Practical Production Proposal- No Exit (8/16- 9/23/22) Students will read through Jean Paul Sartre’s No Exit and select the scene they feel is best for their group. Students will create a process-oriented performance of one scene leading to the moment of TEAM that must feature elements of both production and performance. Students will critique each other’s work for feedback during class rehearsals and reflect keep a journal of their contribution(s) to the scene and turn in a portfolio and a recording of said moment for evaluation. Each student will select a Theatre Theorist to research and experiment with one point of their theory and use it in the performance. Students will explain the theory and how they used it in their journal/portfolio. Students must also explain what impact their moment of TEAM should have on the audience. What did they do physically and visually to create the moment? Did it work? Students will critique each other’s work for feedback during class rehearsals. These suggestions may be used prior to the final performance/recording. Students will use feedback given post performance for their final reflections, which must be included in their portfolio. (*This exercise is for what is now called The Director’s Notebook. IB testers will follow the current guidelines for this project with final papers due Sept. 23) TH.912.O.1.1; TH.912.H.2.5; TH.912.O.3.2; TH.912.S.1.1; TH.912.H.2.1 TH.912.C.1.3; TH.912.C.3.3; TH.912.H.3.5; TH.912.H.2.1

Musical Review – The Baker’s Wife (9/26-27/22)- Students will have the opportunity to watch our Spring musical.

District 3 Auditions- (9-28-10/3-) Students will rehearse their selections for District auditions. Actual auditions start Oct. 4- Oct. 11.

Earning Superiors/ Scene Selection to Auditions! (10/12/- 11/13/22) Students will learn about the District Thespian process. Students will be introduced to Adjudication Forms and each category of competition: Monologues, Duet Acting, Ensemble acting, Pantomime, Student Directed Scenes, Playwriting, Solo, Duet and Group Musicals and tech fields such as Publicity, Scene and Costume Designs. Theatre 3, 4 students will conduct “District Boot Camp” for the Theatre II students.

Students will read several different plays together in class. This should be helpful in the scene selection process. Students will learn to research their selected playwrights and the time period they wrote in. Students may select scene work from any of the plays read in class or whatever they find on their own. **Students should be looking for their D3 scenes from the beginning, on their own.** This unit helps students who wish to direct or do any technical IE’s select their shows.

Students will be selecting and working on their pieces to be presented at District 3 Thespian Assessments. This includes individual events and the competition One Act, which auditions on Oct. 14, in class. *Anyone who is selected for Districts must be available on the evening of Wednesday, Nov. 9 for the Kaleidoscope Show.* TH.912.O.1.1; TH.912.H.2.5; TH.912.O.3.2; TH.912.S.1.1; TH.912.H.2.1 TH.912.C.1.3; TH.912.C.3.3; TH.912.H.3.5; TH.912.H.2.1
Research Presentations- The Love Of Three Oranges (CDA) 11/ 14 - 12/15/22) Students will select scenes from this insane play to challenge themselves in creating over-the-top Stock Characters and how they are presented. Students will research the era CDA was popular in, explore the influence culture had on the genre and experiment with several different physical and vocal styles pertaining to the play and character. Students must explain the theorist or cultural more and style being explored in a recording of themselves rehearsing and presenting selected characters. TH.912.H.2.1; TH.912.H.3.5; TH.912.O.1.1; TH.912.S.1.1; TH.912.C.1.3; TH.912.H.2.3; TH.912.S.1.1.1;TH.912.O.1.

Collaborative Projects- The Love Of A Nightengale (1/03- 2/10/23) Students will read this modern classic play by English playwright, Timberlake Wertenbaker. Set in Ancient Greece, this play explores the relationship between two sisters- one is a Queen, the other a curious teen. Both learn the hard way how valuable a woman's voice is when she has it and doesn't use it; and must learn how to make herself powerful again when she must live without it. Students will explore several scenes with challenging staging and the opportunity to use several different Theatrical styles to create moments filled with super-charged TEAM. Students will select starting points, a director, actors, choreographer, lights, etc. Students will agree upon a theatre theorist and use one point of their theory to explore, experiment and explain in their journals. Students will work collaboratively to produce scenes from the play and will explain their contribution to the scene in their portfolio. Students will record the scenes in their entirety and turn in their portfolios with it. TH.912.H.2.1; TH.912.H.3.5; TH.912.O.1.1; TH.912.S.1.1;TH.912.C.1.3; TH.912.H.2.3; TH.912.S.1.1.1;TH.912.O.1.

