

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

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.

Directed by : Lea Marshall, Maggie Smith, & Whitney Snow
Featuring Daily Performances by : YOU

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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}

OUR INTENTIONS as human beings is to do **IMPORTANT & EXCELLENT** work & **HAVE A GREAT TIME DOING IT.** WE believe in the **POWER OF** a **BEAUTIFUL STORY** & the **POWER OF** & (and so will YOU after this explanation of what that means!)

STRUCTURE is the frame for CREATIVITY. So this booklet will explain a LOT about the **STRUCTURE** of this class. The more we use this **STRUCTURE**, the more free we will be to **CREATE** a beautiful work of **THEATRICAL ART!**

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!

And this play features an **ENSEMBLE CAST:** *An ensemble cast is made up of actors who all have equal amounts of importance in a dramatic production.* So get ready to **BUILD** a fantastic **ENSEMBLE** full of all different kinds of **CHARACTERS** because that is **GREAT THEATRE & a REALLY EXCITING CLASS!**

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.



Production Crew

THEATRE JOBS

SALARY = 1 BRAVO CARD (each week)



DIRECTOR: MARSHALL, SMITH, OR SNOW

STAGE MANAGER:

manage the needs of the cast
take roll/role daily (collect tardy slips)

HOUSE MANAGER:

manages the needs of the theatre space
& audience
room and bathrooms are neat and tidy

TECHNICAL DIRECTOR:

manages all the technical aspects of the show
make sure everything is where it needs to be
at the end of each class



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

WITH A BRAVO CARD YOU CAN:

- * good phone call/email home from your awesome Theatre teacher
- * spend a class period doing anything else you want/need to do
- * procure a snack OR drink & eat it in class (if snacks/drinks are available)
- * eat outside in the CAFE TABLE area
- * homework/study/reading pass (during class)
- * print from Theatre printer

OR choose a reward that you would enjoy!

BRAVO cards can **ONLY** be turned in the **first and last five minutes of class.**

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) **PLACES** everyone (Why?)
- 3) **PRACTICE FOCUS** with the Quotation of the Day **PROLOGUE**

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

WHY? Because we need to express our FEELINGS!

Why are there emojis and emoticons?

FEELINGS happen but then YOU CHOOSE your actions! Feelings are INDICATORS, not DICTATORS. Feelings are not FACTS!

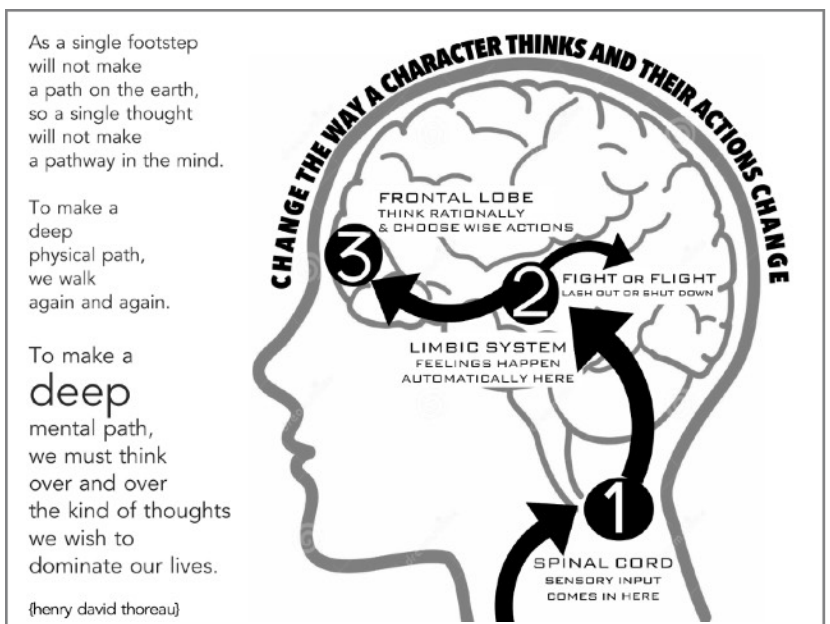


- 1) identify your feelings
- 2) express them in a healthy way
- 3) accept ownership OVER your feelings
- 4) choose the HIGHER road- make new brain patterns & create new grooves of thoughts

You choose your own **INTENTION** and then through your **ATTITUDE & EFFORT** you can try to make it happen. Will it happen every day? Maybe, maybe not. But you **can't choose the outcome**. You can only choose the **INTENTION, YOUR ATTITUDE** and **YOUR EFFORT** level.

