

LONGMONT *theatre* COMPANY



**THEATRE FOR THE
NEW GENERATION
SUMMER ACADEMY**

*Providing our youth with educational
opportunities to develop the performance
skills needed for success today, tomorrow
and beyond!*

**LONGMONT THEATRE COMPANY
THEATRE FOR THE
NEW GENERATION
SUMMER ACADEMY**

CREATE

PERFORM

CRITICALLY RESPOND

Big Idea

1. Create characters and environments through dramatic play.

Essential Questions

1. How is creating an animal character different from creating a human character?
2. Can animals have human feelings?
3. When does creating a human character mimic real life?

Evidence Outcomes

Students can:

- a. Demonstrate individual interpretations of a character's feelings through movement and voice.
- b. Respond to verbal prompts to demonstrate feelings such as sad and happy.
- c. Create animal and human characters in specific environments through improvisation.

Big Idea

1. Retell a short story or scene through dramatic play.

Essential Questions

1. Why is plot important to a story?
2. Do all stories have a beginning, middle, and end structure?
3. Why is the setting important to a story?
4. How are everyday situations different from imaginary situations?
5. Why are props important?

Evidence Outcomes

Students can:

- a. Retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement and voice.
- b. Identify and demonstrate setting in a scene.

Big Idea

1. Identify key aspects of theatre.

Essential Questions

1. What makes theatre a unique experience?
2. How are costumes and sets different from everyday clothing and furniture?
3. Why is an audience important to a performance?
4. Why is a stage space necessary?
5. How does pretending in play help in theatre?

Evidence Outcomes

Students can:

- a. Describe the difference between theatre and real life.
- b. Describe the difference between theatre and other media such as television, movies, and books.
- c. Describe the basic elements of a performance such as the stage, audience, performers, and set.
- d. Ask questions based on discoveries while performing or viewing a performance.

8-11 Year Olds Curriculum Framework

CREATE

Big Idea

1. Create characters from scripts or improvisation using voice, gestures, and facial expressions.

Essential Questions

1. How can changing one's enunciation, projection, diction, and tone impact the way an audience sees a character?
2. How can facial expressions, movement, and gestures convey motivation and believability?

Evidence Outcomes

Students can:

- a. Utilize gesture and movement to create a character.
- b. Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively)
- c. Apply facial expression to communicate motivation and mood.

Big Idea

2. Create simple dramas and scenes.

Essential Questions

1. What makes a story dramatic?
2. What elements are essential in making a good drama?
3. Why are the five W's used in creating a scene?
4. How does changing a single element of a story alter the entire story?

Evidence Outcomes

Students can:

- a. Plan and understand character development based on the five W's – who, what, where, when, and why.

Big Idea

3. Design a scene through an inventive process, and perform the scene.

Essential Questions

1. What knowledge is necessary to design a scene?
2. How does the design impact the audience's imagination?
3. How does design impact the performers?

Evidence Outcomes

Students can:

- a. Create a design such as scenery, props, and costumes for an informal presentation through an inventive process
- b. Collect, make, or borrow materials that could be used for scenery, props, or costumes for informal presentations.

PERFORM

CRITICALLY RESPOND

Big Idea

1. Participate collaboratively with partners and groups.

Essential Questions

1. How does a group reach a general agreement where every voice is heard?
2. How does one decide what is an individual versus a group need?
3. Why is it important to work with your group?

Evidence Outcomes

Students can:

- a. Demonstrate problem-solving skills through group interaction.
- b. Demonstrate respect for others in dramatic activities.

Big Idea

2. Demonstrate safe use of voice and body to communicate characters.

Essential Questions

1. What does our culture consider "personal space?"
2. How can breathing patterns be altered to affect the impact of a voice?
3. Why is it important to project correctly?
4. How does one's actions on and off stage affect his or her peers?

Evidence Outcomes

Students can:

- a. Communicate characters through the safe use of vocal intonation and breathing techniques
- b. Respect the personal space of other actors in dramatizations.
- c. Develop character using safe body control techniques.

Big Idea

3. Define stage direction and body positions.

Essential Questions

1. How do different stage and body positions impact the image that is being created?
2. What is special about the audience/performer relationship?
3. Why is the audience important?
4. Why do drama and theatre practitioners use stage directions? Why are stage directions important?

Evidence Outcomes

Students can:

- a. Identify and incorporate stage direction such as stage right, stage left, upstage, and downstage.
- b. Identify body positions such as full profile and three-quarter.

Big Idea

1. Develop selected criteria to critique what is seen, heard, and understood.

Essential Questions

1. What constitutes effective and constructive feedback for a scene and character?
2. How does one develop appropriate criteria?
3. How does a critique impact a performance?

