

Lesson Plan 3 - Theatre Management

Curtain Call: Creating a Season of Possibilities

SLO: In what ways will the student utilize their knowledge of demographics to further analyze the various components of a theatre season and its impact on a community?

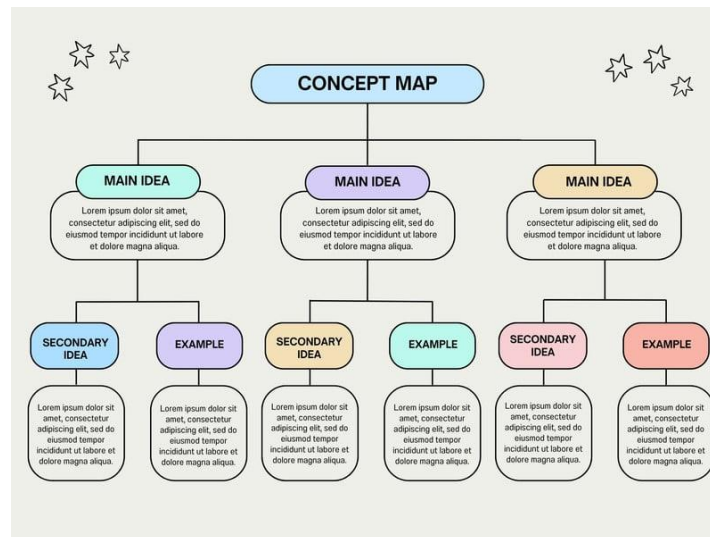
| VITAL INFORMATION | |
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| Subjects (s) & Topic(s) Covered | Theatre (T) |
| Grade/Level | 9-12 |
| Standard(s) | <p>Content Area Standard: <u>Standard 4 - CONNECT:</u> Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts.</p> <p><u>TP.Cn.14.h: Research</u> Explain performance choices based on the “given circumstances,” environmental and situational conditions of a theatrical work.</p> <p><u>Standard 1 - CREATE:</u> Students will generate, develop, and refine artistic work.</p> <p><u>TD.Cr.16.h: Collaboration</u> Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.</p> <p><u>TD.P.19.h: Public Presentation</u> Execute a production element in a classroom or public performance.</p> <p><u>Standard 3 - RESPOND:</u> Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p><u>TD.R.11.h: Reflection</u> Assess personal participation in a production through constructive critique using precise theatre vocabulary.</p> |
| Objective(s) | <ul style="list-style-type: none"> • I can identify the considerations that influence a theatre season and develop knowledge for the importance of a well- • I can create a theatrical season based on the consideration of demographics, relevance, budget, and guidelines and unite these aspects with an overarching theme. • I can verbalize rationales for selecting a theatre season and analyze the relationship between the intentionality behind theatre season decisions and choices selected. • I can identify the purpose of a theatre season and use this knowledge to further my appreciation for theatrical works that are selected going forward. |
| Assessment/Rubrics | See rubric below. |

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| Collaboration & Student Centeredness | <p>Students will get to collaborate in pairs or groups for their theatre season project, allowing for the promotion of community, collaborative decision making. The students collaboratively get to decide their own theatre season and how it will be announced with some guidelines in place and random rules in which they must be creative and problem-solve to develop a season of their own. Students will also get to provide their own input in discussions. The themes are also created by the student groups and they can decide which stories they want to share in their season.</p> |
| Time Allotment | 60-90 minutes |
| Materials | <p><u>Teacher Materials:</u> Laptop, access to the internet, projector/SmartBoard, printer, corresponding PowerPoint slides (attached as a PDF), Google Classroom</p> <p><u>Student Materials:</u> Laptop, access to the internet, access to Google Classroom, Microsoft Word, PowerPoint, Canva account, Animoto account (if applicable)</p> <p><u>Space:</u> Standard classroom space, desks/tables in groups, presentation space</p> |
| Resources | <ul style="list-style-type: none"> • Wisconsin Academic Standards for Theatre Education • Musical Season Ideas • Pexels – Royalty free images and videos • Animoto |
| IMPLEMENTATION | |
| Prior Knowledge | <ul style="list-style-type: none"> • Theatre Producer • Non-Profit Theatre • Commercial Theatre |
| Focus of Lesson | <p>The focus of this lesson is to investigate the intentionality and choices that go into planning a theatre season. Students will learn about demographics and guidelines that influence a theatre season, in addition to choosing a cohesive theme that reflects the stories and perspectives being told within the season.</p> |
| Discussions & Topics to Explore | <ul style="list-style-type: none"> • Demographics • Theatre Season • Producer • Non-Profit Theatre • Commercial Theatre • Budget |
| Cultural References & Impact | <p>A theatre season can be impactful in ways for representation of stories and perspectives, education, engagement of the community, and also help in areas of theatre accessibility, social change, and more. The purpose of this lesson is do explore what a theatre season can offer and how it can affect demographic.</p> |
| Introduction/Anticipatory Set – 10 minutes | <p><u>Making Connections:</u> Opening Discussion: What is a theatre season? Where have you seen them advertised?</p> |

