

## **Boston Public Schools/Theatre**

**Course Title: Kindergarten - 2<sup>nd</sup> Grade Theatre**

**Course #: 815 THEATRE K-2**

**This course may be used to fulfill a portion of the arts instructional time mandated by the 2001 revised Boston Public Schools Arts Education Policy (90 hours of arts instruction per year) and the 1998 Boston Public Schools' Promotion Policy.**

**Course Description:** Students will be engaged in activities geared to the development of imagination, problem-solving ability and communications skills. Sequential instruction will be focused on the introduction of the tools of the actor—voice, body, and imagination. Students will establish appropriate audience behavior through practice as a performer and audience member. Through improvisation, pantomime and group discussions, students will participate in a group or individually in the processes of originating, performing, producing and responding to dramatic works. Students will select, organize and construct simple scenery, properties, costumes, and sound elements under the teacher's direction. Students will relate personal, media (e.g.: television, radio, video, movies) and cultural experiences to classroom activities. Students will begin to explore and evaluate how physical attributes, attitudes, desires, situations, relationships and environments play a role in their lives.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Explore the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Practice leading small groups in verbal and non-verbal scenes to communicate an idea
4. Participate in a group process of creating a written or recorded dramatic work for classroom performance
5. Compare and connect the relationships among history, literature and culture through the dramatic form
6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual arts, radio, television, video and film to theatre

**Text and Instructional Materials:**

- Play transcripts, records, tape recordings, videotapes and films –See Resources Th 35
- Musical and sound effect instruments
- Literature collection of age appropriate children's books
- Fabric, costumes, costume props
- Camcorder, VCR, monitor, tapes

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**Student Products:** See **Boston Public Schools Arts Standards/ K - 2 Theatre**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

**(Sample)** Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through teacher modeling, teacher-led theatre games, student oral reports, and student productions/performance. Students will be engaged in the process of originating, performing, producing and responding which will develop the skills of concentrating, listening, observing, replacing, remembering, imagining, feeling, recognizing, differentiating, experimenting and evaluating.

**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **Kindergarten - 2<sup>nd</sup> Grade Theatre**:

Daily classroom work	30%
Respect of self and others	
Listening and following directions	
Staying on task	
Sharing in discussion and evaluation of student work	
Homework	20%
Product/Performance	30%
Skills Tests	20%

**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete students products in their native language where appropriate.

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEP's and Section 504 plans will stipulate whether the

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students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Kindergarten - 2<sup>nd</sup> Grade Theatre** would be:

- Study a person or animal you know. Practice moving like that animal or person. Perform and explain the movements to your classmates.
- Reproduce sounds made by nature, animals, or people. Add an action to your sound.
- Pantomime characters from your favorite story or nursery rhyme while a parent, brother, sister, or relative reads.

#### **Other Opportunities and Expectations**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.

## **Boston Public Schools/Theatre**

**Course Title: 3<sup>rd</sup> - 5<sup>th</sup> Grade Theatre**

**Course #: 816 THEATER 3 – 5**

**This course may be used to fulfill a portion of the arts instructional time mandated by the 2001 revised Boston Public Schools Arts Education Policy (90 hours of arts instruction per year) and the 1998 Boston Public Schools' Promotion Policy.**

**Course Description:** Students will be engaged in activities promoting imagination, problem-solving ability and communications skills. Sequential instruction will be focused on the development of the tools of the actor—voice, body, and imagination. Through improvisation, pantomime and group discussions, students will participate in a group or individually in the processes of originating, performing, producing and responding to dramatic works. Students will select, organize and construct simple scenery, properties, costumes, and sound elements under the teacher's direction. Students will relate personal, media (e.g.: television, radio, video, movies) and cultural experiences to classroom activities. Students will begin to explore and evaluate how physical attributes, attitudes, desires, situations, relationships and environments play a role in their lives.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Understand and apply the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Participate in the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted formal and non-formal performance
4. Engage in creating a written or recorded dramatic work.
5. Compare and connect the relationships among history, literature and culture through the dramatic form
6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual art, radio, television, video and film to theatre

**Text and Instructional Materials:**

- Play transcripts, records, tape recordings, video tapes and films—See Resources TH p.35
- Musical and sound effects instruments
- Literature collection of age appropriate children's books
- Fabric, costumes, costume props
- Camcorder, VCR, monitor, tapes
- Small props

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**Student Products:** See **Boston Public Schools Arts Standards/3-5 Theatre**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

**(Sample)** Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through teacher modeling, teacher-led theatre games, student oral reports, and student productions/performance. Students will be engaged in the process of originating, performing, producing and responding which will develop the skills of concentrating, listening, observing, replacing, remembering, imagining, feeling, recognizing, differentiating, experimenting and evaluating.

**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **3<sup>rd</sup> - 5<sup>th</sup> Grade Theatre**:

Daily classroom work	20%
Respect of self and others	
Listening and following directions	
Staying on task	
Sharing in discussion and evaluation of self and the work of peers (rubrics)	20%
Homework	20%
Theatre journal	20%
Product/Performance	20%

**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete students products in their native language, where appropriate..

