jan 11-17	Jobs and Processes/ Connecting with the audience <u>Sundiata</u> reading
Week of Jan 18-22	Storytelling Assessment with Global Themes
Week of Jan 25-29	Storytelling rehearsal/ Performance/ Design review
Week of Feb 1-5	<u>Metamorphoses</u> reading Modernism- Realism, Expressionism, Selective R, Magical R, etc
Week of Feb 8-12	<u>Metamorphoses</u> Development Directing Project
Week of Feb 15-19	Acting/ Directing Theory Directing Project
Week of Feb 22-26	<u>Hamlet</u> Immersion Shakespeare in Performance
Week of Mar 1-5	Postmodern Shakespeare
Week of Mar 8-12	Shakespeare Assessment
Week of Mar 15-19	Chicago Theatre/ Improvisation Regional Theatres
Week of Mar 22-26	Musical Theatre
Week of Mar 29-Apr 2	Musical Theatre Children's Theatre
Week of Apr 12-16	<u>The Explorer's Club</u> reading
Week of Apr 19-23	<u>The Explorer's Club</u> dramaturgy
Week of Apr 26-30	Creating a Theatre Company
Week of May 3-7	Writing a short play
Week of May 10-14	Producing a short play
Week of May 17-21	Producing and Performance
Finals Week	Finals