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| | <p>Modified Desert Island Game: The instructor will provide a theatre season on the board. Students will need to guess what the “rule” or “theme” of the shows listed.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The Last Five Years, A Midsummer Night’s Dream, The Phantom of the Opera (Love is Complicated) • Mean Girls, Singin’ in the Rain, Waitress (Musical Night at the Movies) • Dogfight, Les Miserables, War Horse (War represented in Theatre) <p><u>Class-wide Discussion:</u></p> <ul style="list-style-type: none"> • What may influence a theatre season? • What is the purpose of a theatre season, or a theatre season theme? • If you were a producer, what season picks would you choose? |
| <p>Procedures</p> | <p><u>Direction Instruction (I Do):</u> <u>Vocabulary/Input:</u></p> <ul style="list-style-type: none"> • Demographic: the statistical characteristics of human populations (such as age or income) used especially to identify certain markets. • Budget: a quantity involved in, available for, or assignable to a particular situation. • Theatre Season: A period of time in which a series of theatrical works are chosen and produced. • Sensory Friendly Theatre: Designed for both the production and audience experience in mind to create an inclusive and welcoming theatre experience for those who may have sensory sensitivities. • Children’s Theatre: A form of theatre that is targeted for younger audiences and frequently young actors. Storytelling for the developing mind. <p><u>Review Terms:</u></p> <ul style="list-style-type: none"> • Non-Profit Theatre: A theatre company centered towards a mission of accomplishing artistic goals; could be related to the love of arts, education, charity, etc. • Commercial Theatre: A theatre company based on the foundation of business and building revenue; the aim is to make a profit. • Producer: A person who manages all aspects of a production. <p><u>Guided Practice (We Do):</u> The instructor will provide an example of a theatre season, like the one attached below. The instructor can choose to show or hide the season title. If desired, the demographics of this season could also be hidden or unshared to provide more investigative logic. UWSP Theatre & Dance Season – 2023-2024.</p> <p><u>Activity: Modeling Together:</u> Together, using the theatre season example above, the instructor and the students will create a concept map of the ideas and themes that are relevant to the season displayed. They should also</p> |

consider the budget, type of theater organization, demographic, etc. The instructor can create this concept map on a whiteboard or SmartBoard.

Towards the end of the activity once the concept map is nearing completion, the students will guess what the overarching themes may be or create a title collectively as a class and compare it with the one chosen from the season. Students should also try to understand and make connections with the potential demographic of this example and use critical thinking skills to come to a concluding guess.



Collaborative Independent Practice (You Do Together): 35-45 minutes

Design Your Own Season! Students, in pairs or groups, will create their own theatre season! But there’s a catch! Students will need to make sure they meet the requirements of the producers (listed below).

Required included elements:

- **Foundation:** Demographic
Students will pick a demographic at random from a hat, or from an online [wheel](#) randomizer.
Demographic examples include: large city, small city, non-profit theater, commercial theater, children’s theatre/Theatre for Young Audiences, university theater, dinner theater, sensory friendly/etc.
- **Guidelines per the “Producers”:** At least 1 play, at least 1 musical, 1 child-friendly option, 1 “classic” piece of theatre.
- **(Optional) Rule:** To mix things up a little and to perhaps provide more direction (per the “Producers”), the groups could also pick a fun “rule” at random, such as:
 - At least one work must be based off a book
 - At least one work must have 3 female leads
 - At least one work must have a number in the title
 - At least one work must have a non-linear timeline
 - At least one work must have a setting in a different country
 - Etc.