Solo Performances- (2/13-3-28/23) Students select songs, monologues, dance pieces or pantomimes, for recording and presentation. This piece is the culmination of every project we have explored together. Students must create their own performances. Students must work on their own to select a theorist, a part of the theory they wish to explore and employ in their piece. Students must stage, choreograph, costume and prop everything on their own. They may have one person to help them do lights and sound. Students will present a written paper on the process they used, the theorist and the theory incorporated, the impact they wish to have on their audience and a reflection upon whether they succeeded in attaining the desired effect of their work. Students may explore how they wish to gain audience feedback. They may use paper surveys, a Q&A feedback session with the audience or create a computer survey to fill out. Students must use this feedback as part of their reflection. TH.912.C.1.3; TH.912.H.2.3; TH.912.S.1.1.1;TH.912.O.1.

Musical Experiment: Well Behaved Women (3/29-31/23) (4/18- 5/19/23) Students will watch a performance of the Concert Version of this fantastic play. Students will select the characters they’d like to perform and create a theatrical presentation combining production and performance for each individual piece. Students will be employing what they have learned about creating moments of TEAM, collaboration, theatrical process and journaling! Students will select a theorist and one point of that theory to use in the creation and the performance. TH.912.H.2.1; TH.912.H.3.5; TH.912.O.1.1; TH.912.S.1.1; TH.912.C.1.3; TH.912.H.2.3; TH.912.S.1.1.1;TH.912.O.1.
MUSICAL REHEARSALS IN CLASS FROM APRIL 5-14!! The needs for the musical will be met this week! We will resume Well Behaved Women on April 18.

Play Reading Marathon (May 22- June 2) Students will read and search for their perfect competition One Act for next year. TH.912.H.2.1; TH.912.H.3.5; TH.912.O.1.1; TH.912.S.1.1

As this class also combines IB Theatre with regular students, the course is designed to fulfill the following expectations of IB Theatre:

IB AIMS The aims of the arts subjects are to enable students to:
1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills.

In addition, the aims of the theatre course at SL and HL are to enable students to:
7. Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
8. Understand and engage in the processes of transforming ideas into action (theatre processes)
9. Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)

For HL only: 10. Understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

Along with meeting the requirements of an Honors Theatre class, IB students stray from this curriculum to work on the four major components of IB: The World Theatre Research project; the Director’s Note Book; The Collaborative Project and for the SL candidates, the Solo Performance.

Grading: *The scoring of points will be determined by the new system the County is putting in. For now*:
Participation- 20% 100-90 A
Performance- 40%* 89-80 B
Watch Shows- 10%* 79-70 C
Tests/Quizzes- 20%* 69-60 D

*Summative grades*

Attendance:

Students are expected to be in class daily. Each student has a responsibility to all the members of the group. Working around absences is difficult and makes a superior performance impossible. Students who are absent on Performance days cannot make up the grade without writing a research paper on a
topic of the teacher’s choice. **That paper will only earn 80% of the original performance grade.** If you are out in Quarantine, you can find all assignments on our **TEAMS** page listed under files. Students may copy and paste their work into a document and send it to my email: ajsejans@volusia.k12.fl.us

**Live Theatre- Mandatory**

ALL Theatre students are required to watch **one live school performance each semester.** The two performances are **FREE** because they are required. On Tuesday, Oct. 4, students will go to the auditorium after school at 4:00 pm to watch our **Fall production of CLUE.** Students will write critiques in class the following day. If you’re not in one, you’ll love watching! *If you can’t make the free performances, you may pay the theatre student ticket price of $3.00*

The second show is our Spring Musical, **The Baker’s Wife**. This show is meant to give our newcomers to HST and Thespians an opportunity to get on stage with some of our veterans. It is also meant to show off our talented seniors. I hope this is the start of a new tradition for HST and Thespians! If you are short of some Thespian points, this is a good way to earn them on or backstage.

Students who go to the theatre regularly earn one (1) Thespian point for every show they see. If ushering is involved, then two (2) Thespian points are awarded. Thespian points are also earned for the two school shows.

Students will have a fantastic time! Parents are always encouraged to come to class shows. Please see the Important Dates page in this packet. Please notify me of your intentions to join us so I can make arrangements with our administration to let you on campus. I hope to see many of you here at the evening performances throughout the year!

**2022-2023 IMPORTANT DATES**

*Officers mandatory attendance

**Mandatory, summative grades

**Wednesday, Aug 24- First Hill Street Theatre meeting in Black Box 3:30pm.

Thursday, Aug. 25- Auditions for Clue.

Saturday, Sept. 10- D3 Thespian Meeting- Prez attends this meeting tentatively set for Lyman High in Longwood at 9am.

Oct. 4-11 District Auditions in class

Oct. 5,6,7- Clue- Auditorium, 7pm

Thursday, Sept. 30- Wednesday, Oct. 6- D3 AUDITIONS IN CLASSES (Theatre 2-4
Tuesday, Oct. 26- DISTRICT BOOT CAMP REQUIRED FOR ALL GOING TO D3!!

