

Erin Boodey

Teacher Planning for Theatre

Due 2/12/2019

1. Unit outline~ Disney with an Acting & Directing Focus

- a. I want this unit's lessons to flow into one another and build upon each previous day's work. So I want to start out with creating a production concept and what that means and what the director's job entails. Then I want to take known Disney characters (non-leads) and create a backstory to them and what and why that is important to know and create for each character-large or small. Then I want to have them create monologues or scenes based on their backstories as if this were apart from a full script. After that, I want them to create a prop/accessory that fits into said script/scene/monologue that is unconventional. Then, I want to do a class on auditioning on different ways to hold them and what to look for. After that, then I want them to know how to advertise for this Disney-themed production that they created.
- b. The target audience~ High School Students~ Theatre Classroom

Fantasia lesson:

- c. Basic Idea: creating a production concept
- d. Purpose: to prepare students to direct a show with the most real-world work/experiences as possible.

- e. UDL/UBD:
 - i. Working with a partner
 - ii. Using materials to create the concept vs a drawing
- f. Fits in how: This lesson gives students the opportunity to learn about roles that a director does before the rehearsal process starts and why a cohesive idea/production concept is important to a show. While showing that there is no one way to produce a show in what style they want to use because of the use of a song being the production in question.
- g. Standards
 - i. TH: Cr2-Ib. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
 - ii. TH: Re8.1.I.c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Chill'n Villian lesson:

- h. Basic Idea: create a backstory to a non-lead Disney character
- i. Purpose: understanding why a character is the way they are and why this is important in building a character for the actors and the director.
- j. UDL/UBD:

- i. doing this with a partner
 - ii. use a graphic organizer
 - iii. use a dictation software
- k. Fits in how: This lesson is a building block for other character work that will be done throughout the year. This lesson creates well-rounded characters and actors which is important to directors and is an important thing to know as a director in working with actors and getting them where they need to be for production.
- l. Standards
 - i. TH: Cr1.1.II. c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
 - ii. TH: Pr4.1.I. a. Examine how character relationships assist in telling the story of a drama/theatre work.
 - iii. TH: Pr4.1.I. b. Shape character choices using given circumstances in a drama/theatre work.

Spotlight on Me lesson:

- m. Basic Idea: write a scene/monologue based on a classic Disney movie possible style choice of doing it as a TV series
- n. Purpose: work on writing in stylistic choices
- o. UDL/UBD:

- i. Using a partner
 - ii. Using dictation software
- p. Fits in how: To be a great director you need to know how to write a scene/monologue in order to understand how stories are formed and what makes an impactful story. Also, writing a character helps to build an understanding on how to portray a complex character.
- q. Standards
 - i. TH: Cr1.1.II. c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
 - ii. TH: Pr4.1.I. a. Examine how character relationships assist in telling the story of a drama/theatre work.
 - iii. TH: Pr4.1.I. b. Shape character choices using given circumstances in a drama/theatre work.

Dinglehopper lesson:

- r. Basic Idea: using a prop
- s. Purpose: reimagining how items can be used
- t. UDL/UBD:
 - i. doing this with a partner
 - ii. accessing pre-created props
 - iii. having internet access to pull ideas off of

- u. Fits in how: Reimagining how items can be used gives students an idea of what happens in real theatres. It helps to create creative problem solving which happens a lot in theatre and it helps build understanding in other jobs inside the theatre.
- v. Standards
 - i. TH: Cr1.1.II. b. Understand and apply technology to design solutions for a drama/theatre work
 - ii. TH: Cr3.1.I. c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

Cast Member Lesson:

- w. Basic Idea: types auditions
- x. Purpose: to show multiple audition styles and to work on what should be noticed at auditions
- y. UDL/UBD:
 - i. Have students sign up for what style they prefer to act in
- z. Fits in how: Gives students real-world experience in preparing for different types of auditions that they can experience or host. Shows them what directors find important in having auditions and why certain shows call for certain auditions.
- aa. Standards

- i. TH: Cr3.1.I. b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- ii. TH: Pr5.1.I.a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Adverts lesson:

- bb. Basic Idea: working with advertisement
- cc. Purpose: show students why we advertise and how to advertise
- dd. UDL/UBD:
 - i. work with a partner
 - ii. using dictation software
- ee. Fits in how: This shows students another form of a job in the theatre as well as working on research skills and real-world applications that can be used in other disciplines. Shows how local theatres use advertisements to their advantage and how to possibly advertise their own shows in the area in new ways. As well as getting more involved with what's happening in their community.
- ff. Standards
 - i. TH: Cn11.2.Ia. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

