

PLAYBILL

LEON
THEATRE

LEON THEATRE EXISTS TO
INTENTIONALLY,
RESPECTFULLY, &
EXCELLENTLY
TELL A MORE BEAUTIFUL STORY
THAT INFORMS, INFUSES,
INSPIRES, INVOLVES,
& IMPROVES
OURSELVES & OUR AUDIENCE.

Arts

STUDIO

BE HERE.
BE YOU.
BE BRAVE.
BELONG.

stu·di·o (noun)

1. a room where an artist works.
2. a place where performers practice and exercise.

from Latin *studium*: zeal, painstaking application.

August 2019-May 2020
Directed by : Lea Marshall
Featuring Daily Performances by : YOU

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“What we are ethically called to do
is create a safe space
in our schools and classrooms
where students can walk in and,
for that day or hour,
take off the crushing weight of their armor,
hang it on the rack,
and open their heart to
truly being seen.”
{Brene Brown}

Director

DIRECTOR: The person who provides the vision of how a show should be presented, who works with the actors on their roles, develops the blocking, and is in charge of the rehearsals.

From the Latin word **dirigere**: to guide.

It is the supreme *art* of the teacher to *awaken joy* in **creative expression & knowledge.**

{albert einstein}

MY INTENTION as a human being is to do IMPORTANT & EXCELLENT work & HAVE A GREAT TIME DOING IT.

My two WHYS are...

1) to tell a BEAUTIFUL STORY

2) the fully live in the power/tension of & (and)

There's **WHAT** you do, **HOW** you do things, and **WHY** you do things. **KNOW** your **WHY** and the **HOW** & **WHAT** are easier to figure out...

Part of that power/tension of & is the power/tension of both STRUCTURE & CREATIVITY. So this booklet will explain a LOT about the **STRUCTURE** of this class. Feel free to look through it if you forget your **G.O.T.E, STAGE BUSINESS, CUE LINES, or BLOCKING!** We will use this **STRUCTURE &** at times **FLEXIBILITY** to create a great learning environment!

But no director creates a show without an **EXCELLENT CAST** (*the actors in a play*)! **YOU** are the **CAST!!!** Each day is a chance to experience an **ENTIRE SHOW** in this **THEATRE ARTS STUDIO!** And every day's show will be **LIVE & EPHEMERAL** (lasting for a very short time) just like **THEATRE!** So make **EVERY** day count by having a **GREAT INTENTION** for each day!

Ensemble Unit Groups

One of the most important goals of this class is for students to work with different groups of people and to be able to work with **ALL** different kinds of people. So we will be forming different groups/**ENSEMBLES** a lot! You are expected to learn work with **EVERYONE** in this class. It is an uncomfortable process at times. But it is an essential **THEATRE & LIFE SKILL!**

"It is literally true that you can succeed best and quickest by helping others to succeed." {Napoleon Hill}

For each unit of study, you will be cast in a different ensemble group of 3-5 students. You will be assigned an area to sit in with your group. Even though you are assigned to that group for the duration of the unit, you will have a chance to work with different classmates several times a week to share ideas, rehearse, perform, or do class activities.



There is an **ACTORS LOUNGE/GREEN ROOM** (*a room in a theater or studio in which performers can relax when they are not performing*) area for you to use if you are finished with your activities for the day **OR** as a place to read & relax. **NO** eating/drinking in the **GREEN ROOM** so it is neat and clean for all actors.

Production Crew

THEATRE JOBS

SALARY = 1 BRAVO CARD (each week)



DIRECTOR: MRS. MARSHALL

STAGE MANAGER:
take roll/role daily (collect tardy slips)

HOUSE MANAGER:
make sure room and bathrooms are neat and tidy after each class

PRODUCTION ASSISTANT:
notebooks and other props put back

COSTUME DESIGNER:
assist students who need help with their costume to fulfill the role of excellent student



BRAVO: used to express approval when a performer or other person has done something well.