Friday-Saturday, Nov. 4-Sat., Nov. 5- MOCK DISTRICTS. IEs DeLand HS (Fri), One Acts Pine Ridge HS (Sat) THIS IS TENTATIVE!!!

Wednesday, Nov. 9- KALEIDOSCOPE- ONE ACT and IEs, Black Box 6:30 pm

Thursday, Nov. 10 One Act Lyman HS

Friday, Nov. 11- Rehearse IEs in the park. 10am-1pm

Saturday, Nov. 12 DISTRICTS LIVE AT LYMAN HS, 8am-10pm!!!!!!!

Tuesday, Nov. 15 Auditions for Cabaret in BB, 3:30

Friday, Dec. 9- Cabaret, 7pm BB

Wednesday-Thursday, Jan. 11-12- Auditions for Spring Musical, Black Box 3:45-5:30pm

Friday, Jan. 13- Student Directed One Act Auditions, BB 3:30pm

Friday-Sat, Jan. 20-21 Play In A Day Festival, Deltona HS (or DeLand)

Thursday, March 9- One Acts! Black Box, 7pm

*******STATE FESTIVAL IN TAMPA- MARCH 16-17*******

Weds, Thurs, Fri, April 12. 13, 14- The Baker’s Wife Musical, auditorium, 7pm

Friday, April 21, Thespian Inductions/Banquet, Black Box 6pm; Culinary 7pm

Here’s to a great year!

Ms. Sejansky
ajsejans@volusia.k12.fl.us
386.822.6909x23455
Welcome to SL Theatre IB! If you give this course the time and attention it needs and deserves, you can earn great scores! But you must follow the timeline provided. You should have an electronic version of the Guide. Feel free to print out whatever you need from it.

All of the projects are detailed and very clearly explained in the Guide, which we will go over together frequently. When in doubt, check the Guide.

We will go through the grading expectations together. Please pay careful attention to each descriptor, as there is a difference between “describing” and “explaining” your intentions. Below is a breakdown of each assignment for SL.

**The Director’s Notebook** (8/16- 9/22/22) Students are to select a play of their choice that is UNKNOWN to them. (You can’t have already watched it or performed in it. Selecting classic, historical plays usually score best.) This also gives you an opportunity to research the era, the history, customs and a means of inspiring your creativity.

The student must select two moments* from the script to discuss, stage and add production values to. (Lights, sound, set, etc.)

The student must find critiques of the play they are working on and compare/contrast ideas. One could agree or disagree with the critique but must be able to EXPLAIN their differences.

The student must use inspiration from a noted theorist and use one aspect of their theory in the moments selected.

Students should be able to use ideas from a play they have seen (live or recorded) as inspiration for some of their ideas for the moment.

Students should focus on the impact they want each moment to have on their potential audience.

Lastly, the student must explain in their reflection how this play, the theory they selected, and the moments being explored affected their journey through Theatre and how they could possibly use the theory again in the future.

*The student does not have to physically realize their scene. This is all done on paper, which means that their explanations must be clear and well written. Students may use photographs, charts, mind maps, drawings and copies of each moment with their blocking notes in the appendix. A “moment” is not an entire scene. It may be the climax or the end of each scene. *

Make sure you submit TWO bibliographies. One included in your paper, the other is separate. That’s how we upload.
World Research Presentation- (11/14-12/15/22) - Students will select a World Theatre Tradition that is NEW to them. Students are given a list of suggested traditions in the Guide. Examples are Balinese Shadow Puppetry, Indian Kathikali Dance, Japanese Bun Raku Puppetry, Chinese Opera. You may not select something you have already heard from another class presentation. This must be NEW to you! The student will research the genre’s origins, etc. And deliver a recorded presentation of the information they have learned and deliver a short example of an aspect of the style. This may be dance steps, a song, some physical interpretation of hand movements, etc.

The whole presentation may be up to 15 minutes in length.

The Collaborative Project- (01/03/- 02/10/23) - Students will work together to select a theme, a starting point, a theorist and one aspect of said theory to use in their original piece. This piece can be based on world events, a historic moment or be inspired by a song, painting, photograph, poem- whatever the group feels works for them. EVERYTHING about this piece is collaborative. Josh can’t say, “Here’s what I have already.” It must come from all involved and be agreed upon. You may have anywhere from two to six people in a group. Each member has an assigned position, such as director, playwright, stage manager and performer(s). Each person must keep a journal of their contributions to the piece. This will be filmed and sent in as your IA. In your portfolio, you will explain your role(s) and point out where your work is best presented in the video. Remember your portfolio is 50% of the grade, so pay attention to the details that go in it. Just like the DNB, you are selecting a theorist and exploring one aspect of their theory. You will also be focusing on the impact you want this piece to have on your audience. In the reflection, the student will discuss whether they were successful in earning the audience response they were working for. This work may be tragic, comedic or satiric. Have fun with it!