WARM UP EXERCISE

WITH a clearly stated **INTENTION, FOCUS, & REFLECTION.**



ACT 2: EXPOSITION: the explanation of who, what, when, where, why of a play leading into **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: unknottting. 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 ENDING: STRIKE THE SET, RETURN BORROWED ITEMS, CLEAR THE HOUSE
APPLAUSE: express agreement, approval, or praise **as you EXIT**

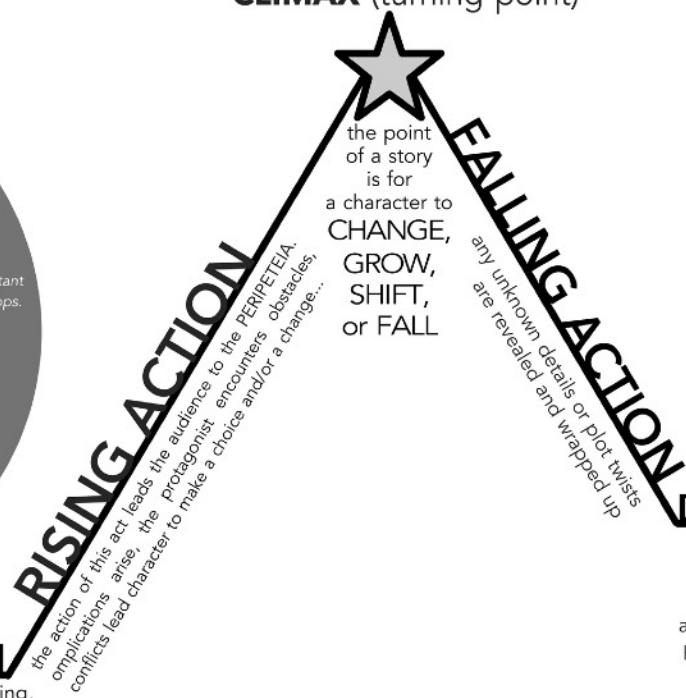


PRELUDE
 1) PUT AWAY OTHER ITEMS
 2) PROCURE NOTEBOOK
 3) PLACES EVERYONE
 4) PRACTICE FOCUS- QUOTE
 5) PERSONALIZE- OBJECTIVE
 This is your **INITIAL INCIDENT:** The first most important event in a play from which the rest of the play develops.

PROTASIS
 INTRODUCTION OF CHARACTERS, FEELINGS & INTENTIONS

PERFORMANCE
 WARM UP

EXPOSITION
 introduce characters, setting, & things you need to know



EXIT
 STRIKE THE SET

RETURN BORROWED ITEMS

APPLAUSE
 EXPRESS AGREEMENT, APPROVAL or PRAISE

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.

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

**50% PARTICIPATION, PAPERWORK, PERFORMANCES
& PROJECTS (group & individual)**

**50% PERSONAL PERFORMANCE
REVIEW MEETING**

50% OF YOUR GRADE COMES FROM THE THINGS YOU DO IN CLASS

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 debriefment 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 student 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/information 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.**

& 50% OF YOUR GRADE WILL COME FROM YOU TELLING ME THE STORY OF YOUR 9 WEEKS...

PERSONAL PERFORMANCE REVIEW will happen at the end of each 9 weeks when you will meet one on one with Mrs. Marshall and discuss **YOUR** personal goals for Theatre class and how you are meeting your specific challenges and goals.



DUE DATES are to give you **GOALS** and a **PLAN.** But they are not **DEADLINES,** they ensure that you will get the maximum amount of feedback & any and all questions regarding the assignment will be answered. **BUT** you can turn anything in before the end of the 9 weeks and get full credit (but no feedback or additional instructions will be given after the **DUE DATE.**) So keep working at your pace. Don't give up. There are **LIFE LINES.**

Think about this rubric for your THEATRE WORK.

You receive 25 points just for looking at the information.

50 points for attempting the assignment or project.

75 points for putting some things you are learning into your performance or project.

AND you can earn 125 points for really creating something new and exciting!

SO YOU DON'T HAVE TO HAVE IT PERFECT TO EARN POINTS. Just try to do something and you will earn points. If you don't like your grade, TRY AGAIN putting some new things you learned into place and you will earn MORE POINTS for adding to your work.

THEATRE RUBRIC

INTENTIONS/GOALS/CHALLENGES

COLLECTING & ACTIVELY LEARNING

Have you looked at the information?

STEP 01



25 POINTS



STEP 02

COMPREHENDING & ATTEMPTING

Are you asking & answering questions?
Are you participating in discussion & activities?

50 POINTS

CAREFUL APPLICATION

Are you using the things you are learning in your designs, products, & performances?

