



Fairfield Ludlowe High School - Fairfield Warde High School

## ACTING I

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Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

### COURSE DESCRIPTION

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This introductory acting course provides students with a foundational understanding of acting techniques, character development, and stage presence. Through practical exercises, improvisation, and scene work, students will develop their acting skills and gain confidence in their performance abilities. Students first learn basic techniques in elementary acting with emphasis on stage work in improvisation. Monologues follow introductory work to familiarize students with developing characterization. Then comes scene work. This course should help to acquaint students with the responsibilities of actors on stage; it should also help to eliminate stage fright and aid students in the development of working toward characterization. As they begin to recognize the importance of posture, voice, diction, movement, etc., the students should become more self-aware. In addition, students will learn to interact with others and grow in their ability to work as a member of an interdependent, collaborative group.

### COURSE OBJECTIVES

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Students should:

- discuss and understand what happens when theatre artists and audiences share a creative experience
- develop an understanding of what happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy
- develop the confidence to perform in a variety of roles, both studied and through improv

### UNITS OF STUDY

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- The Portfolio
- Unit 1: To Be or not to Be... for Actors there is no Question
- Unit 2: Quite the Character

### COURSE POLICIES AND REQUIREMENTS

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#### GRADING

##### Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (see FPS BOE [Policy 6154.1AR](#))
- 90% will be based on assessments

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### End of Course Grade

- 80% of the overall course grade will reflect the student’s mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 20% of the Semester course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and late work.

## MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

## EXPECTATIONS OF STUDENTS

### [FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

## WRITING CONFERENCES

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**Writing conferences are meetings between an English teacher and student outside of class to discuss the student’s work.** They are an integral part of the Fairfield Public Schools’ high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

### **When should students schedule conferences?**

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

### **How do students schedule conferences?**

Sign up for Writing Conferences using the “Writing Conference” App on Classlink.

### **Can students schedule conferences to discuss reading assignments?**

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

### **Are students limited to three writing conferences each school year?**

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

**Are writing conferences a part of English elective courses?**

Yes. Students in English electives are expected to participate in writing conferences.