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Middle School Theatre Arts: Collaborative Play Production

Kasey Korth-Piles
kkorth@neisd.net

Chandra Tarro
ctarro@neisd.net

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Middle School Theatre Arts: Collaborative Play Production Project

Stage 1 – Desired Results			
Established Goals (e.g., standards) Strand 1: Perception Strand 2: creative expression/performance Strand 3: Historical and cultural heritage Strand 4: Critical evaluation	Transfer		
	<i>Students will independently use their learning to collaborate with peers to produce a cohesive play for an audience.</i>		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Understandings <i>Students will understand that theatre is a reflection of life.</i> <i>Students will understand, through collaboration with peers, different theatrical roles to produce a cohesive, well-rehearsed play.</i> </td> <td style="width: 50%; vertical-align: top;"> Essential Questions What leadership qualities do effective directors have? What does good work ethic look like in an actor? What makes a good play performance? How do the responsibilities of the technical director support the play? How will you utilize skills learned in this project outside of theatre? </td> </tr> </table>	Understandings <i>Students will understand that theatre is a reflection of life.</i> <i>Students will understand, through collaboration with peers, different theatrical roles to produce a cohesive, well-rehearsed play.</i>	Essential Questions What leadership qualities do effective directors have? What does good work ethic look like in an actor? What makes a good play performance? How do the responsibilities of the technical director support the play? How will you utilize skills learned in this project outside of theatre?
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Acquisition			
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Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric) Students will be given two final grades for this project. <ol style="list-style-type: none"> 1. Individual grade based on their specific role. 50% 2. Group grade based on their overall final performance. 50% 	<ul style="list-style-type: none"> ● Memorization and blocking ● Lights and sound cues & operation of equipment ● Characterization and Vocal Quality ● Effort and Cohesiveness, Detail and Stage Business ● Director’s blocking notations ● Director’s rehearsal notes ● Director’s Play Analysis ● Costume Designs ● Cue sheets ● Execution of cues ● Set design and ground plan
		<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Collaborating with peers to produce a cohesive play for an audience utilizing the rehearsal process and their prior knowledge of theatre.</p> <hr style="border-top: 1px dashed black;"/> <p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> ● Exit tickets after introducing new information ● Reflective journal entries and warm ups ● Collaborative learning discussions ● Character Analysis (actors) ● Play Analysis (director) ● set design (tech) ● Costume design (tech) ● Music and light cues (director/tech) ● Line checks (actors) ● Final reflection
Stage 3 – Learning Plan		
CODE (A, M, T) A	<p style="text-align: center;">Pre-Assessment</p> <p><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <ul style="list-style-type: none"> ● Teacher will check prior knowledge by having students participate in a Kahoots quiz to test vocabulary and the rehearsal process. 	

T, M	<p>Collaborative learning group discussion about collaboration and group work- discuss grading as a whole group. Project selected scripts on a document camera and assign students to read for characters and stage directions. Read through selected scripts as a class. This could take up to two days depending on the length of the scripts and your students' reading levels.</p> <p><u>Script Selection:</u> Each director has their own preference and style when it comes to material to select for scene work. The following scripts are suggestions, with links to where to purchase them. There are several free scenes available online, as well.</p> <p>Brooklyn Publisher's Ten Minute Skits & Plays: https://www.brookpub.com/default.aspx?pg=sl&stc=TMSP&cl=Ten+Minute+Skits+%26+Plays</p> <p>Playscripts: The Bullying Collection https://www.playscripts.com/play/2799</p> <p>For 6th grade: Thirty Short Comedy Plays for Teens https://www.amazon.com/Thirty-Short-Comedy-Plays-Teens/dp/1566081432</p>	
A	<p>Day 4 or 5:</p> <p>Teacher chooses students to be directors based on the Directing Applications turned in. It depends on your class size and make up, and the scene material. Choose the scripts first, then you can choose the number of directors.</p> <p>Handout the Group Project Contract. Directors should keep this with them at all times.</p> <p>Directors choose their tech director and cast their scripts. They should work through completing the group contract. If they finish early, the group will do a read through of the script together.</p>	Completed Group contract
A, T	<p><u>Week 2: Preparation and Blocking Rehearsals</u></p> <p>Day 6:</p> <p>Read through if they didn't get to it yesterday.</p> <p>Learning group discussion about preparation before the first rehearsal. Actors work on character analysis sheet, director works on play analysis, tech work on set design, ground plan. Rehearsal cannot begin until these items are complete. Group members should work as a team to complete them; encourage them to talk about theme, mood, and discuss characters together.</p>	Character Analysis Set Design/ground plan Play Analysis Cue writing begins
A, T		