Evidence Outcomes

Students can:

- a. Develop criteria to critique a performance or script.
- b. Critique a performance or script using the developed criteria.

Big Idea

2. Examine character dynamics and relations.

Essential Questions

1. What is needed to understand character dynamics and relationships?
2. How are characters in scripts similar to real people?
3. What relationships do you have that resemble relationships you have read about?
4. How can you show a character's relationship to another character when you are on stage?

Evidence Outcomes

Students can:

- a. Demonstrate an understanding of character dynamics and relationships in real-life settings.
- b. Read script to identify and analyze character dynamics and relationships.

11-14 Year Olds Curriculum Framework

CREATE

PERFORM

Big Idea

1. *Characterization in a scripted or improvised scene.*

Essential Questions

1. What makes an actor's performance of a character intriguing?
2. Do inanimate objects have "character"?
3. What are the differences or similarities in a role versus a character? Or are they one in the same?

Evidence Outcomes

Students can:

- a. Develop and use language appropriate to a role or character.
- b. Develop and use fundamental vocal and physical techniques appropriate to conveying a role or character.

Big Idea

2. *Contributions in play building.*

Essential Questions

1. How do ensembles accomplish their goal?
2. How can a story move from place to place and scene to scene through time?

Evidence Outcomes

Students can:

- a. Develop linear scene and plot structures to communicate dramatic ideas.
- b. Analyze, interpret, and explore simple or multi-layer scripts or scenes
- c. Collaborate as part of an ensemble.

Big Idea

3. *Technical and design elements in scripted works.*

Essential Questions

1. Why does the location of the audience matter when telling a story in theatre?
2. Why does employing dramatic and theatrical vocabulary become essential when producing dramatic and theatrical works?
3. How does knowing proper vocabulary enhance the process of creating a theatrical work?

Evidence Outcomes

Students can:

- a. Make and justify choices on the selection and use of design elements to support scripted material.
- b. Implement the use of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques.

Big Idea

1. *Acting techniques in performance.*

Essential Question

1. How does the ability to portray the same character from many perspectives enhance an actor's skill?

Evidence Outcomes

Students can:

- a. Integrate vocal and movement skills to communicate dramatic meaning and to enhance performance.
- b. Use body language, physical and vocal skills to create and perform a believable character.
- c. Contribute to the creation of a scene as a productive member of an ensemble.
- d. Perform clarity of a character's motivation and personality.

Big Idea

3. *Technical and design elements in improvised and scripted works*

Essential Questions

1. Why does the location of the audience matter when telling a story in theatre?
2. Why does employing dramatic and theatrical vocabulary become essential when producing dramatic and theatrical works?

Evidence Outcomes

Students can:

- a. Make and justify choices on the selection and use of design elements to support scripted material.
- b. Implement the use of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques.

CRITICALLY RESPOND

Big Idea

1. *Critical evaluation in discussing theatrical works.*

Essential Questions

1. Why is exposure to a range of performances necessary to develop strong critical evaluation skills?
2. Why is criticism better than judgment?
3. What is meant by "we are our own worst critic?"

Evidence Outcomes

Students can:

- a. Experience and appreciate a range of dramatic and theatrical performances.
- b. Use appropriate language individually and within a group when devising, enacting, discussing, debating, or writing about drama.
- c. Reflect on one's own work and the work of others.
- d. Use appropriate theatre terminology to describe and analyze the strengths and weaknesses of individual or group work.

Big Idea

2. *Individual and collaborative contributions.*

Essential Questions

1. How does one show respect for a space and the people who have worked to put together a performance?
2. What is "polite" and "appropriate" behavior for the theatre, and how does it change depending on the show and venue?

Evidence Outcomes

Students can:

- a. Identify the value of a varying range of dramatic and theatrical performances.
- b. Recognize the contribution and commitment of individuals and groups to drama, and acknowledge a diversity of views.
- c. Identify the qualities of a productive member of an acting ensemble.