- ii. TH: Cn11.2.Ib. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

2. Unit lesson plans

- a. See pages below
- b. Song for Fantasia lesson link: [Life~Ludovico Einaudi \(song\)](#)

3. Unit Abstract

- a. I want this unit to be a way to breach the subject of directing and working on how to help actors get to where they need to be. I chose Disney as an over-arching theme for everyone knows about some level of the company. Whether it's their movies, the parks or Broadway, people recognize Disney. Disney has such breadth in what they do that makes it possible to demonstrate topics in a cohesive and thorough manner. Each lesson was created with an emphasis of UDL in their design with possible routes that students can do/use. The lesson plans are created with high schoolers in mind where they already have a basic understanding of theatre knowledge. Lesson topics include; creating a production concept, creating a multiuse prop, character work, auditioning, writing a monologue/scene, and advertisement.

ERIN BOODEY

Disney Unit - Fantasia

LEVEL HIGH SCHOOL DATE TBD

OBJECTIVES:

1. TO GET STUDENTS TO UNDERSTAND WHAT A DIRECTOR IS/ DOES
2. TO GET STUDENTS TO CREATE A PRODUCTION CONCEPT

UDL OPTIONS:

INSTEAD OF CREATING DOING THIS BY THEMSELVES WORK WITH A PARTNER
USE MATERIALS TO CREATE THE CONCEPT VS A DRAWING

SUMMARY OF TASKS/ACTION:

1. AS A CLASS THINK OF THE ROLES THAT A DIRECTOR HAS AS A DISCUSSION. KEEP AND SAVE LIST TO GO BACK TO AT THE END OF THE UNIT.
2. DEFINE WHAT IS A PRODUCTION CONCEPT AND HOW TO CREATE ONE.
3. HAVE STUDENTS LISTEN THE MUSIC ONE TIME THROUGH WITH A EMPTY MIND.
4. HAND OUT A PIECE OF PAPER AND TELL THEM TO JUST DOODLE/MARK THE PAPER AS THEY SEE FIT TO MATCH THEIR INTERPRETATION OF THE MUSIC.
5. HAVE THEM THEN WRITE OUT AN IDEA OF WHAT THIS MUSIC COULD BE PRODUCED AS. (IS IT IN A HAPPY PART OF A SHOW? SAD PART? WHAT THE CHARACTERS LOOK LIKE? ETC)
6. SKETCH OUT A CHARACTER COSTUME OR SET

MATERIALS:

- PAPER
- DRAWING/WRITING IMPLEMENT
- WHITEBOARD/SMART SCREEN
- MARKERS
- CRAYONS
- [HTTPS://YOUTU.BE/FY2ZF2KS-9E](https://youtu.be/fy2zf2ks-9e)

STANDARDS:

TH: CR2-IB. INVESTIGATE THE COLLABORATIVE NATURE OF THE ACTOR, DIRECTOR, PLAYWRIGHT, AND DESIGNERS AND EXPLORE THEIR INTERDEPENDENT ROLES IN A DRAMA/THEATRE WORK. TH: RE8.1.I.C. JUSTIFY PERSONAL AESTHETICS, PREFERENCES, AND BELIEFS THROUGH PARTICIPATION IN AND OBSERVATION OF A DRAMA/THEATRE WORK.

ERIN BOODEY

Disney Unit - Chill'n Villain

LEVEL HIGH SCHOOL DATE TBD

OBJECTIVES:

1. CREATE A BACKSTORY TO A CHARTER
2. UNDERSTAND WHY THIS IS A IMPORTANT STEP IN THE REHEARSAL PROCESS
3. WHY THE DIRECTOR SHOULD KNOW CHARTERS BACKSTORIES

UDL OPTIONS:

- DOING THIS WITH A PARTNER
- USE A GRAPHIC ORGANIZER
- USE A DICTATION SOFTWARE

SUMMARY OF TASKS/ACTION:

1. HAVE A DISCUSSION ON WHY CREATING BACKSTORIES ARE IMPORTANT AS AN ACTOR AND WHY DIRECTORS SHOULD KNOW THEM TOO.
2. HAVE STUDENTS (OR PARTNERS) PULL A DISNEY CHARTER NAME OUT OF A HAT THAT IS A NON LEAD.
3. HAVE THEM THEN CREATE A BACKSTORY THAT IS BELIEVABLE AND CAN BE BACKED UP BY THE MOVIE OR TRADITIONAL TALE.
4. HAVE THEM TURN AND DISCUSS THEIR BACKSTORIES WITH ANOTHER STUDENT/PAIR AND QUESTION THEM ON ASPECTS OF THEIR STORY TO SEE IF THEY CAN BACK UP THEIR REASONS ON WHY THIS IS BELIEVABLE.