The Solo Performance- (02/13/23- 03/31/23) This is the student’s opportunity to select ANY STYLE OF PERFORMANCE THEY WANT TO DO. The students must:

Select a theorist and one aspect of their theory to include in their performance.

Choreograph, stage, costume, create lighting and sound designs* for selected piece.

Rehearse and DIRECT THEMSELVES. The student cannot have ANY help from the teacher or peers while creating the performance. The student may receive feedback from teacher after the piece has already been created. Student may also get feedback from peers at this time. This may only happen ONCE prior to the recording, which must be in front of the class and other invited audience members.

This is the culmination of all the disciplines and skills the student has been mastering for three years. In their reflection paper, the student should explain why they selected the theory, how they worked with it to make it fit what they are presenting, the methods used to incorporate the theory and the process the student went through to create the full performance.
This performance is recorded. Like the Collaborative Project, the student will find the minutes in the video to show their use of their selected theory and how it works in their presentation. The student will reflect upon whether they believe the audience was impacted by their performance by holding a talk-back or a Q and A session after the fact. The response(s) should be included in their final paper.

This is just a breakdown of the expectations. Everything is detailed in the Guide for you. We will go through the descriptors and how you are evaluated in class.

I hope you will enjoy everything you learn and take it with you to use for the rest of your lives!
Theatre I
2022-2023
Ms. Sejansky, x23455
Ajsejans@volusia.k12,fl.us

You are about to embark upon a fun yet challenging course that focuses on the Art, Craft and Discipline of THEATRE.

Theatre has been an active and relevant part of our school's culture for 26 years. Our Thespian Troupe 3030 is an award-winning "Super Troupe", which means we have earned and maintain a Superior rating on both our District and State level Florida State Thespian competitions. We also boast our on-campus Theatre company, Hill Street Theatre, which produces two main stage productions a year: a straight show in Fall and a Musical in Spring and our Night of Student Directed One Acts take the Black Box stage in March this year. Audition dates are posted in the TEAMS Posts and Announcements. ALL Theatre students are invited and encouraged to audition for every show. Even if not cast, it's an excellent way to meet your fellow Thespians and to "get your foot in the door"! If you are not sure performing is your "thing", we also have Theatre Tech Club, an after-school club that works all shows in the auditorium. Opportunities to learn the very basics of Technical Theatre are woven into the Theatre I course curriculum. Lighting, sound (music cues), stage crew and costume crew positions are always available. All students leaning toward Tech are expected to perform at least once in class and must be prepared to go on stage, as needed, to be able to do tech for in-class shows.

We will be exploring the origins of Western Theatre, starting in Ancient Greece, traveling throughout Europe during the Medieval period to the Renaissance and Comedia dell’Arte, leading us right into Shakespeare, Moliere and Modern Realism. Students will also have an opportunity to write their own monologues, duet and ensemble acting scenes and eventually, their own mini-one act plays, which they will perform live before an invited audience. Students will also learn how to be critical thinkers, applying teacher and student generated criticisms into their performances. Students will watch classic plays on film and practice their critiquing skills on the pros before they engage with each other. Students will learn to be good listeners and learn to be observant and skilled at sharing constructive criticism with their peers. The entire year is focused on preparing students who wish to continue in Theatre and join us for our
District and State Festivals after the course is successfully completed. Students must have a grade of B or higher to continue to Theatre II.

All assignments can be found in Teams under the Files tab.

Here is a rundown of all the units we will cover and the dates they will be performed. **All performances are a Summative grade.**

Should a student miss a scheduled in-class performance without making prior arrangements with the teacher, the grade will be entered as F. Students can only make up a missed performance by writing a researched, typed paper on a Theatre topic selected by the teacher.

**Theatre Etiquette, Thespian Points and Hill Street Theatre**- This is an overview of the course and all it offers. Students will be informed about joining Hill Street Theatre and how they can start earning the ten points needed to become a Thespian by the end of the year.

**Theatre Terminology/Vocabulary**- Students will become familiar with "Theatre Lingo" and learn how it is used. Students will learn the parts of the stage and the basics of staging.

**Character Bio: YOU**- Students will create their first character in class: THEMSELVES! Students will create a narrative about themselves to share with the class.

**Quotes To Ponder Monologue**- Students will be given a list of 75 quotes from famous, successful people. Each student will select a quote from the list to use as inspiration to create a character other than themselves and present this new person in the form of a monologue. Students will use one piece and turn it into either a comic or tragic piece.

