

# Hannah Formella Zdroik

## All Roles are Important: Learning the Impact of a Production Team

*SLO: In what ways will the student discover differing theatre production roles and investigate the interdisciplinary relationships and qualities that contribute towards the success of a production?*

VITAL INFORMATION	
<b>Subjects (s) &amp; Topic(s) Covered</b>	Theatre (T)
<b>Grade/Level</b>	9-12
<b>Standard(s)</b>	<p>Based on the Wisconsin Academic Standards for Theatre Education</p> <p><b>Standard 1 - CREATE:</b> Students will generate, develop, and refine artistic work. <u>TP.Cr.20.h: Collaboration</u> Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.</p> <p><b>Standard 2 - PERFORM:</b> Students will analyze, develop, and convey meaning through the presentation of artistic work.  <u>TD.P.18.h: Design &amp; Management Documentation</u> Assemble documents, renderings, and artifacts in a portfolio that includes design concept and working within the parameters of a production.</p> <p><b>Standard 4 - CONNECT:</b> Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts.  <u>TP.Cn.15.h: Career Connections</u> Explain what knowledge or training is required for theatre careers, and how theatrical skills translate to other fields.</p> <p><u>TP.Cn.16.h: Cross Disciplinary</u> Evaluate the historical and cultural relationships between theatre and other disciplines and how it can impact society.</p>
<b>Objective(s)</b>	<ul style="list-style-type: none"><li>• I can identify various production roles within a theatre production and their unique duties.</li><li>• I can analyze the work that goes into specific production roles.</li><li>• I can explore the relationships and the collaboration between multiple job types in the industry.</li><li>• I can make collaborative design choices while acting as a production role member for a hypothetical theatre production.</li></ul>
<b>Assessment/Rubrics</b>	Students will be assessed based on effort, collaboration, and participation. See rubric below. Self-reflection serves as a form of informal and subjective assessment.

<b>Collaboration &amp; Student-Centeredness</b>	<ul style="list-style-type: none"> <li>• Students will get to work together to develop production role relationships with their line charts/relation maps.</li> <li>• Students have the autonomy to decide which production role to investigate, which production they'd like to be on the production team for, and the theme of the design concept.</li> <li>• Student groups get to decide how to compile their findings for their presentation.</li> </ul>
<b>Time Allotment</b>	One 60–75-minute class (or more if choosing to do the expansion activity)
<b>Materials</b>	<p><u>Teacher</u>: Projector/Smartboard, access to the internet, laptop, posterboard, art supplies, blank paper, posterboard</p> <p><u>Students</u>: Laptops, access to the internet, Pinterest (optional), Google Classroom, access to PowerPoint (optional), reflection journals, pencil/pen,</p> <p><u>Classroom</u>: Standard classroom space, grouped desks if possible</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Wisconsin Academic Standards for Theatre Education</li> <li>• <a href="#">PBS Learning Media</a></li> <li>• YouTube Videos on behind-the-scenes Broadway productions</li> </ul>
<b>IMPLEMENTATION</b>	
<b>Prior Knowledge</b>	An understanding of “behind the scenes” roles and collaboration between each production role as they fit into the grand puzzle of the success of a performance.
<b>Focus of Lesson</b>	<p>This lesson is to display the varying roles within the theatre and how each one contributes to the success of a production. Students will explore</p> <p><i>Note: This lesson can be modified using other videos as the instructor sees fit. Presentation/project modes can be modified.</i></p>
<b>Discussions &amp; Topics to Explore</b>	<ul style="list-style-type: none"> <li>• Director</li> <li>• Producer</li> <li>• Sound Designer</li> <li>• Costumer Designer</li> <li>• Music Director</li> <li>• Lighting Designer</li> <li>• Choreographer</li> <li>• Wig Designer</li> <li>• Stage Manager</li> <li>• House Manager</li> <li>• Puppet Master</li> <li>• Props Master</li> <li>• Set Designer</li> <li>• Dramaturg</li> <li>• Playwright</li> </ul>
<b>Cultural References &amp; Impact</b>	<u>Interdisciplinary Studies</u> : Using a bottom-up approach, students will learn how the differing roles in theatre create a village of impact within a production.
<b>Introduction/Anticipatory Set</b>	<p><u>Writing Activity</u>:</p> <p><a href="#">Watch Video, Pause at :34</a></p>

