

Shannon Paulgaard
Drama 10/20/30 Unit

Theatre for Young
Audiences

A Directing/Playwriting/Technical Theatre
Unit

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Rationale

Famous playwright, Oscar Wilde once said that he regarded theatre as the greatest of all art forms. He said it is the most immediate way in which a human being can share with another the sense of what it is to be a human being.

“The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills” (TRM)

Drama teaches students to feel, and helps them come into their own. It teaches students not only to feel comfortable with their autonomy, but also to understand others and the world around them. It gives them valuable school and life skills that they can carry with them however they so choose. Drama fosters empathy and helps to create whole people.

Theatre for Young Audiences is incredibly important as it can foster a love and appreciation for theatre at a young age. Teaching young audiences about life through a dramatic medium has the possibility to turn them into more caring, intuitive, and creative human beings.

What does a world wherein which we don't teach drama look like? It looks like students having to discover their passion alone. It looks like students not being able to connect to curriculum. It looks like a very mundane and dull world.

Unit Objective

And skills required in achieving the objective...

In this unit, students will create and perform TYA plays on Robert Munsch stories in groups. They will tour these plays to local Elementary Schools. The 10's will focus on Costume/Properties in a Technical Theatre Unit, the 20's on Playwriting, and the 30's on Directing.

In order to be successful within this unit, students will need to know how to put a show together. They will learn to do this throughout the unit with coaching and with experimentation to see what works well with their group.

They will also need to know how to write a script, create relevant props and costumes for their script, and create an artistically unified piece. They will do this throughout the unit with a lot of discussion about how they can all make their parts cohesive and unified to look like one production. Lastly, they will need to understand some elements of TYA, which they will come to understand and apply through several group discussions and exercises.

Unit Overview

Lesson 1: TYA Orientation and Final Assignment Introduction

TSW create and perform a successful game of Fairy Tale Circle.

Welcome Circle, Book Read, Unit Discussion, Group Assignments, Trust Walks, Trust Circle, What is TYA?, Fairy Tale Circle.

Costume/Properties 1, Playwriting 1, Directing 1.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5

Lesson 2: Nursery Rhyme Tableaux

TSW create and perform tableaux based on nursery rhymes.

Welcome Circle, Book Read, Dragon Tag, 10 Up/Down, Project Discussion/Book Choice, Nursery Rhyme Practice/Performance.

Costume/Properties 4, Playwriting 1/4, Directing 1.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5

Lesson 3: Script Creation

TSW create and develop a 1st draft of their final script, costume sketches, and story ideas/notes.

Welcome Circle, Book Read (What was the plot of the story?), Hug Tag, Plot Graph of Munsch Story, Write/Sketch/Directors Book, Prui.

Costume 6/5/3, Playwriting 1/3/4/5/7/8/9, Directing 3/4/5.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5

Lesson 4: Script Workshop

TSW workshop scripts and designs with other students.

Welcome Circle, Book Read, Walk Around Like..., Who Am I?, Writing/Drafting, Trust Walks, Peer Review Time, Auditions, Fruit Basket.

Costume 1/2/3/5/6, Properties 1/2/3/6/7, Playwriting

1/2/3/4/5/7/8/9/10/11/12/13, Directing 1/2/3/5

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 5: Final Script/Notes/Designs Hand In
TSW create and turn in a finalized copy of their script/notes/designs.

Welcome Circle, Book Read, Ninja, Splat!, Writing/Editing/Design Time, Worksheets, Sit/Stand/Lie.

Costume 1/2/3/5/6, Properties 1/2/3/5/6/7, Playwriting 1-13, Directing 1/2/3/4/5/7/8

OBSERVATION AND PARTICIPATION CHECKLISTS OUT OF 5.
MARKS FOR WORKSHEETS AND FINAL
DESIGNS/SCRIPTS/NOTES.

Lesson 6: Read Through/Critique Day

TSW critique a TYA performance based upon their understanding about playwriting, directing, and costume/prop design.

Welcome Circle, Book Read, Ships Ahoy, Wink/Handshake Murder, Alice in Wonderland Critique, Play Read Through, Shazzam.

Costume 1-6, Properties 1-7, Playwriting 1/3/6/9/10, Directing 1/2/3/7.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.
CRITIQUE SHEET HAND IN FOR COMPLETE/INCOMPLETE.