**Learning To Critique: The Difference Between “Good” and “GREAT!”** Students will perform and critique each other's work using the Florida State Thespian Rubric for presentation and expectations. Students will write their impressions of in-class performance and discuss them in class. Students will be evaluating their work with their original monologues, duet and ensemble acting scenes, pantomimes, songs, etc.

**Greek Theatre: Putting the "ACT" in ACTIVISM!** (08/29-09/28) Students will compare our current society with that of the Ancient Greeks. We will read Sophocles' **ANTIGONE**. Students will discuss the relevance of the play in our current national and global situations. Students will be put into groups and assigned scene work from the play for a live class performance.

Performance date: **Sept.29 (Thursday)**

TH.912.O.1.1; TH.912.F.3.4; TH.912.H.2.6; TH.912.H.3.5; TH.912.O.3.2; TH.912.S.1.1; TH.912.H.1.1
Commedia Dell’arte (Comedy by Professionals): Let’s IMPROVISE STORIES!!! (10/03-10/27)
Students will explore the zany world of CDA! Students will learn the history surrounding this genre and compare our modern world with that of the Medieval world leading into the Renaissance. Students will learn of the origins of organized comedy, become familiar with improvising dialogue for set plot lines, stock characters and the use of masks. Students will watch the film OSCAR, for an example of how we use CDA in the 21st Century. Students will incorporate what they’ve learned in this unit into their original scenes, monologues and mini- one acts. Using serious themes involving current social problems, students will create humorous views on serious subjects. While examining current social events, students will learn to take tragic situations and turn them into comedic episodes, attempting to provide some solutions to our problems. Performance Date: Oct. 27   TH.912.H.3.2; TH.912.S.3.1; TH.912.O.3.2; TH.912.O.2.4; TH.912.O.2.8; TH.912.S.3.2

Two Voice Poems- Speak Your Mind! (11/01-12/08) This unit takes us into the Holiday Season. Students will work with a partner (or partners) to create an original poem to be performed together. Students will select a topic from a provided list of current, social issues that concern them. Students are encouraged to research their chosen topic and create a poem that includes the data and facts collected about their topic and what they believe the solution(s) to those problems should be. This unit is an opportunity for students to express their own opinions about the world they live in. Performance Date: Dec. 8   TH.912.O.1.1; TH.912.S.3.2; TH.912.H.3.2

SHAKESPEARE * (12/12/22- 03/ 09/23) Students will enter the Elizabethan era through the pen and eyes of William Shakespeare. Starting with the A&E Biography of William Shakespeare, students will get a thorough overview of the Bard, his life and his England. By watching and reading several plays, students will become familiar with the stories and the language that is Shakespeare.

*Students will read and interpret several sonnets to introduce them to Elizabethan language.
* Students will watch Hamlet and two versions of Much Ado About Nothing; one filmed in the traditional style and the other filmed live with modern twists. Students will analyze and critique the performances of professional actors and directors in their interpretations of each story.

* Students will search each play for themes, the social and political criticisms of Shakespeare’s era made in each play and his personal voice brought forth through his characters.

Cont’d.

* Students will look for similarities in our world through the ages and make choices about how to present their interpretations of each scene. (Cont’d. on next page)

* Students will play with character gender bending, race barriers, social mores and create their own worlds for each play.

* Students will perform these scenes as part of their Theatre I Final and write a reflection on the entire experience. Performance date: March 9. (Shakespeare’s birthday month!)

TH.912.O.1.1; TH.912.H.2.6; TH.912.C.2.1; TH.912.H.1.1; TH.912.H.3.5.; TH.912.F.3.4

Original Monologues: Americans Who Tell The Truth (03/20-04/27) Students will be introduced to several figures in American History up to the present who have made meaningful contributions to making America a better place for all of us. Students will select one character to research, present their findings in the form of a Power Point and become the character by creating an original monologue telling us what and how they made a difference. This gives students some insight into how some of our rights were obtained and the reasons behind the pursuit of each one. They will also learn about the unsung heroes who make our world a better place every day. Perhaps our students will be inspired by these people and wish to continue something already started or push for something new to begin. Performance date: April 27. TH.912.H.3.2; TH.912.S.3.1; TH.912.O.2.4

MOLIERE AND FRENCH COMEDY- (05/01-05/26) Students will be introduced to another Theatre Great, Moliere! Students will read his classic comedy, The Would- Be Gentleman. Scenes will be selected and staged for class purposes and a grade. Students will learn the mannerisms and behaviors of the French Rennaissance. Students will compare and contrast our society with that of Moliere’s. Students will incorporate the principals of CDA in their scenes.
Students will find the serious themes lying under the comedy. TH.912.O.1.1; TH.912.H.2.6; TH.912.C.2.1; TH.912.H.1.1; TH.912.H.3.5.; TH.912.F.3.4

MODERN THEATRE: REALISM- NEIL SIMON and more! Students will be introduced to the theories of Modern Realism and the method of Constantine Stanislavski. Students will read the works of Anton Chekhov and Neil Simon. Scene study will culminate into a final class performance of selected scenes, songs, pantomimes and student directed scenes. Students will be ready to continue into Theatre II upon successful completion of these scenes. TH.912.O.1.1; TH.912.S.3.3, TH.912.H.1.1; TH.912.O.2.8

Performance Reflections

*Students will write reflections at the end of each performance unit. They will critique each other and themselves. Students will use proper terminology and learn to give and take criticism.