WITH A BRAVO CARD YOU CAN:

- * get your phone out of time out FREE
- * good phone call home from Mrs. Marshall
- * spend a class period in the ACTORS LOUNGE
- * procure a snack OR drink & eat it in class
- * eat outside in the CAFE TABLE area
- * homework/study/reading pass (during class)
- * make your own hot beverage
- * print from Theatre printer
- * spend an extra period in the Theatre room (with a pass from your other class)

OR choose a reward that you would enjoy! BRAVO cards can ONLY be turned in the first and last five minutes of class.

“The highest reward for a person's toil is not what they get for it, but what they become by it.”
{John Ruskin}

Stage Business & Blocking

KNOW YOUR G.O.T.E.

STAGE BUSINESS:

Small actions done on stage. Used to fill time, create character, and sometimes to make the action "more realistic."

BLOCKING:

The set movement of all the actors onstage throughout the play.

GOALS

Goal refers to what a character desires, what drives their actions.

*Honor, Excellence,
& Intention
What is your Personal
Theatre Goal?*

OBSTACLES

Obstacle refers to what stops the character from achieving their goal.

OBSTACLES can come from OTHER CHARACTERS, INTERNAL, UNCONSCIOUS, PHYSICAL, or ENVIRONMENTAL.

*What Obstacles are in
your way today?*

EXPECTATIONS

Expectation refers to one's expectation of succeeding in achieving goals.

The actor should always act as if they believe they can succeed.

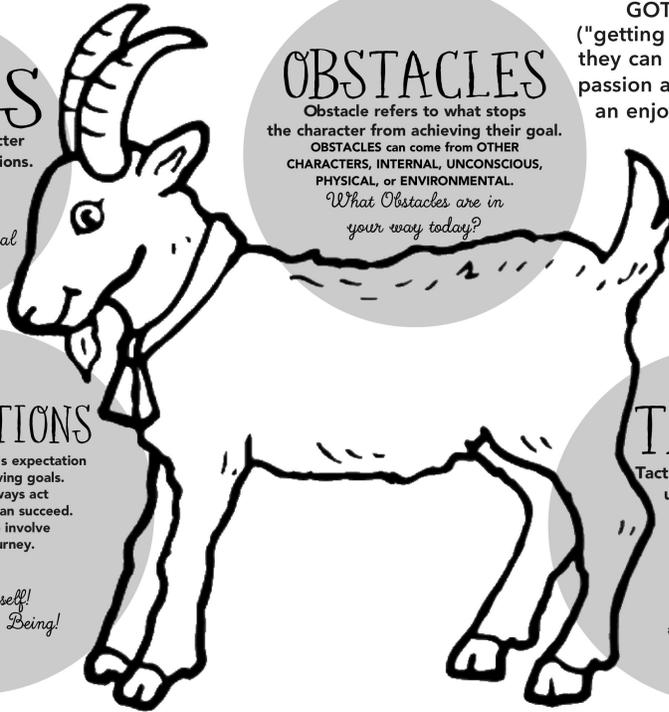
Expectation can also involve the character's journey.

*Learning!
Enjoying Yourself!
A Better Human Being!*

TACTICS

Tactics refers to the methods used to achieve goals.

*Your Attitude
& Your Effort!!!
What other Tactics
will you use
to achieve your Goals?*



Once an actor figures out the GOTE for the character ("getting the character's GOTE"), they can play that character with passion and intensity, and create an enjoyable and memorable performance.

CUES: The last words or actions indicating the time for another actor to speak or move.

from KING HENRY V: "Once more unto the breach, dear friends, once more..."

from TWELTH NIGHT: "Be not afraid of greatness: some are born great, some achieve greatness, and some have greatness thrust upon them."

from HAMLET: "To be, or not to be: that is the question..."

from A MIDSUMMER NIGHT'S DREAM: "The course of true love never did run smooth."

from KING LEAR: "Mind your speech a little lest you should mar your fortunes."

from HENRY IV: "My crown is called content, a crown that seldom kings enjoy."

from AS YOU LIKE IT: "Sweet are the uses of adversity which, like the toad, ugly and venomous, wears yet a precious jewel in his head."