Lesson 7: Disney Day!

TSW demonstrate their TYA knowledge in a 2 minutes Disney Play Production. TSW have a successful first play rehearsal.

Welcome Circle, Book Read, Dum Dum Song, Disney Clips, Disney Rehearse, Perform, TYA Play Rehearsal.

Costume 1, Properties 1, Playwriting 1, Directing 2/3

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 8: Rehearsal

TSW create and perform a successful play rehearsal.

Welcome Circle, Book Read, Dum Dum Song, How Do We Rehearse?, Rehearsal.

Costume 7, Properties 8, Playwriting 1/3, Directing 1/6/7/8/9/10.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 9: Blocking/Prop/Costumes

TSW create and design their blocking and prop/costume lists for their play.

Welcome Circle, Book Read, HASH, Prop/Costume/Blocking Notes Talk, Work Time, Story Circle.

Costume 2/4/7/8, Properties 2/4//5/7/8, Playwriting 1/3, Directing 1/6/7/8/9/10.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

COSTUME/PROP PLOTS FOR COMPLETE.INCOMPLETE MARK.

Lesson 10: Rehearsal

TSW create and perform a successful play rehearsal.

Welcome Circle, Book Read, Prui, Dum Dum Song, Rehearsal, Ships Ahoy.

Costume 7, Properties 8, Playwriting 1/3, Directing 1/6/7/8/9/10.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 11: Rehearsal

TSW create and perform a successful play/dress rehearsal.

Welcome Circle, Book Read, Brown Squirrel, 10 Shake Down, Rehearsal.

Costume 7, Properties 8, Playwriting 1/3, Directing 1/6/7/8/9/10.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 12: Performance

TSW create (direct/write/design) TYA shows based on Robert Munsch Books and perform them to an elementary audience.

Dress Rehearsal, Brown Squirrel, 10 Shake Down, School Performances.

Costume 7, Properties 8, Playwriting 1/3, Directing 1/6/7/8/9/10.

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 10.

Lesson 13: Reflection

TSW reflect on their TYA experience and play a successful round of Fairy Tale Circle.

Welcome Circle, Book Read, Dum Dum Song, Space Jump, Two Lines, Reflection, Fairy Tale Circle.

REFLECTION COMPLETE/INCOMPLETE MARK.

Teacher: Shannon Paulgaard Subject/Grade: Drama 10.20.30
Unit/Topic: TYA Date/Time: April 4, 2016 10:15-11:40

Related SLO's:

Costume/Props (1)

Playwriting (1)

Directing (1)

Objective (What will the student's do?):

PEAK: The students will create and perform a successful round of Fairy Tale Circle.

Assessment (How will you know the students have reached the objective?):

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Materials and Equipment:

"Where the Wild Things Are" – by Maurice Sendak

Unit Paper Handouts

Fairy Tale Circle Cards

Computer with Links to TYA videos:

<https://www.youtube.com/watch?v=QWwYt3O-MAo>

<https://www.youtube.com/watch?v=NztVRbd-wgM>

<https://www.youtube.com/watch?v=T9Y98dFSL4Q>

<https://www.youtube.com/watch?v=HRQOWgMhv6I>

<https://www.youtube.com/watch?v=HeZfIUy8iHY>

Procedure: (Transitions in Brackets) *Teacher's Script in Italics*

Introduction (Done by 11:00)

Welcome back to class everyone! I hope you all had a good reading break! I am very excited to start our new unit today! I will explain it in a moment. Today will be a lot of talking about our new unit and playing some games that will help us get back into the swing of things.

We are doing a unit on Theatre for Young Audiences. Who thinks they can give me a rough definition of what that is. Let students answer. It is theatre that is created by older people (teenagers/adults) for people younger than them (children). It is created with children in mind usually. We are going to talk a lot about what TYA (for short) involves and we are going to get a chance to critique a TYA performance. For this unit, we will start each day by being read to. It will replace our QOTD, but it will really get us into the mindset of this unit for each class.

Read, "Where the Wild Things Are"

Now we're going to do some trust warm up exercises. I need you to all get in groups of 3. Walk around the room with your group. I want you to assign yourselves A,B, AND C. When I call your letter, you need to start lean falling back, and it will be your groups job to catch you. Don't fall until you would hit the groups. I do want you to show your trust in your classmates though. Let's practice how we will catch each group member. A...B...C...

