

Theater: Playwrighting

CRSF1QQA-23

Fall 2018

2018-2019 School Year

Instructor: S. Manas

Learning Standards:

Course Objective:

Students will explore their personal voice and individual expression by both understanding and applying diverse conventions of dramatic writing to their original work. Student playwrights will extend and revise their written work guided by peer assessments and self-assessment. Students will also refine their ability as playwrights to express a point of view and their personal vision.

New York State Learning Standards for the Arts

TH:Cr1 Students will generate and conceptualize artistic ideas and work.

TH:Cr2 Students will organize and develop artistic ideas and work.

TH:Cr3 Students will refine and complete artistic work.

TH:Re9 Students will apply criteria to evaluate artistic work,

TH:Cn10 Students will relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Common Core Standards:

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Course Description:

In Theater: Playwriting, Students will develop their communicative, personal, imaginative and analytical skills while investigating the role of the playwright. Students will develop premises, characters, plots, and eventually write a 10 minute play, which other students will perform a stage reading of.

Calendar**:

Class Number	Classwork	Homework
1	Introduction to Theater Class, read and class discussion	
2	Dramatic structure, types of conflict, complete exercise 1A or 1B on page 5 of text	Read pages 6-8 in text & answer questions DUE class #3
3	Finish exercise ; Levels of conflict; begin exercise 2A or 2B on page 8 of text	Read pages 9-21 and answer questions DUE class #4
4	Finish exercise; Conflict, plot motivators, rising conflict; exercise 3A or 3B pg 18	Journal entry: things you see, hear or experience that are interesting to you in some way DUE class #5
5	Finish exercise; brainstorm in small groups about what has been inspiring: what is most interesting: personal experience or observations; exercise 4A or 4B	Read pages 227-235 & answer questions Due class #6

6	Finish exercise; Spine & premise; brainstorm premises for 10 minute play in small groups and share out.	Read pgs 137-148 & answer questions DUE class #7
7	Good character orchestration, archetypes, equal opponents; Begin developing your protagonist and antagonist	Journal Entry: What have you noticed about the different experiences of people of different races, genders, sexualities, people with disabilities, etc.? DUE class #8
8	Characters: gender, race, sexuality, disabilities, etc.; sociological characteristics	
9	Continue sociological characteristics and exercise 13A for your protagonist and antagonist	Read pages 119-132 & answer questions DUE class #10
10	Finish exercise; Psychological characteristics; character questionnaire for protagonist and antagonist	Read pgs. 61-71 & 76 & answer questions DUE class #11
11	Plot; create plot outline	Journal: notice how different people around you speak. What does the way they speak tell you about them? DUE class #12
12	Dialogue	Journal: How do you think your characters will speak? Why? DUE class #13

13	Begin writing plays	Continue working on play at home.
14	Write plays	Continue working on play at home.
15	Write plays	Continue working on play at home.
16	Write plays	Continue working on play at home.
17	Write plays	Continue working on play at home.
18	Write plays	Continue working on play at home.
19	Write plays	Continue working on play at home.
20	Write plays	Continue working on play at home.
21	Share plays for critique	Continue working on play at home.
22	Share plays for critique	Continue working on play at home.
23	Revise	Continue working on play at home.
24	Revise	Create proposed cast list for Ms. Manas' review DUE class #25
25	Revise	Prepare for rehearsals
26	Rehearsal	Prepare for rehearsals
27	Rehearsal	Prepare for rehearsals
28	Rehearsal	Prepare for performance
29	Staged reading	Make up work

30	Self Evaluation	Make up work
31	Make up Work	

subject to change based on student needs

Materials and Texts:

- *Writing for the Stage: A Practical Playwriting Guide* by Leroy Clark
- Pencils
- Paper

Grading Policy:

Projects -35%

Students will be assigned at least one project every semester. Some will have written components, some a performance/practical component, and some both. Students will be provided a rubric that the teacher will go over to assist them in completing the project to the best of their ability. Students are encouraged to frequently refer back to the rubric when completing projects.

Writing Exercises – 15%

Students will be assigned writing exercises throughout the semester to help develop their skills and their ten-minute play. Students will be graded on a rubric that the teacher will provide and go over with them. Students are encouraged to frequently refer back to the rubric when completing writing exercises.

Homework – 10%

For homework, you will either receive a 100% for having completed it with clear effort or a 0 for having not completed it. Homework must show an effort has been made to be considered complete.

Attendance – 20%

You must come to class and you must be on time. You will receive 2 points (100%) for being present and on time, 1 point (50%) for being late, and zero points (0%) for an unexcused absence or cut.

Participation – 20%

When you are in class please participate. This is an easy way to boost your grade.

Classroom Procedures:

Students are expected to be in class, on time, and ready to work. There is a bathroom in the classroom that students may use. If a student needs the nurse, the Dean, the unit coordinator, or to go to the main office, they will be allowed to go and provided a pass at the teacher and para's discretion.

Students will come into the classroom and complete a theater exercise unless otherwise directed. The students will then participate in the lesson. As the period comes to a close, the teacher will go over their behavioral points with the students, asking them first what they think they earned and then telling them what they actually earned. The rules and point policies are detailed in the next section.

Class Rules and Behavior:

School Rules:

Students may not wear hats or bandanas in school. They may not bring weapons, drugs, alcohol, or any illegal paraphernalia into the school building. Students must attend school and be on time. Cell phones and other non-approved technology must be turned off and away while in class unless otherwise instructed.

Classroom Rules:

Rules are clearly posted in the classroom and are as follows:

1. Listen to your teachers and paras.
2. Keep your hands (and all other body parts) to yourself.
3. Be respectful of your peers and teachers.
4. Avoid side conversation.

Behavioral System:

For every period a student is in class they are eligible to receive up to 4 behavioral points, one for each rule they follow. These points will be recorded on a monthly behavioral points

sheet. At the end of the month, if they have received an average of 3.5 points for the month, they will receive a reward to enjoy while they work or at a later time.