
Chelsea Public School 2016-2017
Dramatic Arts Course Syllabus

Contact Information:

Damariscotta C Miller
Chelsea Public School
Chelsea, VT 05038
802-685-4551 Ext. 143
dmiller@wrvsu.org

Shane Hinkley
Chelsea Public School
Chelsea, VT 05038
802-685-4551 Ext. 132
shinkley@wrvsu.org

Course Overview:

This course stems from our interest in critical thinking skills and the premise that learning matters. This course provides students with meaningful opportunities to question the artistic process, examine personal connections to the Arts and explore live performance. Growth and breadth as performance artists will be assessed during the Coffee Shop Series held once every quarter. Please see Coffee Shop Series Explanation.

- ❖ This course satisfies our school's requirement for one credit in Fine Art that fulfills requirements for high school graduation.

Dramatic Arts Course Objectives-Students will:

- Learn how to think about the essential questions posed during each Quarter's theme
- Be able to articulate how Art and Music influence personal values and endures throughout the world
- Describe coherently through music how emotions, color, and sound interact
- Use art concepts to transfer ideas about the artistic voice and personal attitudes toward media influences
- Be invested in performance arts and how audience responds to and influences performers
- Feel comfortable with artistic perceptions and visions
- Gain an understanding of personal voice
- Own it!

Grading and Assessments:

- Habits of Work Grade-10%
- Coffee Shop Series-70%
- Art and Music Projects-20%

Grading and Assessments, Con't:

This course will adhere to the Personal Learning Plan Policy (PLP). Each student will be part of a piloted rubric and assessment system put in place by the CPS High School teachers during the 2105-2016 school year. If you have any questions, please feel free to contact either Mr. Hinkley or Mrs. Miller.

Materials and Resources:

All materials are provided for the coursework

- ❖ Independent artwork or work from other teachers is not a part of this class. The art room and the music room are spaces for students in this course to be working on projects stemmed from the curriculum in this course.

Attendance and Discipline:

We adhere to the rules as stated in the Chelsea Public School Student Handbook regarding attendance and discipline. We fully expect all students to review the material and follow it. As always, we will maintain discretionary rights and will follow up on all issues and concerns.

Classroom Policies:

- *Come to class prepared to learn and work and on time.*
- *The Art room and the Music room are safe havens for everyone who enter; adhere to this policy always.*
- *Respect yourself and your fellow classmates including personal belongings, artworks, instruments, materials, supplies, and the integrity of the class.*

Artistic Integrity Policy:

Students are discouraged from working from published or copyrighted lyrics, photographs, music, or images of any kind. Students are allowed to work from photographs they have taken themselves. If a student works from published or copyrighted material, the material must be significantly altered. Significantly altered so that it does truly become the student's personal artistic voice and in the student's own personal style and expression. This policy is at the discretion of Mr. Hinkley and Mrs. Miller and/or administration.

Coffee Shop Series Explanation

The Coffee Shop Series is a summative experience in the form of a live performance that embodies what students take away from the essential questions during each quarter. During the week, students in this course are given thought provoking learning experiences about the creative process. Creative processes are unique to each individual because of the understanding and personal meaning they provoke or inspire. During this combined course of Art and Music, the creative process requires all the senses,- close observation, deep listening, thoughtful visuals, and keen combinations of being open to learning. Summative experiences are culminations of what is learned from the essential questions posed each week. Some examples of summative experiences are- written lyrics, artwork (drawings and paintings), that describes sounds, poetry, singing, and playing an instrument.

The Coffee Shop Series are live performances, meaning that there is an audience and students are performing before the audience. The experience mimics performances at coffee shops where the ambiance is exploratory, relaxed, and accepting. This experience gives students a stage to perform what they are learning in class and as individuals who are maturing into their identity awareness.

Essential questions are culled from the Music and Visual Arts Standards and based on the National Core Arts, 2016. We have taken the time to create questions that will cultivate thinking and meaningful answers that will help students develop ideas for class assignments and projects.

The Essential questions for the First Quarter entitled, *Learn What Your Tools Are* :

- 1.What conditions, attitudes, and behaviors support creativity and innovative thinking?*
- 2.What factors prevent or encourage people to take creative risks?*
- 3. How does knowing the contexts histories, and traditions of art forms help us create works of art and design?*
- 4.Why do artists follow or break from established traditions*