Now I want you to mill the room until I call your letter. Stay safe!

Now we are going to circle back up. What I want everyone to do is to walk across the circle without bumping into anyone.

Now I would like a volunteer. I want you to walk across the circle alone with your eye closed. Your classmates will tell you when to stop. Do you trust them?

Now I need two people to do the same thing. Everyone else needs to communicate with the two people whether or not they need to slow down or stop so that their movements are smooth and that they stop at the edge of the circle. Now we're going to do it again. Two of you are going to walk with eyes close, and everyone else will walk eyes open. Everyone else still needs to watch to make sure that the eyes closed people stop at the right time.

Do this again with three and four students.

Now we are going to quickly sit and talk about your final assignment for this unit.

Get the students to circle up and hand out their final project handouts. Explain the project, split them into their groups and answer any questions they may have.

Body (Done by 11:20)

Now we are going to gather around the T.V. and look at a few examples of TYA productions. I want you to pay attention to what makes these productions TYA? What are elements that you notice in all of them?

Watch:

<https://www.youtube.com/watch?v=QWwYt3O-MAo>

<https://www.youtube.com/watch?v=NztVRbd-wgM>

<https://www.youtube.com/watch?v=T9Y98dFSL4Q>

<https://www.youtube.com/watch?v=HRQOWgMhv6I>

<https://www.youtube.com/watch?v=HeZfIUy8iHY>

Let students discuss after each clip.

Closure (Done by 11:40)

Now we are going to do an activity called Fairy Tale Circle. Everyone is going to get random cards with actions on them. They go in a specific order that involve a lot of different Fairy Tales. I will give you all a moment to read your card to yourself and ask a question if you need.

Play Fairy Tale Circle.

Reflection:

Evaluation:

What would you do differently to improve this lesson for next time?

What went well that you should build on?

ASSESSMENTS

Theatre For Young Audiences

10–Minute Munsch Project

In groups, you will all create a 10–minute TYA play from a Robert Munsch book. We will be touring those plays to Joe Clark and/or Spitzee School on April 21/22. I have created groups for you, as there is a specific breakdown on who is doing what within this process.

10's – you will be in charge of the costuming and props for your play.

20's – you will be in charge of writing the play from a Munsch book.

30's – you will be directing the production.

Everyone except the Director needs to be in the play, though the director will get the choice of who plays which part. In order to be successful in this project, everyone needs to get along and respect the roles of their peers within the group. You will all also need to come to class. I will give you ample rehearsal time, and if people are consistently missing class, it will make it hard for your group to create a successful end product. Please let myself and your group know ahead of time if you will be missing a class so that we can plan accordingly for your absence.

NAME: _____ PLAY: _____

OBJECTIVES	GOOD (2 marks)	POOR (1 mark)
Demonstrates the understanding of the value of sketch as a tool in creating and communicating ideas in costume design.	Creates an effective sketch for all characters that is comprehensive.	Doesn't create effective sketches for all characters.
Demonstrates the understanding of techniques of costume organization, care, maintenance, cleaning, and storage.	Is professional in the upkeep of all costumes and props during the entire process.	Doesn't respect that costumes and props that they are using and doesn't maintain them properly.
Recognizes the importance of artistic unity in designs.	Has an obvious unity between all designs.	Designs are disjointed and don't make sense together.

Comments:

NAME: _____ PLAY: _____

Objective	Present (2 marks)	Lacking (1 mark)
Demonstrate understanding of and write exposition.	There is a setting established through dialogue that shows the plays exposition.	There is a lack of exposition, and the script jumps right into the initial incident.
Uses effective diction.	Writers use appropriate word choices for all of the characters that make sense to who the character is.	There are some flawed word choices that negatively impact the effectiveness of the script.
Constructs Conflict.	There is an obvious conflict present in the script.	There is no real conflict in the script.
Constructs a scene with two contrasting characters.	There are two characters with different points of view present in the script.	There are no two characters who have opposing viewpoints.