MATERIALS:

- PAPER/GRAPHIC ORGANIZERS
- HAT WITH CHARTERS ON STRIPS OF PAPER
- POSSIBLE DICTATION SOFTWARE

STANDARDS:

TH: CR1.1.II. C. USE PERSONAL EXPERIENCES AND KNOWLEDGE TO DEVELOP A CHARACTER THAT IS BELIEVABLE AND AUTHENTIC IN A DRAMA/THEATRE WORK. TH: PR4.1.I. A. EXAMINE HOW CHARACTER RELATIONSHIPS ASSIST IN TELLING THE STORY OF A DRAMA/THEATRE WORK. TH: PR4.1.I. B. SHAPE CHARACTER CHOICES USING GIVEN CIRCUMSTANCES IN A DRAMA/THEATRE WORK.

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Disney Unit - Spotlight on Me

LEVEL HIGH SCHOOL DATE TBD

OBJECTIVES:

1. CREATE A SCENE OR MONOLOGUE BASED OFF OF THE BACKSTORY/BACKGROUND WORK FROM THE DAY BEFORE

UDL OPTIONS:

- DOING THIS WITH A PARTNER
- USE A DICTATION SOFTWARE

SUMMARY OF TASKS/ACTION:

1. HAVE A DISCUSSION ON WHY CREATING BACKSTORIES ARE IMPORTANT AS AN ACTOR AND WHY DIRECTORS SHOULD KNOW THEM TOO (IF NOT DONE IN THE LAST CLASS).
2. HAVE STUDENTS (OR PARTNERS) CREATE A SCENE OR MONOLOGUE BASED OFF OF THEIR BACKSTORY THAT THEY CREATED.
3. HAVE THEM THINK OF A PROP AND OR INCLUDE PROP IN THEIR WRITING IN PREPARATION FOR NEXT CLASS.
4. TURN TO A NEW PAIR/PARTNER TO SEE IF THE WRITTEN WORK HOLDS UP.

MATERIALS:

- PAPER/GRAPHIC ORGANIZERS FROM THE DAY BEFORE
- COMPUTERS OR PAPER&PENCILS
- POSSIBLE DICTATION SOFTWARE

STANDARDS:

TH: CR1.1.II. C. USE PERSONAL EXPERIENCES AND KNOWLEDGE TO DEVELOP A CHARACTER THAT IS BELIEVABLE AND AUTHENTIC IN A DRAMA/THEATRE WORK. TH: PR4.1.I. A. EXAMINE HOW CHARACTER RELATIONSHIPS ASSIST IN TELLING THE STORY OF A DRAMA/THEATRE WORK. TH: PR4.1.I. B. SHAPE CHARACTER CHOICES USING GIVEN CIRCUMSTANCES IN A DRAMA/THEATRE WORK.

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Disney Unit - Dinglehopper

LEVEL HIGH SCHOOL DATE TBD

OBJECTIVES:

1. CREATE/USE A PROP IN A NEW/UNCONVENTIONAL WAY THAT FITS INTO THE WRITTEN WORK FORM THE DAY BEFORE

UDL OPTIONS:

DOING THIS WITH A PARTNER
ACCESSING PRE-CREATED PROPS
HAVING INTERNET ACCESS TO
PULL IDEAS OFF OF AND PRINT THE
PICTURE TO MARK THE SIZING

SUMMARY OF TASKS/ACTION:

1. IN USING THE WRITTEN WORK FORM THE DAY BEFORE DECIDE ON A PROP THAT CAN BE USED IN AN UNEXPECTED WAY.
2. DESIGN THE PROP USING CORRECT MEASUREMENTS IN DRAWING TO SCALE. (THIS INCLUDES PULLED PROPS AS WELL. BOTH NEED TO BE SHOWN IN A DRAWING.)
3. BUILD OR PULL RECREATED PROPS THAT FIT THE WRITTEN WORK.
4. POSSIBLE ADDITION: CREATE A NAME FOR THIS NEW PROP

MATERIALS:

- CRAFT SUPPLIES (GLUE STICKS, POPSICLE STICKS, PIPE CLEANERS)
- ACCESS TO PROPS AREA

STANDARDS:

TH: CR1.1.II. B. UNDERSTAND AND APPLY TECHNOLOGY TO DESIGN SOLUTIONS FOR A DRAMA/THEATRE WORKTH: CR3.1.I. C. REFINE TECHNICAL DESIGN CHOICES TO SUPPORT THE STORY AND EMOTIONAL IMPACT OF A DEvised OR SCRIPTED DRAMA/THEATRE WORK.