	<p>2 minutes: In your journals, write down as many roles in the theatre you can think of.</p> <p>Continue the Video until the end.</p> <p>Verbally, the class will create a list of the production roles they thought of. The instructor or student volunteers will write them on the board. They will revisit the list in the coming activities.</p>
<p><b>Procedures</b></p>	<p><u>Direct Instruction (I Do):</u> The instructor will go over the vocabulary/input. Students are welcome to contribute what they know about each production role.</p> <p>See Direct Instruction for the project below.</p> <p><u>Activity – Exploration Oz:</u> Watch this behind-the-scenes video of <a href="#">Wicked Set Design</a>. Keep in mind:</p> <ul style="list-style-type: none"> <li>• What inspired Edward Pierce’s design?</li> <li>• What stood out to you about his work?</li> <li>• What are some design elements that have deeper meaning?</li> </ul> <p>Time Permitting, Exploring Another Role: <a href="#">The Sound of Wicked</a></p> <ul style="list-style-type: none"> <li>• How can sound affect a production?</li> <li>• What are some of the elements sound designers are looking for?</li> </ul> <p>After the video, a verbal discussion will take place discussing the discoveries of the video answering the questions above.</p> <p><u>Guided Practice (We Do) – Connect the Dots:</u> Revisiting the production role list, student groups will create an organizational line chart/relation diagram charting the relationships between each production role that was discussed and add production roles they identify as a group. They will connect the relationships using a line to determine the collaboration between each role. They are encouraged to write the relationship between the roles. Included on the chart should be two indicated roles they haven’t heard of before or would like to know more about. After about 10 minutes or so, the instructor will ask for input from the class to make a big group chart with their discoveries.</p> <p><u>Independent Practice (You Do Together) – The Power of 3: Production Roles in Action</u> Students, in groups, will pick a production (play, musical) to explore as a hypothetical production team. Each student in the group will choose a different production role. The team will need to decide on a theme and a design concept and provide input for the show they choose. <u>Each student</u> will need to include the following:</p> <ul style="list-style-type: none"> <li>• Explore and list 3 sources that explain the production role. Can be a video, article, or online website.</li> <li>• Write at least 3 sentences as to the duties of the production role.</li> </ul>

- Write at least 3 skills that are needed to be successful in this role and reasoning.
- List at least 3 other production roles they work closely with, and list 3 ways for each on how these roles collaborate.
- Provide at least 3 images or types of media (music, sounds) of inspiration for a design concept.

Example: Lighting Designer may choose photos that provide light/mood in mind. Reminder: If the group decides to go with a specific theme/direction, photos should be inspired by those themes. Students should avoid using design concepts from the original productions and develop their own idea.

- Students who need guidance picking out a piece of theatre will be able to pick a play/musical out of a hat. More specifically, if they need a “concept” to aim their focus, concepts such as “in the jungle”, “Wild west”, “in the mountains”, “in outer space” etc. can also be randomized by selecting the concept from a hat.
- NOTE: This whole lesson can be modified towards picking specific concepts (listed above), based on the discretion of the instructor. For example, students may pick their favorite play/musical and then pick a concept out of a hat to promote perspective.
- Develop 3 questions you would like to ask a professional in that production role.
- Student groups will then compile their images into either a PowerPoint, Pinterest Board, or visual display.

#### Direct Instruction/Modeling:

In order to give an example of the expected project, the instructor can use a production role such as “Marketing Manager” or another one that may not be as popular and create the “power of 3” project example in front of the class. This can be done through a whiteboard or Smartboard projector.

#### 3 duties:

- Utilizes marketing strategies to promote the performances.
- Works with the artistic designer to develop creative and innovative designs for posters, ticketing, social media posts, and more.
- Develops creative marketing strategies to increase ticket sales and showcase the unique talent of the cast.

#### 3 Skills to have:

- Organization
- Creativity
- Communicative

Etc. Based on the instructor’s discretion, students may provide input for this part or the instructor may do this alone. An example for a visual aid may be a Pinterest Board for a design concept.