Comments:

NAME: _____ PLAY: _____

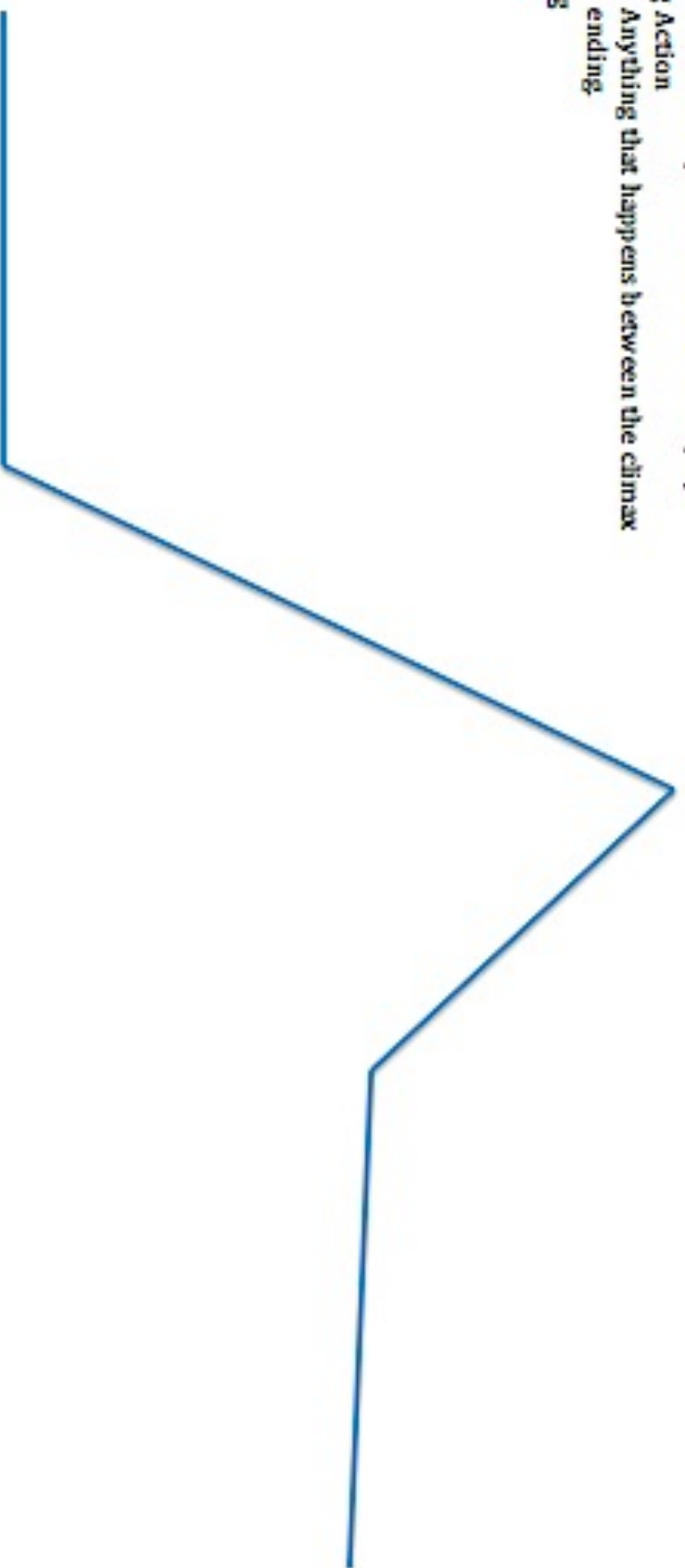
Objective	Present (2 marks)	Lacking (1 mark)
Demonstrates the understanding of the necessity for variety to enhance emphasis.	Multiple types of emphasis are present in the project.	The emphasis never really changes in the production.
Demonstrates Understanding of the compositional methods of emphasis: position, plane, level, space, and contrast.	Multiple methods of emphasis are present in the production.	Very few (if any) methods of emphasis are used.
Applies compositional elements of stability, sequence, and balance to reinforce emphasis.	These elements are all present.	None of these elements are present.