WHY do we **REHEARSE** STAGE BUSINESS, CUES, and CLASS BLOCKING?

Just like actors need to rehearse a play before they can perform it well, students (and their teacher) need to rehearse these procedures to perform them well. Once **STAGE BUSINESS, CUES, and BLOCKING** become **EXCELLENT HABITS**, then we can focus on other aspects of **PERFORMING!**



Art happens here when we...

ACCEPT

etymology: to take to oneself

definition: consent to receive.

give an affirmative answer to (an offer or proposal); say yes to.
say "yes, &"

believe or come to recognize (an opinion, explanation, etc.) as valid.

take upon oneself (a responsibility)

tolerate or submit to (something unpleasant or undesired).

ACCEPT yourself, each other, & this journey

RESPECT

etymology: look again

definition: .admire (someone or something) deeply, as a result of their abilities, qualities, or achievements.

have due regard for the feelings, wishes, rights, or traditions of someone/something.

avoid harming or interfering with.

agree to recognize and abide by.

RESPECT yourself, each other, & this journey

TRUST

etymology: strong

definition: believe in the reliability, truth, ability, or strength of.

allow someone to have, use, or look after (someone or something of importance or value) with confidence.

commit (someone or something) to the safekeeping of.

have confidence; hope

TRUST yourself, each other, & this journey

ART: works produced by human creative skill and imagination & creative activity resulting in the production & subjects of study primarily concerned with the processes/products of human creativity and social life & a skill at doing a specified thing, typically one acquired through practice. Art can be used as a verb meaning "are". Or in a phrase "state of art ", something that is at the highest level or on the leading edge; the very best, or as an adjective, meaning a task has been performed with skill and art; for example: artistically talented students.

Daily Script

ENTER the THEATRE ARTS STUDIO- Handshake, Hug, or High Five
Enter with **ACCEPT, RESPECT, & TRUST** as your **GOAL** for your day's performance.

PRELUDE: *an action/event serving as an introduction to something more important.*

- 1) **PUT** away other items (Why?)
- 2) **PROCURE** notebook (Why?)
- 3) **PLACES** everyone (Why?)
- 4) **PRACTICE FOCUS** with a FOCUSED JOURNAL ENTRY (Why?)

This is your **INITIAL INCIDENT:** *The first most important event in a play from which the rest of the play develops.*

ACT 1: PROTASIS: *introduction of characters, feelings & intentions*

FEELINGS & INTENTIONS

WARM UP EXERCISE

ACT 2: EXPOSITION: *the explanation of who, what, when, where, why of a play.*

RISING ACTION: *a related series of incidents that build toward the point of greatest interest.*

ACT 3: PERIPETEIA (*change*): *the point of a story is for a character to CHANGE, GROW, SHIFT, or FALL.*

ACT 4: FALLING ACTION: *the direct results of the PERIPETEIA.*

How have you Collected, Connected, Contributed, or Created today?

How did it change you?

ACT 5: DENOUEMENT: *unknotting.* Ask questions. **REFLECTION** to review the THEME/

MESSAGE/PURPOSE/MORAL: What the play as a piece of art is trying to say to the audience.

THE END: STRIKE THE SET, RETURN BORROWED ITEMS, CLEAR THE HOUSE

APPLAUSE: *express agreement, approval, or praise as you EXIT*

ENTER with INTENTION, RESPECT, & EXCELLENCE

ACT 1

ACT 2

ACT 3

ACT 4

ACT 5

EXIT with APPLAUSE

PRELUDE

- 1) PUT AWAY OTHER ITEMS
- 2) PROCURE NOTEBOOK
- 3) PLACES EVERYONE
- 4) PRACTICE FOCUS- QUOTE
- 5) PERSONALIZE- OBJECTIVE

This is your **INITIAL INCIDENT**: The first most important event in a play from which the rest of the play develops.