STEP 03

75 POINTS



100 POINTS



STEP 04

CONFIDENT & AWESOME

Are you excited to turn in work, growing and changing, applying previous feedback and getting better every day?.

CREATIVE ARTIST

Are you creating something new & exciting with your performances, designs, and products for Theatre class?

STEP 05

125 POINTS



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!

This is LEARNING MOUNTAIN. Your place on the mountain will also determine your grade for assignments, projects, & performances.

- 1=25 points,
- 2=50,
- 3=75,
- 4=100,
- & 5=125

It's an uphill climb, but the view from the top is AWESOME!



collect

connect

create

1 LEARNING

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

REMEMBER

2 UNDERSTAND

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

3 APPLY

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

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!

EVALUATE

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

5

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!!!!

So 50% of your grade comes from PARTICIPATION, PERFORMANCES, PAPERWORK, & PROJECTS (those are the things you DO in Theatre Class.)

& 50% of your grade comes from who you are BECOMING because of Theatre Class. And that is something ONLY YOU can tell me about. You know the things that are pushing you out of your comfort zone. And that is different for each person in this class!

So you will get a chance every 9 weeks to tell your story. Sometimes in a one on one talk. Sometimes in a written work or an artistic endeavor.

Tell me how you changed the previous 9 weeks, how you grew as an artist and as a human, how you used Theatre skills in other ways in your life. Tell me the STORY of your 9 weeks and tell me what grade you would give yourself on the 1-5 point scale and that will be HALF of your grade for each 9 weeks.



HOW YOUR STORY BECOMES YOUR GRADE

Once upon a time there was an amazing Theatre student ...

HOW DOES A PLAY TELL A STORY?

A SCRIPT +
a DIRECTOR with VISION +
ACTORS who show the story
through DIALOGUE & ACTION =
A GREAT PLAY



You may have a great SCRIPT,
ADD a fantastic DIRECTOR with VISION,
but without COMMITTED ACTORS
the STORY will not be TOLD WELL..



IN THIS CLASS, YOU ARE AN ACTOR.

The curriculum is the SCRIPT,
I am a DIRECTOR with VISION,
& it is YOUR DIALOGUE & ACTION
that will TELL THE STORY.

The best THEATRE SHOWS the story through EVERY thing you see on stage. From the time you ENTER our set (classroom) until your final bow, you are ACTING out your part as a Theatre student. Together at your 9 weeks PLAY REVIEW we will look at your PORTFOLIO, your GOAL SETTING PAGES, your PROJECTS, & your PERFORMANCES to see a complete picture of your story while you tell me the changes and growth you have seen in the past 9 weeks. Let's PLAY together...

"IF THE POINT OF LIFE IS THE SAME AS THE POINT OF A STORY, THE POINT OF LIFE IS CHARACTER TRANSFORMATION."
- DONALD MILLER



TALK TO ME IF YOU NEED TO UNDERSTAND THE SCRIPT OR ANY DIRECTIONS ON HOW TO PLAY YOUR PART. I AM HERE TO HELP YOU TELL & SHOW YOUR BEST STORY

you & your story belong here...

WHAT MAKES A STORY GREAT?



UNIQUE CHARACTER VOICE & EXCITING RELATIONSHIPS



Are you putting your creative ideas into your projects and assignments?
Are you working well with other students in your class?

STRONG START & BIG FINISH



Are you focusing and setting intentions for your day?
Are you reflecting and learning from your reflections?

CHARACTER MOTIVATIONS



What were your goals and did you work to achieve them? Stories are about characters WANTING something, show me what you wanted out of Theatre class and how you WORKED for it!

CONFLICT & OVERCOMING FAILURE



Where did you struggle and how did you overcome it this 9 weeks? Show me a time you failed & how you did better the next time!

SURPRISE



What surprised you the most about yourself and Theatre class this 9 weeks?

CHARACTER CHANGE



How have you changed because of what you are learning and doing in Theatre class?.

SHOW, DON'T TELL



What ACTIONS show best the story of this 9 weeks? Is it a project you did, a performance, or a design? SHOW me your ACTIONS!



PLANNING YOUR PERFORMANCE

UNIQUE CHARACTER VOICE & EXCITING RELATIONSHIPS



Are you putting your creative ideas into your projects and assignments?
Are you working well with other students in your class?

STRONG START & BIG FINISH



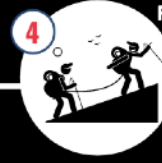
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you & your story belong here..

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!"*



Cues

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."**

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!***



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

TL;DR INTENTION: Use it as a TOOL, not a toy.



