**Thomas Jefferson Middle School**

**Theater Arts Syllabus**

**2015/2016**

Welcome to the 2015/2016 School Year. My name is Ms. Devon Riley and I am the new Theater Arts teacher. I am very excited to begin my first year at Thomas Jefferson Middle School. Below you will find all the necessary information to help guide your student to a rewarding and successful year as a TJMS Theater Arts student.

**Contact Information**

Email: devon.riley@apsva.us (preferred contact) School Phone: 703-228-5900

**Course Description**

Thomas Jefferson’s Middle School’s theater and drama courses are designed to challenge students of all ability and talent levels to develop great self-expression, stage presence, artistic awareness, self-reflection, and acting skills through the art of stage performance.

IB learner profile provides the basis for our theatre curriculum, instruction and assessments. This course will create opportunities and experiences that will allow students to be genuine thinkers and inquirers, to increase their knowledge and encourage further connections across disciplines, to reflect upon themselves and their learning process, to become creative and critical thinkers, to be empowered to take responsibility for their own learning, to work effectively and cooperatively with others, to communicate ideas and thoughts confidently through different modes of expression, and to show respect and empathy for the feelings of others.

**Social Media and Communication**

ParentVue – I will use this platform to communicate with parents.

TJMS Theater Website: https://sites.google.com/a/apsva.us/tj-theater/

Twitter - @MsDevonRiley

Google Classroom – This learning platform for students and teachers. However, please ask your student to show their Google Classroom. This will provide an excellent opportunity for you see what is happening in our Drama/Theater Classroom. It will be used to assign and submit assignments; store learning materials like videos, scripts, and handouts; post reminders; have online discussions.

**Class Expectations**

1. Students should be on time and prepared.
2. Students will be brave and take risks.
3. Students will be active participant in class.
4. Students will show respect and support to their classmates, their teacher, and themselves.

**Calculations of Quarterly Grades**

|  |  |  |
| --- | --- | --- |
|  | **Formative Assessments***Assignments for “practice”* | **Summative Assessments***Assignments to show mastery* |
| Examples | * Personal Engagement
* Quizzes
* Informal discussions & written work
 | * Performances
* Projects & Presentations
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| Late Work Policy  | * Assignments are accepted through the end of the unit
 | * Assignments will be accepted through the end of the quarter.
* Students with missing summative assessments will receive an “incomplete” until the work has been submitted.
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* For summative tasks (i.e. end-of-unit assignments or tests), grades are calculated using the IB 8-point scoring rubric. IB scores will be entered into the gradebook, which converts the grade into the APS percentage. Students will receive IB rubrics at the start of each unit of study.
* Assignments may be differentiated to meet the needs of every student.

**GRADING SCALE FOR QUARTERLY GRADES**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Notes** |
| A | 90 - 100 | * Grades reflect student achievement, not behavior.
* Quarterly grades will round up when the percentage ends in .5 or higher.
* In addition to achievement, work habits as noted in the report card comments will be evaluated for each course using the following symbols: ! (Surpasses Expectations), # (Meets Expectations), ^ (Approaching Expectations), & N (Needs Improvement).
* All music classes except for 6th grade and Act II Chorus are year-long courses which do not offer a final exam. The final grade is calculated by equally weighting each quarter grade using quality points and not percentages, letter grades, number, or point systems.
 |
| B+ | 87 - 89 |
| B | 80 - 86 |
| C+ | 77 - 79 |
| C | 70 - 76 |
| D+ | 67 - 69 |
| D | 60 - 66 |
| E | 0 - 60 |
| I | NA |

#### IB MYP AIMS FOR ARTS

* create and present art
* develop skills specific to the discipline
* engage in a process of creative exploration and (self-)discovery
* make purposeful connections between investigation and practice
* understand the relationship between art and its contexts
* respond to and reflect on art
* deepen their understanding of the world.

#### IBMYP ASSESSMENT CRITERIA

|  |
| --- |
| **Arts** |
| **Criterion A: Knowledge and Understanding**1. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
2. demonstrate an understanding of the role of the art form in original or displaced contexts
3. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
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| **Criterion B: Developing Skills**1. demonstrate the acquisition and development of the skills and techniques of the art form studied
2. demonstrate the application of skills and techniques to create, perform and/or present art.
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| **Criterion C: Thinking Creatively**1. develop a feasible, clear, imaginative and coherent artistic intention
2. demonstrate a range and depth of creative-thinking behaviors
3. discuss the validity of a prediction based on the outcome of the scientific investigation
4. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.
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| **Criterion D: Responding**1. construct meaning and transfer learning to new settings
2. create an artistic response that intends to reflect or impact on the world around them
3. critique the artwork of self and others.
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**CONVERSION CHART FOR INDIVIDUAL ASSESSMENTS:**

**IB MYP Rubric Scores and Arlington Public Schools (APS) Grading Scale/Descriptors**

|  |  |  |
| --- | --- | --- |
| **IB** **Rubric Score** | **APS Descriptor** | **APS Grade** |
| **I****Incomplete** | "I" means that due to unusual circumstances, such as illness, assignments have not been completed and given to the teacher. Assignments must be completed within a three-week time period specified by the teacher. | **I** **Incomplete** |
| **0** | “E” means academic performance that * Demonstrates minimal understanding of course content
* Demonstrates inadequate growth in subject area
* Does not meet course expectations
 | **E** **Failure/ Unacceptable Achievement** |
| **1** |
| **2** | “D” means academic performance that * Demonstrates partial command of course content
* Demonstrates marginal growth in subject area
* Meet some, not all, course expectations
 | **D**  **Below Average Achievement/****Passing** |
| **3** | “C” means academic performance that * Demonstrates acceptable command of course content
* Demonstrates some growth in subject area
* Meets minimum course expectations
 | **C** **Average Achievement** |
| **4** |
| **5** | “B” means academic performance that * Demonstrates good understanding of course content
* Demonstrates noticeable growth in subject area
* Often surpasses course expectations
 | **B** **Above Average Achievement** |
| **6** |
| **7** | “A” means academic performance that * Demonstrates thorough understanding of course content
* Demonstrates significant growth in subject area
* Consistently surpasses course expectations
 | **A****Excellent Achievement** |
| **8** |

***Note: Teachers must assign IB scores based on their specific subject area descriptors. This chart is intended to show only the conversion from IB rubrics to APS letter grades.***