PROTASIS

INTRODUCTION OF CHARACTERS, FEELINGS & INTENTIONS

PERFORMANCE

WARM UP

PERIPETEIA (change)
CLIMAX (turning point)



the point of a story is for

a character to
CHANGE,
GROW,
SHIFT,
or **FALL**

FALLING ACTION

any unknown details or plot twists are revealed and wrapped up

RISING ACTION

the action of this act leads the audience to the PERIPETEIA. complications arise, the protagonist encounters obstacles, conflicts lead character to make a choice and/or a change...

DENOUEMENT

"unknot"

the authors tone about the subject matter is revealed, and a moral or lesson is learned. REFLECTION on what has been learned or changed.

EXIT

STRIKE THE SET

RETURN BORROWED ITEMS

APPLAUSE

EXPRESS AGREEMENT, APPROVAL or PRAISE

PRELUDE

an action or event serving as an introduction to something more important.

PROTASIS

the introductory part of a play pro- before tasis- stretch

EPITASIS

the main action of a play, in which the trials and tribulations of the main character increase and build toward a PERIPETEIA and DENOUEMENT

CATASTROPHE

the final resolution, which unravels the intrigue and brings the piece to a close. cata- down strophe- turning

Grading

25% PARTICIPATION

25% PAPERWORK

50% PERFORMANCES & PROJECTS (group & individual)

ALL GRADES are based on a THESPIAN CRITIQUE 1-5 SCALE...
or where you are on LEARNING MOUNTAIN

5: EXCELLENT - SYNTHESIZING & CREATING (125 points)

4: SKILLED - ANALYZING & EVALUATING (100 points)

3: APPLYING (75 points)

2: UNDERSTANDING (50 points)

1: LEARNING (25 points)

0: I CAN'T: I Completely Admit I'm Not Trying (0 points)

PARTICIPATION grades will be taken at various times during each week. This includes participation in group activities, warm ups, working on projects (and not doing other things during that time, rehearsing, class discussions, and reflection denouement with your group. **This class REQUIRES participation. You will be on your feet several times daily.** So get ready to actively learn!!

PAPERWORK grades are few and far between but there will be some chances to write, draw, or present something on paper as an additional way to SHOW WHAT YOU KNOW!

PERFORMING grades can be given an additional score for IMPROVEMENT when growth is seen from one performance to the next. If a students shows progress and growth, then they will receive a GROWTH grade of a 5 for each time there is IMPROVEMENT! **GROWTH IS THE ULTIMATE GOAL!** Performances will be teacher and peer evaluated on a RUBRIC 0-5 score sheet.

PROJECT grades will be earned individually AND FOR GROUP WORK. After each unit students will choose a way to show that they are at the CREATING learning level. They give a final performance/inform-ance or present their own creative project to the class and demonstrate their progress and understanding of the unit of study. **There will be class time given to work on all projects. But you MUST use your class time wisely to plan, prepare, perfect your project! Not using class time to work on your project will reflect on your PARTICIPATION GRADE.**

Education is not
as the
filling of a vessel,
but as
the turning the
eye of the soul
towards the light.
{Plato}

Creativity is intelligence having fun {Albert Einstein}

CREATE

At the TOP OF THE MOUNTIAN you can put information together,

SYNTHESIZE,

in a creative and innovative way!

You can invent new designs or compose new works of art using newly learned techniques and information!

5

EVALUATE

You can make judgements based on a set of guidelines! You can critique, question, and justify your answers to questions!

4 ANALYZE

You can break the new concept into parts and understand how each part is related to another part! You can compare and contrast the new information!

3 APPLY

You can use the new knowledge in new ways by examining and manipulating the information to explain and clarify your answers!

2 UNDERSTAND

What you have learned makes sense! You can explain it in your own words!

1 REMEMBER

You can recall the new information and describe or list the main facts!

LEARNING

START YOUR JOURNEY HERE!

You don't really know what this new information is going to be but you are SO EXCITED to learn something NEW!!!!



collect
connect
create

CITIZENSHIP GRADES/ STAGES OF BEHAVIOR

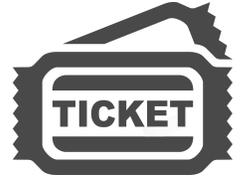


Stage 1:

Uncooperative Behavior (Power Struggles) *"You can't make me!"*

Stage 2:

Self-Serving Behavior (Rewards/Punishments) *"I need a system of rewards."*



Stage 3:

Interpersonal Disciplined (Class Expectation)

"I am responsible and make good decisions as a helpful member of the class!"