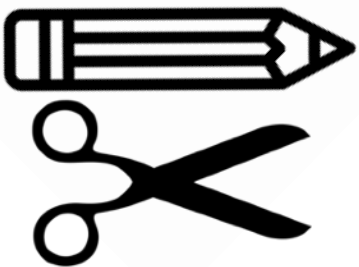
CELL PHONE: Think about entering the classroom like you are entering onstage for your role in a play. Unless the playwright has written into the script that you need a cell phone, you should NOT have a cell phone in sight. **Your Director will tell you if your character (as AWESOME STUDENT) needs a cell 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. Warfel's office for the rest of the school day. That is school policy. **You may charge your phone at a charging station 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.



TL;DR 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! I have 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.

TL;DR INTENTION: SUPPLEMENT, not supply

FOOD & DRINK: Any snacks or drinks you buy with a BRAVO CARD get you a free pass to eat/drink. 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 away until class is over. Water bottles are allowed anywhere in the classroom. Any food or drinks that I see (that wasn't procured with a BRAVO card) will be throw away. So keep it where I will not see it OR use a Bravo card to eat it outside.



TL;DR 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 mark the roll. Then quickly grab your PORTFOLIO and step into your part in our ensemble!
Be **Fantastically Present and a Focused Participant** for the rest of class!



SKIPPING CLASS: 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 don't feel ready to perform, just come and TRY. You can always TRY AGAIN for GROWTH UPGRADE. THEATRE PASSES are on the TA/Stage Manager table for you to fill out.

EXTENDED ABSENCES: Let us know if you are going to be absent for an extended period of time, especially if you are working in a group on a project or performance. You can do an alternative assignment if your group presents or performs without you.

TL;DR INTENTION: WE NEED YOU HERE to play your part!

BAND-AIDS: Band-aids are available on the SHARE SHELF.



TL;DR 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 a "school appropriate costume", you can add to your theatre class costume in the dressing room and create 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}

TL;DR 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.

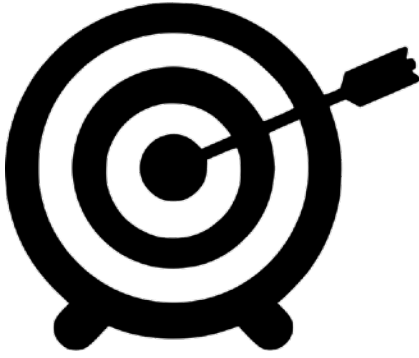
1. Have a vision. (Hope, dream, & create in this room!)
2. Be a learner, not a finisher. (Growth over grades)
3. Lean into struggle. (Do hard things.)
4. Feed your passion. (Do fun things!)
5. Own your education. (Invest in yourself.)
6. Own our culture. (Help others grow.)



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!

#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 Become 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.)**

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 good **INTENTION, RESPECT, or EXCELLENCE** to yourself, another person(s), the school, or the learning process, we will **LOOK AGAIN** at the situation and your personal choices. First, I will 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.)

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 all other options have been unsuccessful in regaining **FOCUS** on our class goals **OR** depending on the severity of the issue) referral and removal from class.

REFRESH,
refocus,
re-engage.

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,
APPLAUSE,
FINAL REFLECTION
GLOWS & GROWS**



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. We call these giving **GLOWS & GROWS.** A GLOW states what the person/group did that was a shining example of awesome performing. A GROW states an area they might need to grow in for the next performance. 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.**



WHY THEATRE 1?

IT CHALLENGES YOU TO OPEN THE DOOR
TO THE WORLD OF THEATRE
AND SEE WHAT IS HAPPENING ON STAGE
& PEEK BEHIND THE CURTAIN

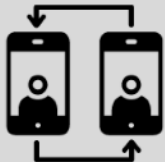
COMMUNICATE

WHY: So you can tell the world your story & listen well to other stories.



HOW: Carefully & Confidently
WHAT: PLAYBILL PROJECT, EMPATHY, MONOLOGUES, OEDIPUS REX, A MIDSUMMER NIGHT'S DREAM, THEATRE CRITIQUES, IMPROV, SET DESIGN, TED TALK

COLLABORATE



WHY: So you can work well with other human beings

HOW: Carefully & Comfortably
WHAT: EMPATHY, IMPROV, SET DESIGN, GREEK THEATRE, SHAKESPEARE, SCRIPT ANALYSIS

CREATE



WHY: So you can add your vision and voice into performance, products, projects, & productions

HOW: Constructively & Consciously
WHAT: PLAYBILL PROJECT, EMPATHY, GREEK THEATRE, MONOLOGUES, THEATRE CRITIQUES, IMPROV, SHAKESPEARE, SET DESIGN, TED TALK

CHARACTER BUILDING



WHY: So you show up as your BEST self

HOW: Contemplatively & Completely
WHAT: PLAYBILL PROJECT, EMPATHY, MONOLOGUES, IMPROV, SET DESIGN, TED TALK

LEON THEATRE



WHY THEATRE?