- **A Theme:** Based on the choices that the students make, they should create a theme that unites the theatrical works of their season. The season should have a brief and catchy title. Shh! Keep it a secret! We will try to guess your theme when your presentation is done.
- **Rationale:** Students will write a 5-8 sentence explanation for each production chosen in their season.
- **The name of your theatre group**
- **Season “Announcement” Visual Aid:** Students will create a season announcement video to display their season picks! Examples could be through Canva, PowerPoint/Google Slides, Animoto, etc. This is also considered the enrichment activity.
- **Considerations to Address:**
 - Consider how many shows your season will have.
 - Your budget; you may need to do some research on similar demographics and organizations like yours.
 - How will your season impact your community? What is your goal with this season?

Modeling: The instructor will provide a basic theatre season project as an example of an announcement.

- Demographic: Sensory Friendly Theatre
- Rule: At least one work should be based off a book
- **Guidelines per the “Producers”:** At least 1 play, at least 1 musical, 1 child-friendly option, 1 “classic” piece of theatre.



The instructor will prompt students to discuss the works chosen:

- Can you identify the demographic, rule, and how I met the guidelines?
- What might the theme of this season be?

The instructor will display an example of a season announcement video as a guide: [Example of a Theatre Announcement Trailer Video by the Northlight Theater.](#)

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| | <p><u>Group Presentations for the Class</u> Student groups will each take a turn sharing their season for the class and cover the elements listed in the requirements. Students will also include their enrichment activity, art or ad, to be shared with the class.</p> <p><u>Theme Reveal:</u> To make it fun with a twist, student groups can withhold their theme, and the other groups can each write in their guesses for their themes on a piece of paper. The final reveal can happen once each group has presented as each group goes around guessing each other's theme, listing the guesses first and then revealing the actual theme.</p> |
| <p>Check for Understanding</p> | <p>The guided practice section with the concept map is a way for the students to connect their knowledge concepts and check their understanding.</p> <p>The homework assignment will also serve as a way for students to check their understanding of the material.</p> <p>The instructor will provide time after explaining the independent practice expectations for students to ask questions and provide clarity if needed.</p> |
| <p>Closure – 10 Minutes</p> | <p><u>Reflection:</u></p> <ol style="list-style-type: none"> 1. <u>Circle Time Discussion</u> <ul style="list-style-type: none"> • What was your favorite part of today's lesson and why? • What do you believe are some common major themes in choosing a theatre season? • What was something you learned, or haven't considered prior to this lesson? • What are some of the big takeaways from today? 2. <u>Closing Activity – Reflection for the Future</u> <p>In your journals, write a brief reflection on the impact of a theatrical work you have seen. Where did you see it? Why do you think they chose to produce that show? Was it part of a theme?</p> <p>With what you have learned today, what information has impacted you for the future?</p> |
| <p>Differentiation: Remediation & Enrichment Activity</p> | <p><u>Remediation:</u> The YouTube video does not have spoken word but could have closed captions enabled for more accessibility.</p> <p>Students who need assistance in writing will be paired with students who are strong writers.</p> <p>The instructor will be available if groups need guiding assistance with prompts to help with their thought process.</p> <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • <u>Season "Announcement" Visual Aid:</u> Students will create a season announcement video to display their season picks! Examples could be through Canva, PowerPoint/Google Slides, Animoto, etc. |

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| Homework Assignment(s) | Students will look up a theatre organization and review their season. Students will write a half page paper OR record a 3-minute overview about what they discovered and share the relationship of choices between their own in class project to the organization of choice's season. |
| Students' Questions | Clarification Questions from students: <ul style="list-style-type: none">• What is the difference between children's theatre and sensory friendly theatre? Questions during Discussion: |
| Resources/Ideas from Students | |
| To Note for Next Year (or the next time the lesson is done) | |

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Assessment for Curtain Call: Creating a Season of Possibilities

Name: _____

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 the impact of a theatre season.

Participation/Collaboration

/20 Points

The student participated in the discussion, activities, and decision-making process during class and during work time for the project. The student, with a group, created a theatre season and collaborated on the choices based on the demographics, rules, and guidelines given.

Creation

/40 Points

Each student in the group contributed ideas towards the theatre season and the announcement. Students put thoughtful effort into their work and included all the required elements: demographic, theme, rationale, guidelines, name of theatre group, rule, and considerations.

Presentation

/30 Points

The student, with their group, presented their theatre season to the class. They included the required elements and explained their rationale, in addition to creating a visual aid for their announcement. Each group member contributed towards this goal.

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 search of a theatre season and displayed effortful exploration work.

Total: /120 Points