Stage 4:

Self-Disciplined (Above and Beyond)

"I would do the right thing EVEN if the teacher wasn't in the room!"

I am responsible and respectful no matter what!."



**"Fairness does not mean everyone gets the same.
Fairness means everyone gets what they need." {Rick Riorden}**

HEADS UP: *a theatre term of warning used to call attention to overhead danger on or off stage.*

Sometimes we all just need a **HEADS UP!** If you make choices that do not show **ACCEPTANCE** or **RESPECT** to yourself, another person(s), the school, or the learning process, we will **LOOK AGAIN** at the situation and your personal choices. I may give you some time away from the classroom activities and ensemble to reFRESH, reFOCUS, and reENGAGE with our G.O.T.E. (Goals, Obstacles, Tactics, & Expectations.) Here are a list of reFOCUSing activities that you and I will choose from to help each other find a better solution to whatever problems you are having with ACCEPTANCE, RESPECT, or TRUST in our classroom. Then once you are ready to rejoin our classroom ensemble with ACCEPTANCE, RESPECT, & TRUST we will be ready to go on with the show!

Some examples of REFOCUSING ACTIVITIES:

- * a HEADS UP warning
- * try moving your seat to another area of the classroom
- * a chance to refresh & re-ACT (try it again)
- * a student created FOCUSing plan
- * parent contact
- * student writes a soliloquy
- * lunchtime detention with teacher
- * FINAL STEP (if other options have been unsuccessful in regaining FOCUS on class goals OR depending on severity of the issue) referral &/or removal from class for a designated time. 11

**REFRESH,
refocus,
re-engage.**

“Technology is a useful servant but a dangerous master.” {Christian Lous Lange}

INTENTION:
Use it as a
TOOL,
not a toy.



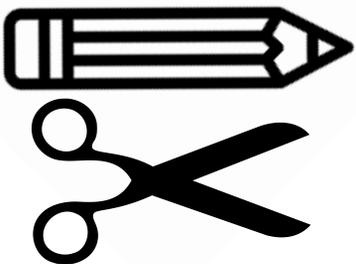
CELL PHONE: Think about entering the classroom like you are entering onstage for your role in a play. Unless the playwright has written into the script that you need a cell phone, you should NOT have a cell phone in sight. **As the Director, I will tell you if your character (as AWESOME STUDENT) needs a cell phone. Otherwise, if I see a cell phone, I will ask you to put it IN YOUR BACKPACK. If I see it again, I will put it in CELL PHONE DAYCARE and you can pick it up at the end of class.** If you do not put your phone in time out willingly, it will go to Mr. Ardley's office for the rest of the school day. That is school policy. **You may charge your phone ONLY at the charging station (do not plug anything in to any other plugs in the room) AND once it is on the station, it stays there for the entire class period.** This is our only hour together every day. Let's be present and focused on the people and activities in the room, rather than our phones! If you have an emergency phone call, you may walk outside and take it, just as if you were at the theatre. ASK ME if you need to use your phone and 99% of the time, I will let you!

“With great bathrooms come great responsibility.” {Spider-man}

BATHROOM: The class bathrooms are open to you ANYTIME. However, the bathroom is a place for **SOLO acts**, not duets, or group meetings. **SIGN IN on the whiteboard before you go to the bathroom and erase your name when you are finished. The outside door STAYS OPEN** at all time unless you are changing clothes. Any infraction of these guidelines means that you will forfeit your bathroom privileges. Bathrooms must be kept clean and 3 strikes of messy bathrooms and they will be closed for a period of time.



