

SYLLABUS



Express | Analyze | Create

Why Acting?

Consider this quotation from the book, *A Whole New Mind* by David Pink:

*"...the keys to the kingdom are changing hands. The future belongs to a very different kind of person with a very different kind of mind... **creators** and **empathizers**, **pattern-recognizers** and **meaning-makers**. These people - **artists, inventors, designers, storytellers, and big picture thinkers** will now reap society's richest rewards and share in its greatest joys."*

Why Acting? Because it encompasses the very skills that 21st Century learners will need in order to be successful in their jobs & life...and it's one of the few courses that focuses on these skills almost exclusively.

Purpose of the Course:

The purpose of Advanced Acting is to learn about the **process** and **product** of theatre through the hands-on activity of producing a show (or show-related project) for the greater community. All Adv. Acting shows are produced in the OHS Black Box Theatre.

Adv. Acting is broken down by **tasks in a PROCESS**, rather than by "units". See below for the tasks in Adv. Acting that lead to the final production:

Task 1: Creative Collaboration

How can performers best collaborate for the sake of performance art?

This task is focused on **creating community** among a new group of performers, **responding creatively/collaboratively** to a series of dramatic prompts, and creating a better understanding and response to **group dynamics**.

Task 2: Production Planning

How can the context of a show affect its meaning/interpretation/staging?

What are the necessary and meaningful steps to produce a show (or project) of value?

This task is focused on the **process of conducting strong research** on relevant topics and themes related to a class (show-related) project and/or on the **process of producing/mounting a meaningful show**.

Task 3: Research & Design Concept

How can research impact the trajectory of a well-staged show?

How can you develop a strong directing/design CONCEPT for a production?

This task is focused on **researching a play's interior/exterior** (through script & character analysis tasks/activities), in order to better understand the show's meaning and develop a strong **design concept** for a show-related project.

Task 4: Design Process (and Rehearsal)

What are the design steps (and learning) needed to effectively create an interesting, meaningful, and unified artistic project to an audience?

What are the steps (and learning) involved in a strong rehearsal process?

This task is focused on **designing & creating** an artistic and cohesive show-related project, as well as on **effective rehearsal process** for the presentation of that project to its targeted (community) audience.

Tasks 5: The Performance Process

How can/does strong process = strong product?

This task is focused on the process and product of **delivering a meaningful project to the community**, and on individual and group **reflection** following the presentation of the project.

Assignments:

Since this is a process and performance-based course, much of the course’s learning is done in class. Most assignments are collaborative and project-based...leading up to a final show or project. (Additional information about the course can be found online at www.kristaprice.com.)

Grading:

- 50% **Summative** Assessments (incl. written Critique)
- 40% **Formative** Assessments
- 10% **Engagement / Reflection**

The **exam** (if required) is worth 10% of your final grade.

Absences / Academic Integrity:

Please be responsible with your absences. When you return to class, be sure to catch up immediately with what you missed. (This often involves catching up with your partner/group rather than with your teacher. You are responsible to each other in this class.)

As always, you can see what’s been done in class every day by going to **Schoology**. (Click on the DAILY AGENDA link and then the current week/ day). You can also access class learning at www.kristaprice.com. (Click on your Course from the “EDUCATOR” drop-down menu then click on the current week/day.)

Please refer to the Attendance & Academic Integrity Policies found in the OHS Student Handbook for attendance & academic honesty expectations/consequences.

Late Learning/Tasks:

Ms. Price generally accepts credit on “late” learning tasks, so be sure to complete all learning assignments/tasks. (She will let you know, however, if specific assignments will NOT be accepted late.)

No extensions will be granted on group/partner performances or projects, so please use class rehearsal & preparation time well when preparing group/partner performances.

Course Requirements:

- 1.) **Attend the school play/musical** and write a **critique** (due within a week of seeing or being involved in the show).
- 2.) Participate to the best of your ability in your **acting role** and/or **design role**.
- 3.) Attend any **after-school rehearsals** required for your show/project. (These are kept to a minimum, and are agreed upon in advance as a class.)
- 4.) **Perform (or participate in) your class show or project with commitment.** The show/project presentation will take place on agreed-upon dates based on students’ schedules and calendar availability. Since these dates are determined as a class, they can not be changed once set! **You can not pass this class if you do not attend EVERY performance of your class show/project.**

GRADING SCALE:	B+	87-89	C+	77-79	D+	67-69	
A	93-100	B	83-86	C	73-76	D	65-66
A-	90-92	B-	80-82	C-	70-72	E	below 65