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Disney Unit - Cast members?

LEVEL HIGH SCHOOL DATE TBD

OBJECTIVES:

1. UNDERSTAND DIFFERENT AUDITIONING STYLES
2. WHAT TO NOTICE IN AN AUDITION

UDL OPTIONS:

ALLOWING STUDENTS TO CHOSE WHAT STYLE AUDITION THAT THEY WANT TO PARTICIPATE IN

SUMMARY OF TASKS/ACTION:

1. HAVE A DISCUSSION IN CLASS ON WHAT AN AUDITION IS AND WHAT TYPES THERE ARE.
2. FOR A COLD READING HAVE 3ISH DIRECTORS WATCH THE AUDITIONS AND TAKE NOTES AS THEY WOULD.
3. FOR MEMORIZED HAVE A DIFFERENT GROUP OF DIRECTORS WATCH THE AUDITIONS AND TAKE NOTES.
4. HAVE A MOVEMENT SECTION OF AN AUDITION AND HAVE A NEW GROUP DO THE SAME THING.
5. HAVE AN IMPROVE SECTION OF AN AUDITION AND HAVE THE NEW GROUP DO THE SAME THING AS THE OTHER GROUPS.
6. HAVE A DISCUSSION AT THE END ON WHAT WERE THE PROS AND CONS OF EACH TYPE. ALSO WHAT PEOPLE WERE NOTING AND WHAT THEY MIGHT WANT TO NOTE NEXT TIME.

MATERIALS:

- SELECT SCENES/MONOLOGUES FOR A COLD READING
- PAPER AND PENCILS

STANDARDS:

TH: CR_{3.1.I}. B. EXPLORE PHYSICAL, VOCAL AND PHYSIOLOGICAL CHOICES TO DEVELOP A PERFORMANCE THAT IS BELIEVABLE, AUTHENTIC, AND RELEVANT TO A DRAMA/THEATRE WORK. TH: PR_{5.1.I.A}. PRACTICE VARIOUS ACTING TECHNIQUES TO EXPAND SKILLS IN A REHEARSAL OR DRAMA/THEATRE PERFORMANCE.

ERIN BOODEY

Disney Unit - Adverts

LEVEL HIGH SCHOOL DATE TBD

OBJECTIVES:

1. UNDERSTAND DIFFERENT WAYS OF ADVERTISING A SHOW AND THE BANKING THAT GOES INTO IT
2. RESEARCH HOW LOCAL THEATRES DO IT

UDL OPTIONS:

WORK WITH A PARTNER
USING DICTATION SOFTWARE
CREATING A PICTURE BOARD OF IDEAS/LOCAL THEATRES

SUMMARY OF TASKS/ACTION:

1. HAVE A DISCUSSION IN CLASS ON WHAT MARKETING IS AND WHY IT IS IMPORTANT.
2. WORKING ALONE OR IN PAIRS RESEARCH WAYS TO MARKET A SHOW.
3. HAND OUT BUDGETS FOR STUDENTS TO HAVE THEM CREATE THEIR OWN MARKETING PLAN FOR THEIR OWN PRODUCTION OF THEIR PREVIOUS WORK OF THIS UNIT.
4. HAVE THE STUDENTS RESEARCH LOCAL THEATRES AND NOTE THEIR MARKETING STRATEGIES AND WHY THEY THINK THAT IT IS THE WAY IT IS.
5. HAVE STUDENTS SHARE WHAT MARKING STRATEGIES THAT THEY FOUND AND WHAT THEY COULD AFFORD TO SPEND ON THEIR BUDGETS.

MATERIALS:

- COMPUTERS
- PAPER AND PENCILS OR WORD ON THE COMPUTER

STANDARDS:

TH: CN11.2.IA. RESEARCH HOW OTHER THEATRE ARTISTS APPLY CREATIVE PROCESSES TO TELL STORIES IN A DEVISED OR SCRIPTED DRAMA/THEATRE WORK, USING THEATRE RESEARCH METHODS. TH: CN11.2.IB. USE BASIC THEATRE RESEARCH METHODS TO BETTER UNDERSTAND THE SOCIAL AND CULTURAL BACKGROUND OF A DRAMA/THEATRE WORK.