*Students will reflect upon how well the team did in creating the world of the play and each participant's effort in the creation of it.

*Students will touch upon their relationships between each other on stage and with their audience.

TH.912.C.3.3; TH.912.C.2.1; TH.912.C.1.3; TH.912.S.1.1; TH.912.S.3.1

Grading:

Participation- 20%  100-90  A (Superior)
Performance- 40%*  89-80  B (Excellent)
Watch Shows- 10%*  79-70  C (Good)
Tests/Quizzes- 20%*  69-60  D (Fair)
Reflections10%

*Summative grades*

Attendance:

Students are expected to be in class daily. Each student has a responsibility to all the members of the group. Working around absences is difficult and makes a superior performance impossible.
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Live Theatre- Mandatory

ALL Theatre students are required to watch one live performance each semester. The two performances are FREE because they are REQUIRED viewing. On Tuesday, Oct. 4, students will go to the auditorium after school at 4:00 pm to watch our production of Clue. Students will write critiques in class the following day. Hopefully, you’ll be in or work on it with us! Auditions are open and will take place on Thursday, Aug. 25 at 3pm in the Black Box.

The second show is our Spring Musical, which is TBA. It is between The Baker’s Wife and 9 To 5. This will be in the auditorium on April 12. 13 and 14 at 7pm. If you are not cast in this amazing play, then you will be a happy audience member on Tuesday, April 11, 2023 at 4:00 in the auditorium. Auditions for Spring Musical January 11 and 12 in the Black Box from 3:30-5pm.

*If you can’t make the free performances, you must pay the full student ticket price of $5.00*

Students who go to the theatre regularly earn one (1) Thespian point for every show they see. If ushering is involved, then two (2) Thespian points are awarded. Thespian points are also earned for the two school shows. Students will have a fantastic time! Parents are always encouraged to come to class shows. Please see the Important Dates page in this packet. Please notify me of your intentions to join us so I can make arrangements with our administration to let you on campus.

I hope to see many of you here throughout the year!

2022-2023 IMPORTANT DATES

*Officers mandatory attendance

**Mandatory, summative grades
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Oct. 4-11 District Auditions in class

Oct. 5,6,7- Clue- Auditorium, 7pm

Thursday, Sept. 30- Wednesday, Oct. 6- D3 AUDITIONS IN CLASSES (Theatre 2-4

Tuesday, Oct. 26- DISTRICT BOOT CAMP REQUIRED FOR ALL GOING TO D3!!

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Friday. Nov. 11- Rehearse IEs in the park. 10am-1pm

Saturday, Nov. 12 DISTRICTS LIVE AT LYMAN HS, 8am-10pm!!!!!!!

Tuesday, Nov. 15 Auditions for Cabaret in BB, 3:30

Friday, Dec. 9- Cabaret, 7pm BB

Wednesday-Thursday, Jan. 11-12- Auditions for Spring Musical, Black Box 3:45-5:30pm

Friday, Jan. 13- Student Directed One Act Auditions, BB 3:30pm

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*******STATE FESTIVAL IN TAMPA- MARCH 16-17*******

Weds, Thurs, Fri, April 12, 13, 14- The Baker’s Wife Musical, auditorium, 7pm

Friday, April 21, Thespian Inductions/Banquet, BB 6pm/ Culinary 7pm
Dear Parents of Theatre I Students,

Please look over the following important dates for your child’s grades and success in Theatre I. By signing this page, you understand and agree to the dates of mandatory in class performances that are summative grades and necessary to pass this course. You also agree to help make their Theatre Viewing grades (both **summative grades**) possible by agreeing to pick your student up at the appropriate time. (Time is TBA on Oct. 4 and April 11 for musical.) Please note both performances are **FREE** and YOU are welcome to come in and watch, as well!!

If the student can't attend either of these free shows, three evening performances of each will be given. One of those shows MUST be attended to receive this summative grade. Evening shows for Theatre students are $3.

The following dates have been set for In-Class performances. If students are not present for this show, a grade of “0” will be earned. As performance is the basis of this course, and a live audience is necessary for the task to be accomplished, no make-up performance is possible. The only way a student can make up a missed performance grade is to do an in-depth research paper on a Theatrical topic of teacher’s selection. This paper is to be typed, researched and properly cited with a bibliography for a complete grade. The grade given for the make-up paper is not summative.