Comments:

Please plot:

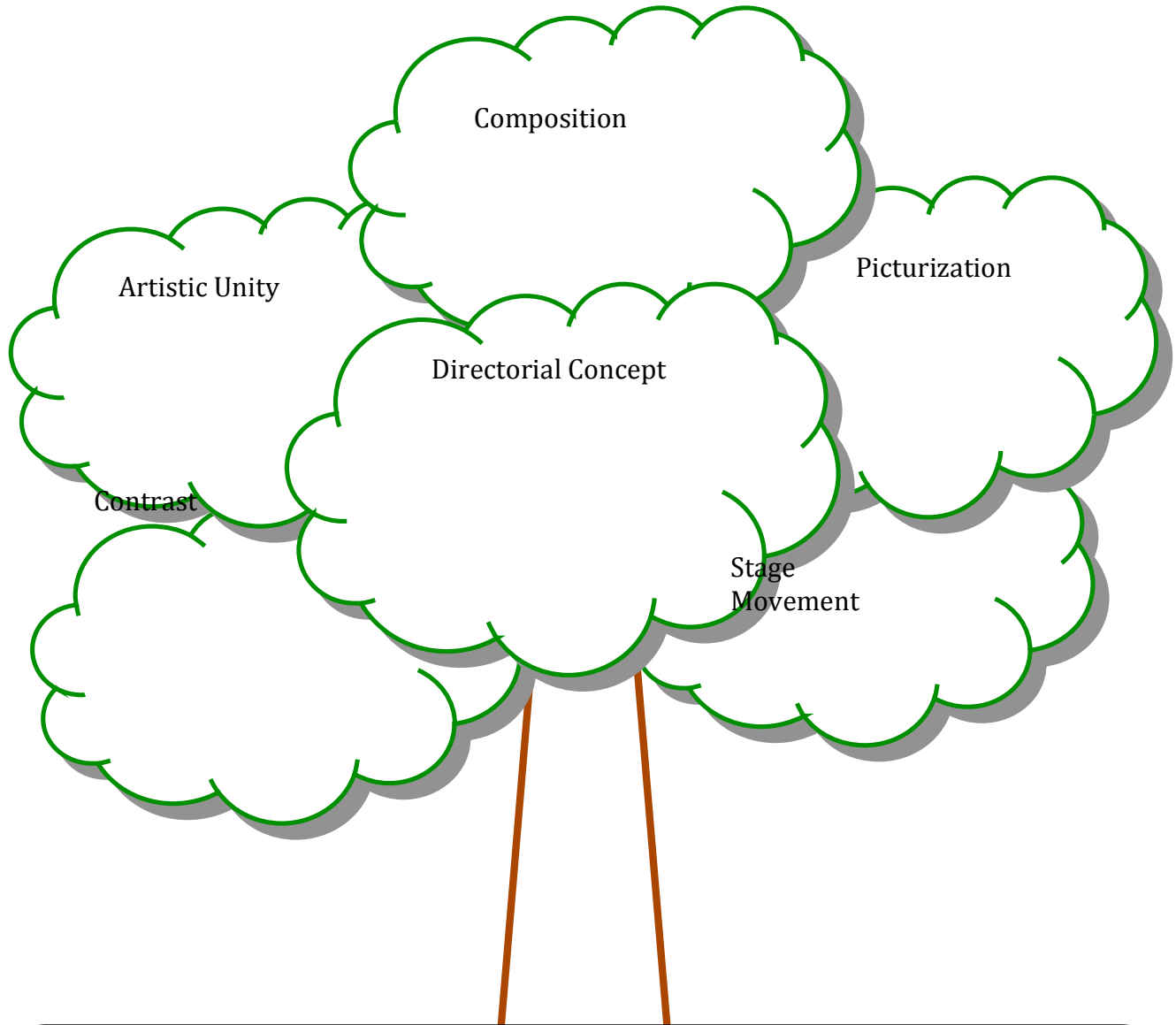
- Exposition
 - o Time, place, mood.
- Initial Incident
 - o What starts the conflict of the story?
- Rising Action
 - o Moments leading up to the play's Big Event
- Climax
 - o The most important moment in the play.
- Falling Action
 - o Anything that happens between the climax ending
- Ending