	<p><u>Round Table Presentations:</u>  Student groups will get to go around the room and briefly present their design concept to the class. Each student should receive a copy of the presentation to add to their portfolio throughout the semester. The portfolio reflects their work to showcase their knowledge and development during the semester/year.</p> <p><u>OR Expansion Activity: Career Fair</u>  Each student will use the work that they've done in their groups to showcase their chosen production theatre "career." Students will take turns going around the room and learning about each other's research about the specific production role and the work they contributed towards the production project above. Students can choose to display their findings on their laptop through PowerPoint or another visual, a posterboard, or their pamphlet (see Enrichment Activity).</p> <p>For guidance, students can use <a href="#">PBS Learning Media</a></p>
<p><b>Check for Understanding</b></p>	<ul style="list-style-type: none"> <li>• Students are more than welcome to raise their hand during the class for clarification questions.</li> <li>• The instructor will prompt the students for questions after direct instruction and guided practice.</li> <li>• The instructor will be available during work time for the design concept projects for group or one-on-one questions.</li> <li>• Students who do not feel comfortable raising their hand in front of the class may write down their questions on a slip of paper to give to the instructor.</li> <li>• The line chart/relationship map also serves as a method for understanding the content.</li> </ul>
<p><b>Closure</b></p>	<p><u>Journal Reflection:</u></p> <ul style="list-style-type: none"> <li>• What production role do you find most interesting and why? Which role would you want to explore more after today?</li> <li>• Can you think of a situation in which improvisation or problem-solving may be necessary for this role? What challenges may arise?</li> <li>• How can the skills you learned about in this role be applied to other areas of life or careers?</li> </ul> <p><u>Time permitting:</u> Circle time to verbally share reflection journals.</p>
<p><b>Differentiation:  Remediation &amp;  Enrichment Activity</b></p>	<p><u>Remediation:</u></p> <ul style="list-style-type: none"> <li>• For students who are D/deaf and hard of hearing, captioning should be enabled on the videos.</li> <li>• Students who struggle with writing and analysis will be paired with a student who is a strong writer.</li> </ul> <p>If students need help picking out a play/musical, a list may be provided by the instructor. A list of productions could include:</p> <ul style="list-style-type: none"> <li>• Carousel</li> <li>• Into the Woods</li> <li>• Merrily We Roll Along</li> <li>• The Lion King</li> </ul>

	<ul style="list-style-type: none"> <li>• War Horse</li> <li>• Etc.</li> </ul> <p><u>Enrichment Activity:</u> Student groups will create an informative pamphlet of the jobs they have selected in the theatre. The pamphlet should highlight the discoveries of their production roles and how they impact the theatre. The goal audience of the pamphlet would be for anyone who is curious about theatre roles, or the groups can choose a specific audience to address the information to (like grade school students). This should be a fun activity to display their knowledge about the production roles, duties, and what they choose to highlight!</p>
<b>Homework Assignment(s)</b>	<p>Students will look up a professional production member currently working in the industry and do a mini biographical assignment on them.</p> <ul style="list-style-type: none"> <li>• Who are they?</li> <li>• Where are they from?</li> <li>• Did they go to school? If so, where? What kind of training do they have?</li> <li>• What got them into their production role?</li> <li>• What kind of work have they done? What productions have they worked on?</li> </ul>
<b>Reflection (for the instructor)</b>	
<b>Students' Questions</b>	
<b>Resources/Ideas from Students</b> (pg. 57 <i>Signs of Change</i> )	
<b>Improvement: To Note for Next Year (or the next time the lesson is done)</b>	

## **Assessment for All Roles are Important: Learning the Impact of a Production Team**

Name: \_\_\_\_\_

### **Journal & Verbal Discussions**

#### **/10 Points**

The student actively participated in discussion through writing and verbal group discussions. The student contributed ideas towards the prompted discussion questions and collaborative aspects of planning the project.

### **Participation/Collaboration**

#### **/20 Points**

The student participated in the discussion, activities, and decision-making process for the performance. The student, with a group, created a relationship map and documented the relationships of the production team roles.

### **Creation**

#### **/40 Points**

Each student in the group contributed ideas towards the design concept under the pretense of being a hypothetical production role. Each student completed the requirements listed for the assignment and did so with effortful collaboration. The work of each student was thoughtfully displayed using a visual display.

## **Presentation**

### **/20 Points**

The student, with their group, presented their findings of the production roles to the class. They discussed the decisions behind their concept design and addressed each of the requirements

## **Reflection & Homework**

### **/20 Points**

The student participated in writing a thoughtful reflection after the lesson. The student completed the assigned homework of doing a brief biographical search of a professional in the field and completed the requirements.

**Total: /110 Points**

## **Homework Assignment – 30 Points**

### **Theatre Careers in the Real World**

**Name:** \_\_\_\_\_

Look up a professional production member currently working in the industry and write a mini biography on them. This assignment is due by the next class period.

You may submit this assignment digitally. Must be 12 pt. font and half a page.

Requirements:

- Who are they? (Name, credentials)
- Provide a picture of them, if you have one.
- Where are they from?
- Did they go to school? If so, where? What kind of training do they have?
- What got them into the industry?
- What kind of work have they done? What productions have they worked on?