INTENTION: RELIEF, not retreat



“Earth provides enough to satisfy every man's needs, but not every man's greed.”
{Mahatma Gandhi}

SUPPLIES: I would LOVE to loan you supplies FOR your Theatre class work! You may use any supplies from the SUPPLY AREA. Just make sure to return them at the end of class! The supplies are limited and once they are gone, they are gone for the school year. You may also use a Bravo card to use the computer for other classes and to print a page for another class! 1 Bravo card = 1 page printed.

INTENTION: SUPPLEMENT, not supply

FOOD & DRINK: Any snacks or drinks you buy with a BRAVO CARD get you a free pass to eat/drink (not in the GREEN ROOM.) Any other food or drink must be consumed OUTSIDE before the bell rings. IF you haven't finished eating, you may buy yourself a few minutes to eat/drink at the cafe tables outside WITH A BRAVO CARD. Any food or drink NOT in your backpack will have to be put on the food shelf until class is over. (I am not obligated to babysit that food. So eater beware.) Water bottles are allowed anywhere in the classroom. Any food or drinks that I see other than on FOOD STORAGE SHELF will be throw away. So keep it where I will not see it OR use a Bravo card to eat it .outside.



INTENTION:
HEALTH,
not hinderance

“If more of us valued food and cheer and song above hoarded gold,
it would be a merrier world.” {J.R.R. Tolkien}



TARDY: After the last bell rings, you are tardy. Have a pass to give to the Stage Manager and they will mark the roll. Then quickly grab your notebook and step into your part in our ensemble! Be **Fantastically Present and a Focused Participant** for the rest of class!

ABSENCES/SKIPPING CLASS: ASK me if you need to make up a test, quiz or any work in another class. More than likely, I will write you a pass and let you go and do your work! I want you to succeed in your core classes! IF you have a project or performance due in THEATRE class, and you attend other classes that day except Theatre class, you will receive a 0 for that assignment If you want to come to an "extra" Theatre class, then you will need a special pass signed by that teacher.

**INTENTION:
WE NEED YOU
HERE to play your
part! Our cast isn't
complete without
YOU!**

**"Your life requires your mindful presence in order to live it.
Be here now." {Akiraq Brost}**

BAND-AIDS: See the STAGE MANAGER if you need a band-aid. They are not obligated to put the Band-Aid on you. That is your job.



**INTENTION:
LIFE IS FRAGILE, we all need a band-aid every now and then.**

DRESS CODE: I will adhere to the written text of the dress code (and other school policies.) If you are not in dress code, you can consult our **COSTUME DESIGNER** to help you change in the bathroom into something that satisfies the text in the handbook or you can go to the **Attendance Office**. I believe you are capable of interpreting the **SCRIPT** (dress code) and dressing in your "school costume" to play the role of wonderful student. And as your Director, I must insist that you wear the appropriate clothing for your role. Thank you for your understanding!



**"The way we dress
affects the way we
think.
the way we
feel.
the way we
act.
& the way others
react
to us."
{Judith Rasband}**

INTENTION: The COSTUME reflects the CHARACTER's intention & tactics.

THIS ROOM IS A SAFE & BRAVE SPACE: For myself and for all who enter OUR space! Be respectful and treat others the way you want to be treated.

1. Have a vision. (Hope, dream, & create in this room!)
2. Be a learner, not a finisher. (Growth over grades)
3. Lean into struggle. (Do hard things.)
4. Feed your passion. (Do fun things!)
5. Own your education. (Invest in yourself.)
6. Own our culture. (Help others grow.)



Art **NEEDS EFFORT, JOY, & SELF KNOWLEDGE.**

You will gain if you **PARTICIPATE FULLY** with your entire focus/energy/self! **THE GREEK WORD for ACT is AKT and means "TO DO"** so we will DO Theatre as well as learn about Theatre. That requires **TRUST** (why we work as an **ENSEMBLE**) and for you to **DO** the work and **BE PRESENT, FOCUSED, and BRAVE** enough to jump in and be a part of this class!

Show Time Performances/Project Informances:

After each unit students give a final **PERFORMANCE** to the class to demonstrate their progress. There can also be **INFORMANCES**— informed PRESENTATIONS that show what you KNOW about the unit of study!