Name: _____



Details Tree

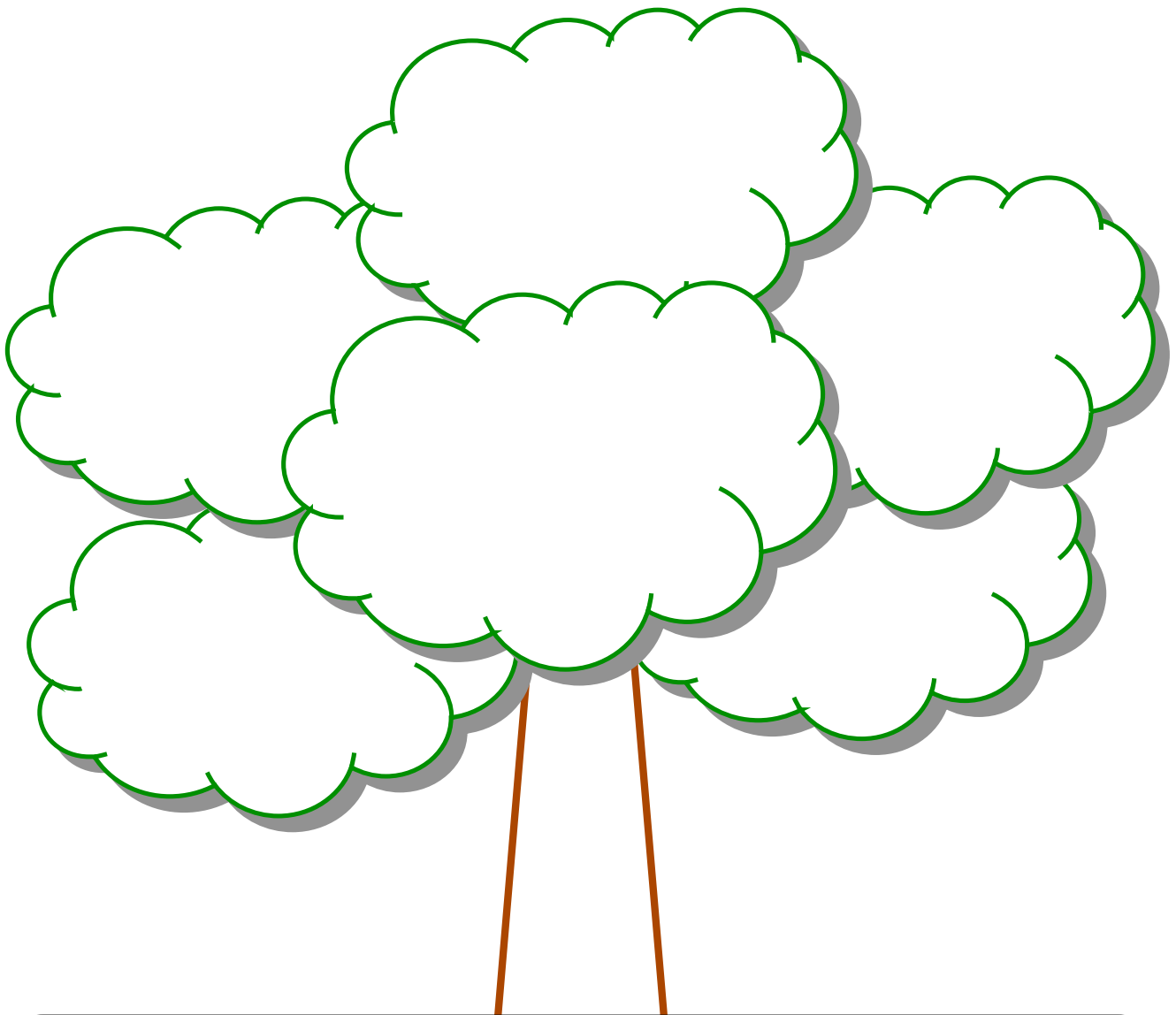
Directions: Write the topic in the trunk and put the details in the six clusters.



Directing Worksheet
Please define the above terms in your own words.

Details Tree

Directions: Write the topic in the trunk and put the details in the six clusters.



Playwriting Worksheet

List all of your play's characters above and state their character type, and what makes them that character type (see back).

Character Types

Protagonist – Furthers the plot of the play, usually the main character.

Antagonist – Tries to stop the success of the protagonist, seen as the “bad guy”.

Utilitarian Character – A one-dimensional character, like a maid or delivery person.

Confidant – Enables the protagonist and assists them on their journey.

Raisonneur – The voice of reason, the moral compass.