Theatre is like a gym for empathy.

It is where we can go to build up
the muscles of **compassion**,
to practice **listening**
& **understanding**
& **engaging** with people
that are not just like ourselves.

We practice **sitting down**,
paying attention,
& **learning**
from other people's actions.

We practice **caring**.

*-Bill English
(Artistic Director at San Francisco's Playhouse)*

LEON THEATRE *you & your story belong here...*



WHY THEATRE 2?

IT SHAPES YOU AS A CREATIVE ARTIST WITH A THEATRICAL JOURNEY THROUGH HISTORY & HELPS YOU FIND YOUR SPACE TO PLAY

SURVEY



WHY: Learn from the depth & breadth of centuries of Theatre History

HOW: RESPECTFULLY

WHAT: ARISTOTOLE'S ELEMENTS, GREEK, MEDIEVAL, COMMEDIA DEL'ARTE, COMEDY OF MANNERS, SHAKESPEARE, MELODRAMA, REALISM, ABSURDISM

SCRIPT ANALYSIS



WHY: Explore a full panoply of acting and design choices and styles

HOW: READILY

WHAT: ANTIGONE, EVERYMAN, THE SERVANT OF TWO MASTERS, TARTUFFE, THE IMPORTANCE OF BEING EARNEST, A DOLL'S HOUSE, WAITING FOR GODOT,

SEKK SWEET SPOTS



WHY: So you can add your vision and voice into performance, produts, projects, & productions

HOW: RESOURCEFULLY

WHAT: A VARIETY OF INDEPENDENT PROJECT CHOICES IN HOW TO RESPOND AFTER EACH MODULE

CHARACTER BUILDING



WHY: So you show up as your BEST self

HOW: RESPONSIVELY

WHAT: Owning the energy you bring into every space and every project, design project, & performance.

LEON THEATRE

The study of theatre,
has the capacity to help us
reach our full potential
as skilled, functional, ethical
members of our culture.

It helps us to become
fully human
& fully aware of humanity,
see ourselves
& others,

to tell our story
& be an intelligent
listener
to another person's story.

-libby larsen

*you & your story
belong here...*



WHY HONORS THEATRE 3 & 4?

IT PREPARES YOU AS A LIFE LONG THEATRE ARTIST
TO HONOR THE PROCESS OF CREATIVE DISCOVERY

PERFORMANCES



WHY: So you can tell the world your story
& listen well to & learn from other stories.

HOW: HONESTLY

WHAT: PAWS, RASA BOXES, ONE ACTS
IN CLASS PERFORMANCES, THE CRUCIBLE, OUR TOWN,
MACHINA, WIT

PRODUCTIONS



WHY: So you can work well with other human beings
to create a full theatrical production

HOW: HELPFULLY

WHAT: ONE ACTS, PAWS, SPRING SHOW,
LEON THEATRE EVENTS

PROJECTS



WHY: So you can add your vision and voice into
performance, products, projects, & productions

HOW: HIGHLY SKILLED

WHAT: PURPOSE PROJECT, COMEDY WRITING, THE
CRUCIBLE, OUR TOWN, STUDENT DIRECTING

PERSONAL PERSEVERANCE



WHY: So you show up as your BEST self &
work independently for your/our goals

HOW: HONORABLY

WHAT: Going above and beyond in your pursuit of
excellence during class and in Leon Theatre events.



WHY THEATRE?

We must all do
theatre –

to find out
who we are,

& to discover
who we could
become.

-Augusto Boal

LEON THEATRE

LEON THEATRE *you & your story belong here...*

as directors, we intend to...

- 1) PLAN AHEAD, PREPARE, PERSIST, PERSEVERE, PROD, POKE, PRY, PREACH, MAKE YOU PRACTICE & PRACTICE AGAIN & DO PRACTICALLY (AND MAYBE IMPRACTICALLY) EVERYTHING WE 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, WE 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 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 WE WANT TO BE TREATED & HOW WE THINK EVERY HUMAN BEING SHOULD BE TREATED. THIS MEANS WE WILL RESPECT YOU EVEN IF YOU ARE NOT RESPECTING US BECAUSE WE WANT TO SHOW YOU WHAT IT LOOKS AND FEELS LIKE TO BE RESPECTED...
- 10) WE 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!

remember, YOU & YOUR STORY belong here,
lea marshall, maggie smith, & whitney snow