Students will have time in class to **PLAN, PREPARE, "ON YOUR FEET" REHEARSE**, and **RUN THRU** (with feedback from another group). But you may need time at home for **MEMORIZATION** or to work on specific goals.

Before **PERFORMANCES/INFORMANCES** begin, students are reminded of the criteria for grading and the desired outcome and given a copy of the scoring guide (rubric) that is correlated to our Theatre Standards. Students also receive grades for being good audience members during these performances/informances.

There is a **"The Show Must Go On"** protocol. This means no matter what, students must perform/inform on the day they are due. There are no excuses (feeling sick or an absent scene partner) and students must give their best effort. If students feel that it was not their best work, or if a scene partner was missing, they can choose to perform/inform again during the next class period to earn a better score. If you are absent on a performance/informance day, you will perform/inform on the next day available. If you miss **ONLY** Theatre class on your day to perform/inform, you will lose points on your performance/informance.

Students perform/INFORM on a volunteer basis. However, if no one volunteers the person with the closest birthday chooses who will go first. Each performer/group then decides who goes after them.

There are procedures you will learn for each stage of performing:

**MASTERPIECE INTRODUCTIONS,
SLATE STAGE RIGHT to LEFT, FIRST 15 SECONDS,
FOCUS, ENTRANCES/EXITS,
HOW TO RECEIVE APPLAUSE,
FINAL REFLECTION**



REFLECTION: At the end of the performance, the class participates in a group reflection. With this critique time, students learn suitable terminology to discuss theatre. They also learn the appropriate way to give criticism and praise to their classmates. After the performers/informers receive their applause, they stay on the stage for their critiques. First we **ASK THE ACTORS** for self-evaluation. Next, we **ASK THE AUDIENCE WHAT THEY SAW & HEARD**. Students in the audience share their thoughts on how the students performed based on the **GOALS** for the assignment. The performers respond only with **"Thank you."** By responding this way, students must consider the feedback they are receiving without becoming defensive. This allows the evaluation to **run smoothly and in a safe and brave environment**.

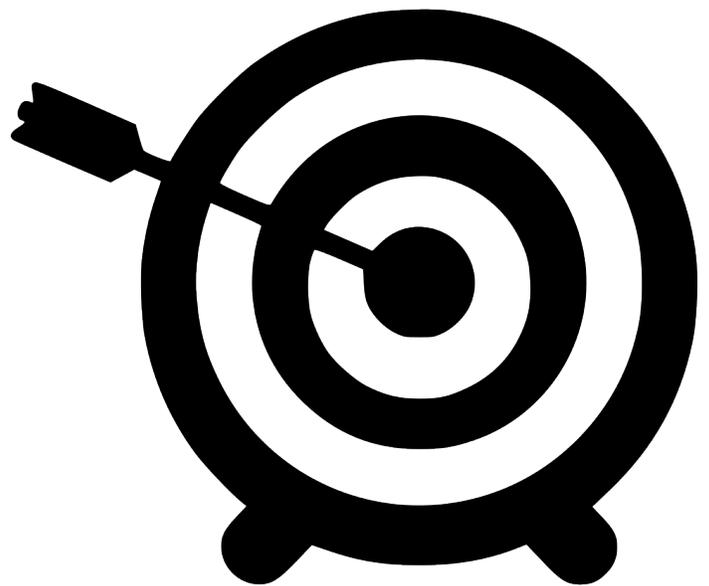
#goals *Our Class Intentions*

- #1 To be LEARNING and CREATING.**
- #2 To ENJOY the process and the class.**
- #3 CONNECT as a COLLABORATIVE & CREATIVE member of our ENSEMBLE.**
- #4 ACCEPT, RESPECT, and TRUST the journey, each other, & yourself!**
- #5 CHANGE into a more confident, collaborative, & creative person!**

This class may push you out of your comfort zone. The overall purpose of this class is to GROW as a human being. GROWTH is not comfortable. This class is designed to make you a more THOUGHTFUL, EMPATHETIC, CARING person who can COMMUNICATE, CRITICALLY THINK, & CREATE. This is an ongoing PROCESS! Come and talk to ME if you ARE NOT: learning, enjoying yourself, connecting in a productive ensemble, able to be intentional, respectful, & excellent, or becoming a more confident, collaborative, & creative person. We will work out a plan to INTENTIONALLY, RESPECTFULLY, & EXCELLENTLY make this class a better experience for you (and the rest of our ensemble.)

