

## Standards-Based Lesson Template

<b>Submission Date</b>	2014-07-16 23:55:19
<b>Teacher:</b>	Lindsay Bryan
<b>Class:</b>	Drama 3-8
<b>Lesson/Unit Title:</b>	Why do we create theatre?
<b>Abstract/summary of lesson:</b>	Students will answer the question "Why do people create theatre" using digital resources as means of research and submission of a final product.
<b>Students will know...</b>	Students will know why they feel compelled to do theatre and will be able to express why other people participate in the arts as well.
<b>Students will be able...</b>	Students will be able to clearly articulate their findings about why others participate in creating drama and why they themselves create drama. Students will be able to find credible sources and cite them correctly. Additionally, students will be able to create and edit a blah.
<b>Standards/Skills addressed</b>	Derivation of Meaning from Works of Theatre 4.3 Develop a thesis based on research as to why people create theatre.
<b>Performance tasks/projects:</b>	We will be creating a blog which will be graded on:  creativity credibility of sources mechanics thoroughness
<b>Test and quiz questions or essay prompts:</b>	Why do people create theatre?
<b>Other evidence to be used (e.g., observations, evaluation of work samples, discussion):</b>	There will be a lot of class discussion to begin this assignment as everyone is drawn to theatre for a personal reason. I hope the discussion will be a springboard for them to write and reflect about their own personal experiences while at the same time gleaning information from their peers.
<b>Student self-assessments:</b>	All student submissions will be self-assessments based on their self-reflection of why they are involved in theatre (and hopefully, furthering their reflection to answering what they hope to get out of their theatre experience).
<b>Objectives</b>	Students will be able to discuss what draws people to theatre by analyzing other people's motivations and personal motivations.
<b>Motivation:</b>	Students will get more out of their theatre experience if they can verbalize what draws them to the arts and what they hope in getting out of their involvement.

**Presentation:**

I will start our exploration of this question by having students read the following article:

<http://theatrewashington.org/content/7-reasons-why-theatre-makes-our-lives-better>

Then we will discuss the article generally, then add specific examples not mentioned in the article, then make it personal. Students will talk in small groups and then we will bring the whole class together to discuss.

**Application/Activities:**

Literacy-- analyzing a sophisticated article  
Oral language-- clearly articulating one's thoughts  
Blogging (through my school website)

**Materials needed:**

Digital device (students can read the article on their device and work on their blog entries as well).

**Assessment/Evaluation:**

We will be creating a blog which will be graded on:

creativity  
credibility of sources  
mechanics  
thoroughness

**Closure/Reflection:**

As we go through the year, students can modify their original ideas of why they do theatre. Blogging, like theatre, is an ever-evolving entity. Students will appreciate that there isn't a right or wrong in their ideas but they must be able to know what those ideas are and to articulate them. The arts are a safe zone for students.

## Standards-Based Lesson Template

<b>Submission Date</b>	2014-07-21 20:03:36
<b>Teacher:</b>	Elizabeth Holtan
<b>Class:</b>	Drama 7th/8th grade
<b>Lesson/Unit Title:</b>	Careers in Theater
<b>Abstract/summary of lesson:</b>	Students will learn about the many job/career possibilities and skills needed in the performing arts through lecture, power point, and hands on activities when applying basic skills to scenes performed in drama class.
<b>Students will know...</b>	<p>Students will identify and define different jobs and skills needed to complete a production in musical theater.</p> <p>Know the following jobs:</p> <ul style="list-style-type: none"><li>Director</li><li>Music Director</li><li>Stage Manager</li><li>Scenic Designer</li><li>Audio Engineer</li><li>Lighting Designer</li><li>Costume Designer</li><li>Property Manager</li><li>Make-up Artist</li><li>House Manager</li><li>Publicity Manager</li></ul>
<b>Students will be able...</b>	Students will be able to identify and define the major jobs in musical theater including what skills are needed to complete each job.
<b>Standards/Skills addressed</b>	5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Careers and Career-Related Skills 5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field
<b>Performance tasks/projects:</b>	Students will use job descriptions and vocabulary to create a crossword puzzle and/or word search. Student will choose 1 job from the list and research skills needed to complete that job.
<b>Test and quiz questions or essay prompts:</b>	Test: Students will define the following jobs and describe what skills are needed for each job: <ul style="list-style-type: none"><li>Director</li><li>Music Director</li><li>Stage Manager</li><li>Scenic Designer</li><li>Audio Engineer</li><li>Lighting Designer</li><li>Costume Designer</li><li>Property Manager</li><li>Make-up Artist</li></ul>

House Manager  
Publicity Manager

What job appeals to you the most and why?

**Other evidence to be used (e.g., observations, evaluation of work samples, discussion):**

Students will be observed discussing the jobs and skills needed for each job.

**Student self-assessments:**

Students will reflect on the jobs needed in theater and describe 1 job and why that job is important.

**Objectives**

Students will identify and define different jobs and skills needed to complete a production in musical theater.

**Motivation:**

The lesson will be introduced with a short slide presentation of pictures from my internship and the many areas of work in the theater. Including one basic item needed to complete each job for the student to have a "hands on" experience.

**Presentation:**

The lesson will be presented with a power-point using guided discussions about each job.

**Application/Activities:**

Students will create a crossword using the jobs and their descriptions. Students will then identify materials used in each job and match them to the correct job.

**Materials needed:**

Play script, music score, head-set, set piece, microphone, lights, costume, prop, make-up, tickets, newspaper advertisement.

**Assessment/Evaluation:**

Students will define the following jobs and describe what skills are needed for each job:

Director  
Music Director  
Stage Manager  
Scenic Designer  
Audio Engineer  
Lighting Designer  
Costumer Designer  
Property Manager  
Make-up Artist  
House Manager  
Publicity Manager

Students will identify one job that they find interesting and explain why.

**Closure/Reflection:**

Students will be reminded of the many jobs and careers in the performing arts and restate one job and the skills needed to complete that job. Student will trade crossword puzzles with a neighbor and complete that puzzle for homework. All of these jobs will be needed and used in the production of class scenes. As the year progresses, each student will have a chance to participate in many of these jobs for class projects.