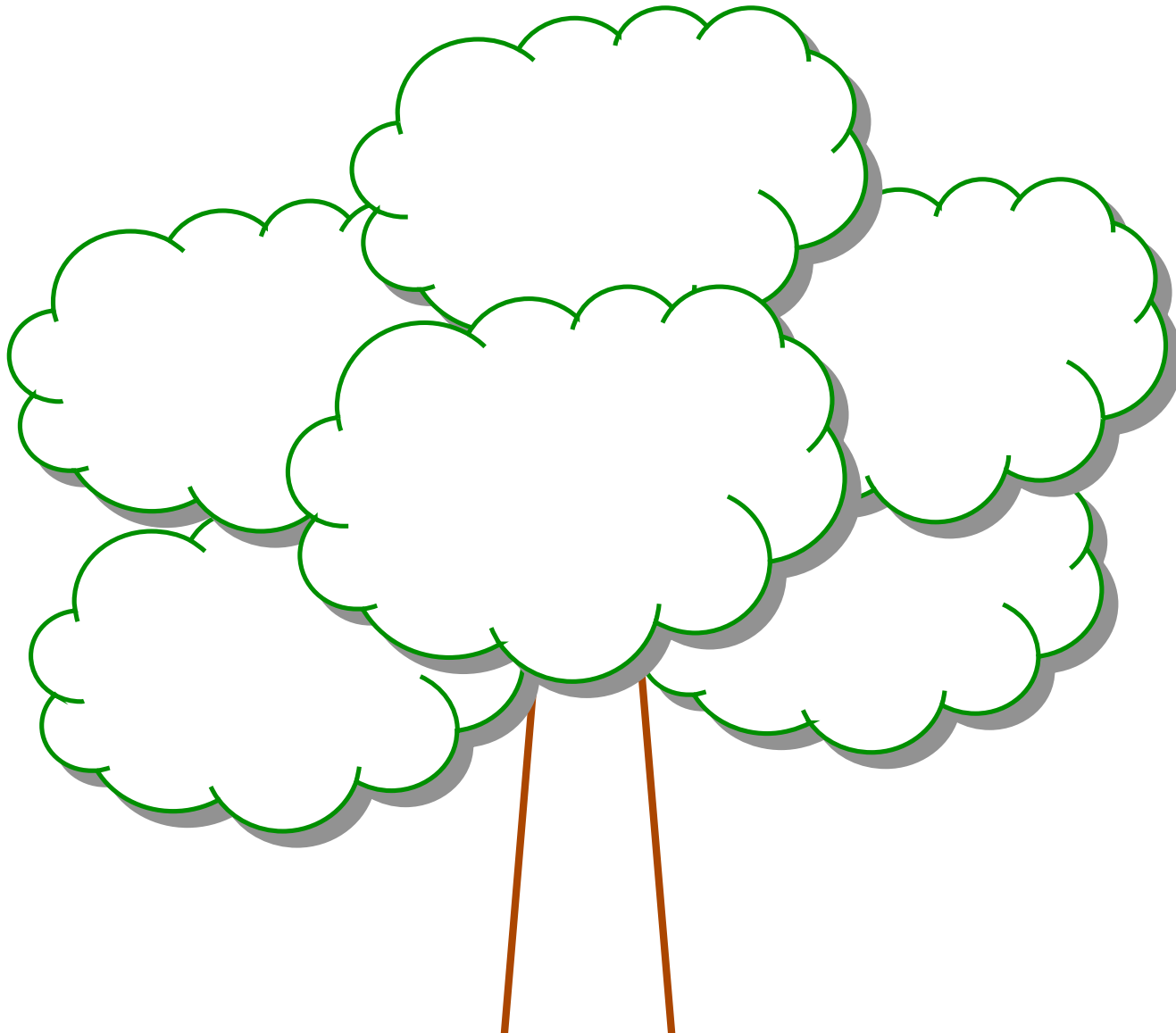
Narrator – Provides plot details or outside information that we cannot see.

Typical Personages – Characters who represent immediately recognizable average people.

Delightful Eccentric – Character who has an unusual or colorful personality.

Details Tree

Directions: Write the topic in the trunk and put the details in the six clusters.



Technical Theatre Worksheet

Research and write down 4-6 places in the space above where you can rent/loan properties in Alberta.

<p>Set Props – includes furniture and any other objects that are part of the set.</p>	<p>Hand Props – are objects that are carried or used by an actor.</p>

Materials

- 14 children's books to read.*
- Worksheets*
- Duo tangs*
- Paper/Pencils for students*
- Rubrics for marking*
- Tablet for attendance*
- Clipboard for Checklist*
- Computer Lab Time*

Bibliography

Teacher Resource Manual DRAMA Junior High School. 1989
Alberta Education.