CREATE

<p>Big Idea <i>1. Creative process in character development and script improvisation.</i></p> <p>Essential Questions 1. How does creating characters enhance real-world connections to literary and historical characters and diverse cultures?</p> <p>Evidence Outcomes Students can: a. Apply these vocal techniques: Breath control, diction, projection, inflection, rhythm, and pace. b. Employ these movement techniques: body alignment, control of isolated body parts, and rhythms. c. Demonstrate knowledge of motivation (what the character wants) through the recall of emotional experience, blocking, and observations of the external world. d. Recognize and work against the obstacle – what's in the character's way e. Identify and employ several tactics to get what the character wants. f. Connect feelings to thought process when creating a character.</p>	<p>Big Idea <i>2. Technical elements of theatre in improvised and scripted works.</i></p> <p>Essential Questions 1. Why is the technical side of theatre important? 2. How do the technical aspects of a production support the overall presentation? 3. How is the creative process influenced by the technical aspects of a production?</p> <p>Evidence Outcomes Students can: a. Show how to build simple pieces of scenery, and apply several different painting techniques c. Apply basic makeup techniques for the stage c. Identify appropriate stage properties and costumes for a given production d. Create a publicity campaign for a given production e. Understand and use technology to enhance activities and dramatizations f. Practice safety procedures for working with tools, paints, electrical equipment, and scene-shifting equipment.</p>	<p>Big Idea <i>3. Expression, imagination, and appreciation in group dynamics.</i></p> <p>Essential Questions 1. Why is play creation significant? 2. What does improvisation do for the development of the individual? 3. How can improvisation assist in play creation?</p> <p>Evidence Outcomes Students can: a. Create scenes and narrative structures to convey a dramatic intention. b. Develop improvisation skills through games, and make, accept, and extend offers in improvisation. c. Use improvisation as a form and a key technique to develop play building.</p>	<p>Big Idea <i>4. Interpretation of drama using scripted material.</i></p> <p>Essential Questions 1. How does the ensemble process help to build character and self direction? 2. How does a director determine casting? 3. How can music, dance, or art convey a culture or experience?</p> <p>Evidence Outcomes Students can: a. Articulate the rationale for all artistic choices.</p>
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PERFORM

Big Idea

1. *Communicate meaning to engage an audience.*

Essential Questions

1. Why rehearse and perform theatrical material?
2. What roles does an audience play in a variety of performances?
3. What role does public speaking play in the world of drama and theatre arts?

Evidence Outcomes

Students can:

- a. Rehearse and perform a scripted scene.
- b. Use previously acquired skills to demonstrate the ability to rehearse and exhibit the following:
 1. Scripted plays, scenes, and monologues
 2. Ensemble works
3. Purposeful movement
 4. Vocal control
- c. Demonstrate the ability to utilize the conventions of the following styles: Realism, mime, comedy, and tragedy.

Big Idea

2. *Technology reinforces, enhances, and/or alters a theatrical performance.*

Essential Questions

1. Why is the technical crew important?
2. Why is research in the support of a theatrical production necessary?
3. What is the value of exhibiting and understanding technical aspects of a production?
4. What is the value of hands-on learning in a theatrical environment?

Evidence Outcomes

Students can:

- a. Exhibit an understanding of the interrelationship among the technical aspects of production, onstage performers, and audiences.
- b. Apply technical knowledge of safety procedures and practices in the theatre environment.

Big Idea

3. *Directing as an art form.*

Essential Questions

1. Why is a director essential in the playmaking process?
2. What is the director's responsibility with regard to his or her commitment to the production concept?
3. What is the relationship of the director to his or her audience?
4. What are the best practices to facilitate rehearsal?

Evidence Outcomes

Students can:

- a. Select and use performance spaces, drama and theatre conventions, and production elements appropriate to an audience.
- b. Generate audience response.
- c. Facilitate the rehearsal process.
- d. Bring a vision to fruition.

CRITICALLY RESPOND

Big Idea

1. Analysis and evaluation of theatrical works.

Essential Questions

1. What can be gained by observing live performances?
3. Why is theatre live and what are the benefits of live theatrical performances?
4. How should audience members and crew conduct themselves before, during, and after a performance?

Evidence Outcomes

Students can:

- a. Identify the influence of other artists on the development of their own artistic work
- b. Demonstrate knowledge of conventional theatre vocabulary

Big Idea

2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions.

Essential Questions

1. What are the guidelines for understanding a theatrical production?
2. How can artistic choices affect a production?
3. What criteria make a play performance better or worse than another?
4. How does one write or speak about evaluations of theatrical works and performances?

Evidence Outcomes

Students can:

- a. Critique and evaluate artistic choices and personal reactions to dramatic presentations using guidelines for evaluating a theatrical production.

Big Idea

3. Respect for theatre, its practitioners, and conventions.

Essential Questions

1. What can be gained by observing numerous and contrasting live performances?
2. Why is theatre live, and what are the benefits of live theatrical performances?
3. How should audience members and crew conduct themselves before, during, and after a performance?

Evidence Outcomes

Students can:

- a. Demonstrate an understanding of the protocol of audience behavior appropriate to the style of the performance.
- b. Use group-generated criteria to assess one's own work and the work of others.
- c. Demonstrate objectivity in assessing one's personal abilities in creative endeavors and ability to receive and act upon coaching feedback and constructive criticism.
- d. Address the importance of timelines and personal responsibility as a member of a production ensemble.