“If the point of life is the same as the point of a story, the point of life is character transformation. If I got any comfort as I set out on my first story, it was that in nearly every story, the protagonist is transformed... If the character doesn't change, the story hasn't happened yet. And if story is derived from real life, if story is just condensed version of life then life itself may be designed to change us so that we evolve from one kind of person to another.”

— Donald Miller, *A Million Miles in a Thousand Years: What I Learned While Editing My Life*



as a director, i intend to...

- 1) PLAN AHEAD, PREPARE, PERSIST, PERSEVERE, PROD, POKE, PRY, PREACH, MAKE YOU PRACTICE & PRACTICE AGAIN & DO PRACTICALLY (AND MAYBE IMPRACTICALLY) EVERYTHING I CAN TO MAKE YOU (AND MYSELF) A BETTER HUMAN BEING.
- 2) TELL THE MORE BEAUTIFUL STORY. (ODYSSEUS VS. JASON'S TRIP PAST THE SIRENS)
- 3) USE AND DEMONSTRATE THE POWER OF &. (ESPECIALLY YES, &.)
- 4) TELL YOU **WHY** WE ARE DOING WHAT WE ARE DOING! HAVE CLEAR EXPECTATIONS FOR PROCEDURES, CONTENT, AND ASSESSMENTS.
- 5) BE FAIR. BUT NOT EQUAL. EQUAL IS EVERYONE GETTING THE SAME THING NO MATTER WHAT. AND FAIR IS EVERYONE GETTING WHAT THEY NEED TO SUCCEED. FOR YOUR SUCCESS, I WILL BE FAIR, NOT EQUAL. (EXAMPLE: ONLY THE PERSON WITH A WOUND NEEDS A BAND-AID..)
- 6) TO GET TO KNOW YOU AS AN INDIVIDUAL, BUT ALSO SEE SEEDS IN YOU THAT YOU MIGHT NOT KNOW ARE THERE. TOGETHER WE WILL GIVE THOSE SEEDS WATER & LIGHT SO THEY CAN GROW. GROWTH INVOLVES STRETCHING (AND INTENTION MEANS A STRETCH!) & STRAINING BEYOND YOUR ORIGINAL SHAPE. THE POINT OF A STORY IS FOR A CHARACTER TO CHANGE!
- 7) START NEW EVERY DAY WITH YOU & GREET YOU AT THE DOOR WITH A HANDSHAKE, HIGH FIVE, OR HUG WITHOUT BRINGING ANY BAGGAGE FROM THE DAY/CLASS BEFORE IN WITH US.
- 8) CARE ABOUT THE RIGHT NOW YOU & THE WONDERFUL FUTURE YOU THAT YOU ARE BECOMING. (WHICH MEANS THAT EVEN IF THE RIGHT NOW YOU DOESN'T WANT TO DO SOMETHING THAT WILL TRULY BENEFIT THE FUTURE YOU, SEE THE #1 PROMISE.)
- 9) TREAT YOU LIKE I WANT TO BE TREATED & HOW I THINK EVERY HUMAN BEING SHOULD BE TREATED. THIS MEANS I WILL RESPECT YOU EVEN IF YOU ARE NOT RESPECTING ME BECAUSE I WANT TO SHOW YOU WHAT IT LOOKS AND FEELS LIKE TO BE RESPECTED...
- 10) I WILL LISTEN TO YOU, FORGIVE, ASK FOR FORGIVENESS (LOTS OF TIMES), BE FLEXIBLE. & REMEMBER THAT THE MOST IMPORTANT PART OF THIS CLASSROOM IS YOU, NOT THE SUBJECT OF THEATRE, BUT YOU!

*with intention, respect, & excellence,
mrs. marshall*