IF you see a date and you already know your student has a doctors’ appointment or a planned vacation of sorts, PLEASE let me know IN ADVANCE so we can make arrangements for your student to perform for a grade PRIOR to the date. (This saves them from the dreaded “O”).

Original Contrasting Monologues- Sept. 13 (Friday), Fairy Tale Pantomimes- Sept. 27 (Friday)

Original Halloween Scenes- Oct. 31 (Thursday), Holiday Social One Acts- Dec. 6 (Friday)

Antigone Scenes- Jan. 31 (Friday), CDA Show- Feb. 28 (Friday) Shakespeare Scenes- May 14 (Thursday)

I humbly ask that you find time in your very busy schedules to come watch your kids perform. They are amazing. Please let me know in advance so I can tell administrators to expect you at the main gate. Once on campus, please register at the main office and come on down to the Black Box Theatre (13-103) for an hour of entertainment. It’s always fun to watch how they progress throughout the year.

I appreciate your willingness to help make this course extraordinary for our students! I also appreciate your support of the Arts in Education!

Signature___________________________    E-mail____________________

Home Phone_______________________Cel Phone________________
REALISM (Aug. 16 - Sept. 22) Students will take notes on the two Giants of Modern Theatre, Constantine Stanislavski and Anton Chekhov. Students will be introduced to the works of Tennessee Williams (Glass Menagerie) and Paul Rudnick (I Hate Hamlet) for acting scenes. Students will also do scene work from Neil Simon (Lost In Yonkers). Students will explore the traits of Realism in Acting and put those principals to use. Comic timing, understanding and delivering themes, building on-stage relationships, memorization and characterization will help the student focus on creating strong scenes for District Thespian Assessments. **Performance Date Thursday, Sept. 22** TH.912.H.2.1; TH.912.O.1.1; TH.912.S.1.1; TH.912.C.1.3

EARNING SUPERIORS (Sept. 26 - Nov. 12) Students will learn about the District Thespian process. Students will be introduced to Adjudication Forms and each category of competition: Monologues, Duet Acting, Ensemble acting, Pantomime, Student Directed Scenes, Playwriting, Solo, Duet and Group Musicals and tech fields such as Publicity, Scene and Costume Designs. Theatre 3, 4 students will conduct “District Boot Camp” during the Oct. 26 HST meeting after school for the Theatre II students. Students will read several different plays together in class. This should be helpful in the scene selection process. Students will learn to research their selected playwrights and the time period they wrote in. Students may select scene work from any of the plays read in class or whatever they find on their own. **Students should be looking for their D3 scenes from the beginning, on their own.** This unit helps students who wish to direct or do any technical IEs select their shows. Students will be selecting and working on their pieces to be presented at District 3 Thespian Assessments. This includes individual events. Auditions will begin **Oct. 4 and continue until Oct. 10.** *Anyone who is selected for Districts must be available on the evening of Nov. 9 for Kaleidoscope. **Performance dates: Nov. 10-12.** TH.912.O.1.1; TH.912.H.2.5; TH.912.O.3.2; TH.912.S.1.1; TH.912.H.2.1 TH.912.C.1.3; TH.912.C.3.3; TH.912.H.3.5; TH.912.H.2.1
ABSURDISM (Nov. 14 - Feb. 3) Theatre II Students will take notes on the theory of Absurd Theatre given to them by Theatre 3, 4 and IB students. Students will research the lives, times and works of Eugene Ionesco, Christopher Durang and Tom Stoppard. Students will read The Bald Soprano, The Actor’s Nightmare and For Whom The Southern Belle Tolls and watch Rosencrantz and Guildenstern Are Dead. 
Students will then present two one act plays by Durang, The Actor’s Nightmare and For Whom The Southern Belle Tolls for a live performance. Students will be introduced to the great writers of this often comedic, yet dark genre. Students will find meaning and understand the point of this unrealistic yet socially charged form of Theatre. Perform Feb. 2-3.

TH.912.H.2.1; TH.912.H.3.5; TH.912.O.1.1; TH.912.S.1.1 TH.912.C.1.3; TH.912.H.2.3; TH.912.S.1.1.1; TH.912.O.1.

The Marathon Search For The Perfect One Act Play (Feb. 8- Feb. 17) Students will read several one act plays to be presented for the 2021-2022 Thespian competition. Students will learn how to navigate Publisher websites and read free e-plays together in class. Students may very well find the scenes and/or monologues they want to audition with for next year, as well.