T	<p>Day 7: Warm up: review blocking notations. When students finish prep work, blocking rehearsals may begin. Teacher works with one group at a time to pull set pieces and props so they can set up their set and begin blocking. Actors will have their scripts and a pencil and write down blocking notations as given by the director. Tech director will write cues and design costumes using activity sheets from the “Exploring Theatre” textbook.</p>	Daily grade for correct blocking notations
A, T, M		
A	<p>Day 8: Warm up: review memorization techniques. Blocking rehearsal. Students work with director to complete blocking and review blocking when it’s established. Tech director continues writing cues and costume designs.</p>	Weekly rehearsal grade using rubric.
	<p>Day 9: Run through of entire scene with completed blocking.</p>	
A, M, T	<p><u>Week 3: Work Through & Run Through Rehearsals</u> Day 15: Collaborative Learning Groups discussion: what is the difference between a work through and a run through? Why do directors need to switch between the two? Directors lead rehearsals either with a work through (start and stop, adjust) or a run through (take notes). Tech completes costume design and continues to write cues. Actors go over lines together at the end of class.</p>	Weekly rehearsal grade using rubric.
A, M, T	<p><u>Week 4: Work Through/Run Through & Off-Book</u> Day 16: Director conducts a run through with a line check. Director takes a tally of each time an actor needs to call for line. Actors are expected to be 100% memorized.</p>	Off-Book daily grade
A, M, T	<p>Day 17-20: Director leads run through and work through rehearsals while tech finalizes light and sound cues (make sure songs and sound effects are loaded on the ipad and added with modifications in GO Button or any software/equipment you use). Tech will write down all cues in their script as well as on the cue sheet. *If you have more than four groups, tech rehearsals will need to start at the end of this week.*</p>	Weekly rehearsal grade, cue sheet

A, M, T	<p><u>Week 5: Tech Rehearsals</u> Day 20-25: If you have 5 groups, you will need every day this week to give each group an entire class period to do their tech Q to Q rehearsal. Draw numbers, pick sticks, ABC order, whatever method works for you to choose who goes on what day. TIP: Do this 2 weeks ahead of time so the kids know what day they absolutely need to be in class for this particular rehearsal. *If you have more than four groups, dress rehearsals will need to start at the end of this week*</p>	Weekly rehearsal grade
M, T	<p><u>Week 6: Dress and Final Performances</u> Day 26 & 27: Dress rehearsals: two groups per day if you have four groups. Directors and tech will run the show as intended for performance. Teacher gives verbal feedback at the end of each run through.</p> <p>Day 28 & 29: Performances. Have two groups per day perform so they have ample time to set up and strike before and after each show. Film each performance and upload files to a shared Google Folder.</p> <p>Day 30: Critique and Evaluation. Students use iPads or own devices to watch their own play performance. Students will then discuss the essential questions with their group members. What challenges did they face during this project? If they could go back and change anything, what would they do differently and why? What was it like to work with a student director vs an adult director? With the last 15 minutes of class, students will write an individual critique of the project. This paper should be no less than three paragraphs covering the discussion questions.</p>	Weekly rehearsal grade; Final Performance Rubric; individually written critique