**Teacher:** Samantha Waldrop **Room:** D101 **Phone:** 405-587-5442 **Email**: skwaldrop@okcps.org

**Course Description**:

This course is an introduction to the craft of playwriting and an exploration of the creative art of the playwright. The approach will include analysis of works of significant playwrights and a creative writing curriculum where the student experiences the process of the playwright through exercises and the creation of short plays.

**Course Objectives**:

* Upon completion of the course the student will:
* Be able to discuss dramatic literature in terms of the theatrical way in which plays are produced.
* Have the ability to identify and analyze the dramatic elements of a play.
* Have read some of the masterworks of playwrights from different styles and periods.
* Have experience in working with the elements of plot, character, idea, language, music, and spectacle in writing exercises.
* Have the ability to respond sensitively and critically to original works in progress.
* Have a clear understanding of the relationship between the playwright and the other creative artists working in theatrical collaborations.
* Demonstrate expressive use of the mind, body and voice.
* Demonstrate an appreciation for theatrical events, both live and recorded.
* Practice audience etiquette. *Graded as a whole experience.*

**1st 9 weeks Learning Objectives**:

 -Students will read and analyze Lorraine Hansberry’s, “**Raisin in the Sun**.”

 -Students will rehearse and perform original playwriting scenes.

 -Students will write scenes using Aristotle’s Poetics as a foundation.

 -Students will focus on the playwriting elements of Plot and Character.

 -Students will be introduced to famous playwrights.

**2nd 9 weeks Learning Objectives**:

 -Students will read and analyze David Lindsay-Abaire’s, ***"Rabbit Hole."***

 -Students will rehearse and perform original playwriting scenes and a short one-act play.

 -Students will write scenes using Aristotle’s Poetics as a foundation.

 -Students will focus on the playwriting element of Thought.

 -Students will be introduced to famous playwrights.

 -Students will be introduced to additional playwriting terminology.

**3rd 9 weeks Learning Objectives**:

 -Students will read and analyze Oscar Wilde’s, ***"Importance of Being Earnest.”***

 -Students will rehearse and perform original playwriting scenes and a short one-act play.

 -Students will write scenes using Aristotle’s Poetics as a foundation.

 -Students will focus on the playwriting element of Diction.

 -Students will be introduced to famous playwrights.

 -Students will be introduced to additional playwriting terminology.

**4th 9 weeks Learning Objectives**:

 -Students will read and analyze Victor Hugo’s, “**Les Miserables**.”

 -Students will rehearse and perform original musical scenes.

 -Students will write scenes using Aristotle’s Poetics as a foundation.

 -Students will focus on the playwriting elements of Musical and Spectacle.

 -Students will be introduced to famous playwrights.

 -Students will be introduced to additional playwriting terminology.

**STUDENTS ARE REQUIRED TO:**

1. Perform alone and in-groups.

2. Exhibit appropriate audience behavior.

3. Turn in required written work prior to performance.

4. Meet all assignment deadlines.

5. Participate in all class activities.

6. Take and pass tests (written and performance).

7. Keep a **portfolio** containing all assignments.

8. Read one published play every nine weeks, and complete specific design work.

**Supplies**:

 -PENCILS (Please have something to write with every class period) -3- ring Binder

 -5 dividers -colored pencils

**Late/ absentee work:**

Late work due to an excused absence from the class will be accepted up to 2 days of returning. Missed performances will be rescheduled.

Classroom Rules:

1. Be on time.
2. Respect self and others.
3. Bring all materials to class.
4. No gum chewing on stage.

**Grading**:

Daily Grades- (70%) Tests/Quizzes- (30%) A=100-90 B=89-80 C= 79-70 D=69-60 F= 59 or below

**American with Disabilities Act**:

In compliance with the Americans with Disabilities Act, students needing special accommodations may contact the instructor for alternate arrangements.

**Example Performance Rubric**:

Character 1 2 3 4 5 6 7 8 9 10

Memorization 1 2 3 4 5 6 7 8 9 10

Voice/Diction 1 2 3 4 5 6 7 8 9 10

Physical Expression 1 2 3 4 5 6 7 8 9 10

Verbal Expression 1 2 3 4 5 6 7 8 9 10

Emotional Expression 1 2 3 4 5 6 7 8 9 10

Energy 1 2 3 4 5 6 7 8 9 10

Stage Business 1 2 3 4 5 6 7 8 9 10

Focus 1 2 3 4 5 6 7 8 9 10

Blocking 1 2 3 4 5 6 7 8 9 10

**I look forward to having your student in class!!!**

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**Student Signature Instructor Signature Parent/Guardian Signature**