

# Theatre 101 Supporting Documents

## Part 1: Intro

1. Theatre is storytelling that incorporates all art forms
  - writing, performance, visual arts, movement, music
2. Theatre as a Collaboration
  - all art forms coming together to tell a story
  - multiple areas of theatre working together to create a production
    - playwright, director, actors, costume design, set design, lighting design, sound design, music director (if a musical), a choreographer (if movement), stage manager, and audience
3. Theatre as immersive educational tool
  - deepen understanding of by students stepping in the curriculum
  - aiding in developing empathy and connection to different perspectives

## Part 2: Exploring Content Through performance

### 1. Using Goldilocks and the 3 Bears For the Classroom

1. Activities to building to the performance
  - a. Students in Groups. Assign different scenes within the story to the various groups
  - b. Younger and older students can draw their set prior and share before performance.
  - c. Students with the Groups establish the place/setting of their scene using objects in the classroom creating a 3 dimensional playing space.
    - ex. using desks and chairs to create a dining room
  - d. Students discuss major moments within the scene to establish beginning, middle, and end.
2. The Performance
  - a. . Go through story chronologically
  - b. Student rehearse/practice their scene
  - c. Students perform scene once
  - d. Students perform again with teacher asking the actors questions about what they are experiencing and their thoughts in the scene.
    - How, Who, what, when, where, why of the scene.
    - ex. Baby bear how did you feel when you saw Goldilocks in your bed?  
Mama Bear what flavor porridge did you serve for breakfast?

### Online Modifications

Much more individually oriented

1. Drawing the Setting
  - students will do this individually and share into the camera when the time comes for their classes performance.
2. . Performance Facilitation & Framing Ideas
  1. Call and response
    - a. Teacher lead
    - b. Students will frame their faces in the window of the platform
      - think "close up"
    - c. Teacher will mute students not performing and/or stop video feed so just those performing are in view
    - d. Teacher will guide students through their scene and ask the different students, whom are playing the characters the HOW, WHO, WHAT, WHEN, WHERE, WHY they are experiencing.
  2. Entrance and Exits
    - a. Students will enter off screen to begin scene and exit off to finish scene

3. Whole Group Facilitation
  - a. Whole class participation
  - b. Students close their eyes and take on the role of the characters in their mind
  - c. The teacher goes through the story scene by scene and ask the HOW, WHO, WHAT, WHEN, WHERE,
    - ex. WHY to students to gather their perspectives as they journey through the story.
- 4 . Hot Seating (can be used in classroom and online for performance)
  - a. Individual activity
  - b. Students in role as a character
  - c. The teacher and classmates ask the character about their experiences in the story

### Part 3: Exploring Content Through Elements of Design

#### 1. The Setting

##### For The Classroom & Online

- a. Using paper and colors, students can design their spaces and share
- b. Students create a 3 dimensional space they can explore and perform within

##### Online

- students can use their room or space they are working in (if parents allow)
- can do virtual tour via computer or with phone
- using action figures, students can create the scene if parents won't allow access to the space

##### In Class

- students create 3 dimensional space that whole class can explore
- ex. Goldilocks and the 3 bears
  - students are broken upon into groups and each group recreates different moments/the setting of the story using classroom items: the moment with the 3 chairs, the discovery of the porridge, etc. Then students will be able to explore the story on the life sized model they created.

#### 2. Music/Sound

##### The Classroom & Online

- a. Students can submit theme music or their character's favorite song
- b. Students help facilitate a playlist for the teacher
- c. For younger students, the facilitator can present choices and build a playlist that way.

#### 3. Costume Design/Character Fashion

##### For the Classroom

1. Students create a costume design for their favorite character or assigned character using a handout template
2. Students can bring items from home and can do a fashion show in the classroom.

##### Online Modifications

1. Students can print a template, draw their designs, and present their designs in the camera to the class. If they are able to take a picture, scan, and email the teacher can present the images during class.
2. Students can still participate in a fashion show at home. They will show off their costumes one by one and talk about them.

### Part 4: Exploring Content Through Theatrical Collaboration

Here are a few examples of how multiple theatrical elements can be utilized in a lesson.

-Multiple elements working together to deepen understanding

#### Example Using History

Students will create the space, improvise scenes, create informed costume designs, and add music to create mood within their performance

1. Students are given a moment in history
2. Students research what people of the time wore can create a costume design
3. Students draw/design the setting of the moment in history
4. Students then create a 3 dimensional version using classroom items, their room, action figures
  - students are using their imagination
  - creates the boundaries of the acting space

5. Students find music or sounds that fits that moment in history.
  - can be played during performance to help with mood.
  - ex. night time crickets, top song of the time
6. Students rehearse
  - using that moment in history has their bases for the scene
  - students incorporate the major moments of that event
  - it's important there is more doing and less talking
7. The performance
  - a. Students perform once
  - b. Students perform again with the teacher asking questions about their "character's" point of view and deepen understanding of the moment
    - ex. How does "x" feel at this moment? Why? Where are we?
    - What has happened that lead to this moment?
    - if students get lost or say "I don't know" have them imagine "as if" they were those people in that time period under those circumstances. What would they do?

#### Example 2: Math Music Video

1. Students take a mathematical concept and create a song
2. Students set it to music of their choice
3. Students create a costume design or make clothing choices for their music video
4. Students shoot their video using free apps or present live to the class
5. Present it to class via Computer, Screen, or live