TH.912.O.1.1; TH.912.H.2.1; TH.912.S.1.1

One Acts- (Feb. 21- March 30-31) Students will select and perform class one acts. Both will be student directed. They can be original works or plays they love and want to perform. Students will work collaboratively to create performance ready shows for both in-class audiences and one evening show for parents and friends. This prepares students for the actual Night Of Student Directed One Acts in Theatre 3-4. Students will learn the process of putting on plays. Perform March 31-April 1. TH.912.H.2.1; TH.912.H.2.5; TH.912.S.1.1

Americans Who Tell The Truth Monologues- (April 5- May 4) Original Monologues: Students will be introduced to several figures in American History up to the present who have made meaningful contributions to making America a better place for all of us. Students will select one character to research, present their findings in the form of a Power Point and become the character by creating an original monologue telling us what and how they made a difference. This gives students some insight into how some of our rights were obtained and the reasons behind the pursuit of each one. They will also learn about the unsung heroes who make our world a better place every day. Perhaps our students will be inspired by these people and wish to continue something already started or push for something new to begin. Performance date: May 4. TH.912.H.3.2; TH.912.S.3.1; TH.912.O.2.4
**Pantomime Fairy Tales- (May 8- May 25)** Students will select Fairy Tales to create story telling through Pantomime. To be performed for our Multi-VE students and our Bull Pups. **Performance Date: May 25.**

**Grading:** *Scoring will be changed to whatever the County provides us*. For now:

- **Participation**: 20%  100-90  A
- **Performance**: 40%*  89-80  B
- **Watch Shows**: 10%*  79-70  C
- **Tests/Quizzes**: 20%*  69-60  D
- **Reflections**: 10%

*Summative grades*

**Attendance:**

Students are expected to be in class daily. Each student has a responsibility to all the members of the group. Working around absences is difficult and makes a superior performance impossible.

Students who are absent on Performance days cannot make up the grade without writing a research paper on a topic of the teacher’s choice. **That paper will only earn 80% of the original performance grade.** If you are out in Quarantine, you can find all assignments on our **TEAMS** page listed under files. Students may copy and paste their work into a document and send it to my email: ajsejans@volusia.k12.fl.us

**Live Theatre- Mandatory**

**ALL** Theatre students are required to watch **one** live school performance **each semester.** The two performances are **FREE** because they are **REQUIRED.** On Tuesday, Oct. 4, students will go to the auditorium after school at 4:00 pm to watch **CLUE.** * Students will write critiques in class the following day. This show is to performed in the auditorium. If you’re not in it, you’ll love it! **If you can’t make the free performances, you must pay the full student ticket price of $5.00**

**The Spring Show** is also TBA, but it’s between **The Baker’s Wife and 9 to 5.** We just know we want to do a big show in April. **If you can’t make the free performances, you must pay the full student ticket price of $5.00** April 12, 13, 14. (Duty Day no school)
Students who go to the theatre regularly earn one (1) Thespian point for every show they see. If ushering is involved, then two (2) Thespian points are awarded. Thespian points are also earned for the two school shows.

Students will have a fantastic time! Parents are always encouraged to come to class shows. Please see the Important Dates page in this packet. Please notify me of your intentions to join us so I can make arrangements with our administration to let you on campus. I hope to see many of you here at the evening performances throughout the year!

2022-2023 IMPORTANT DATES

*Officers mandatory attendance

**Mandatory, summative grades

Tuesday, Aug 24- First Hill Street Theatre meeting in Black Box 3:30pm.

Thursday, Aug. 25- Auditions for Clue.

Saturday, Sept. 10- D3 Thespian Meeting- Prez attends this meeting tentatively set for Lyman High in Longwood at 9am.

Oct. 4-11 District Auditions in class

Oct. 5,6,7- Clue- Auditorium, 7pm

Thursday, Sept. 30- Wednesday, Oct. 6- D3 AUDITIONS IN CLASSES (Theatre 2-4

Tuesday, Oct. 26- DISTRICT BOOT CAMP REQUIRED FOR ALL GOING TO D3!!

Friday-Saturday, Nov. 4-Sat.,Nov. 5- MOCK DISTRICTS. IEs DeLand HS (Fri), One Acts Pine Ridge HS (Sat) THIS IS TENTATIVE!!!

Wednesday, Nov. 9- KALEIDOSCOPE- ONE ACT and IEs, Black Box 6:30 pm

Thursday, Nov. 10 One Act Lyman HS

Friday. Nov. 11- Rehearse IEs in the park. 10am-1pm

Saturday, Nov. 12 DISTRICTS LIVE AT LYMAN HS, 8am-10pmlinesss

Tuesday, Nov. 15 Auditions for Cabaret in BB, 3:30

Friday, Dec. 9- Cabaret, 7pm BB

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Here's to a great year!

Ms. Sejansky
ajsejans@volusia.k12.fl.us
386.822.6909x23455