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the **BPS**

## Page 3 3<sup>rd</sup> Grade - 5<sup>th</sup> Grade Theatre

**Citywide Learning Standards.** IEPs and Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **3<sup>rd</sup> Grade - 5<sup>th</sup> Grade Theatre** would be:

- Listen and watch a television show video or film and prepare an oral report to tell how various arts disciplines (music, visual arts, dance) and technical elements (lighting, sound, costumes) are used to add interest, excitement, emotion and action.
- Create an original tongue twister that helps you and classmates develop clear articulation.
- Attend a live theatre performance and prepare a short oral report to tell your class about the performance.
- Keep a theatre journal to record activities, ideas, important information, and feelings as you develop as an actor, director, technician or audience member.

### **Other Opportunities and Expectations**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.
- Students are expected to keep a theatre journal (as homework) to record a log of activities, ideas, important information and feelings.
- Some students will be selected to participate in the All-City Theatre Festival in March. This will require a commitment of after/before school rehearsals and a full day of arts study concluding with an evening public performance.
- Some students will be selected to participate in the City Hall Arts Festival and other community performances. This will require a commitment of after/before school rehearsals, and time for the actual performance.
- Students will have the opportunity to attend line theater performances.

## Boston Public Schools/Theatre

**Course Title: Middle School Theatre I**

**Course #: 835 MSTHEATRE 1**

**Course Length: One full year      Prerequisite: None**

**Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle schools arts' requirement as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.**

**Course Description:** Students will receive sequential instruction focused on the development of the tools of the actor—voice, body, and imagination. Those students with elementary training in theatre will serve as facilitators/directors for small groups of students, enabling the teacher to establish a classroom environment that is safe for creative risks and to accelerate the pace of new material being presented and studied. Students will participate individually and in small groups in the processes of originating, performing, producing and responding to dramatic works. Students will study the basic fundamentals of how scene design, sound, costumes, properties and lighting are used in the theatre. Students will keep a journal to record activities, ideas, and important information.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Understand and apply the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Participate in the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted, formal and non-formal performance
4. Engage in creating a written or recorded dramatic work
5. Compare and connect the relationships among history, literature and culture through the dramatic form
6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual art, radio, television, video and film to theatre

**Text and Instructional Materials:**

- Exploring Theatre: Student Edition
- Annotated Teacher's Edition
- Lesson Plan Booklet
- Teacher's Resource Binder
- Book of Scenes for Aspiring Actors

## Page 2 - Middle School Theatre I

- Book of Monologues for Aspiring Actors
- Book of Cuttings for Acting and Directing
- Book of Scenes for Acting Practice
- Plays, transcripts, records, tape recordings, video tapes and films(See Resources p.35)
- Musical and sound effects instruments
- Literature collection of age appropriate children's books
- Fabric, costumes, costume props
- Camcorder, VCR, monitor, tapes
- Small props, lighting equipment

**Student Products:** See **Boston Public Schools Arts Standards/6 - 8 Theatre**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

**(Sample)** Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through textbooks, scripts, autobiographies, video, TV, radio, magazines, lecture, student oral reports, student productions, and attend secondary, community and professional theatrical productions. Students will be engaged in the process of originating, performing, producing and responding to dramatic works.

**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Theatre I**

Homework	15%
Theatre journal	10%
In-class production work	20%
Semester product	20%
Semester exam	20%
Oral presentation	15%

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**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete student products in their native language, where appropriate.

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs and Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Middle School Theatre I** would be:

- Keep a journal to record theatre activities, ideas, important information and realizations of individual development as an actor, director, technician and audience member
- Attend a live theatre performance and prepare an oral critique using theatre vocabulary and telling how scene design, sound, costumes, properties and lighting are used to enhance the performance
- Develop a student code of conduct for attending a live theatre production
- Analyze a favorite television character and write a 250 word essay to describe the character's physicality, personality and how he/she relates to others

#### **Other Opportunities and Expectations:**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.
- Students are expected to keep a theatre journal with a log of activities, information, and personal development.
- Students will have the opportunity to attend live theatre performances.
- Students will have the opportunity to work with guest speakers/artists and production ensembles when funds are available.
- Students will have the opportunity to audition and participate in all-school productions.

## **Boston Public Schools/Theatre**

**Course Title: Middle School Theatre II**

**Course #: 836 MSTHEATRE 2**

**Course Length: One full year**

**Prerequisite: Passing Middle School Theatre I or teacher approval**

**Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle school arts' requirement as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.**

**Course Description:** Students will continue to build upon the sequential skills in self-assessment, self-correction, improvisation, character analysis, articulation, projection and diction gained in **Middle School Theatre I**. Students will become familiar with basic directing skills through leading small groups of students in pantomime, improvisation and scripted scenes. Student will analyze the literary structure of published works and explore how technical design communicates, compliments and frames a theatrical production. Students will practice analyzing improvised and scripted scenes for technical requirements. Theatre and theatre-related career paths will be introduced in tandem with how theatre arts were used throughout history and exist in today's society.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Understand and apply the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Participate in the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted, formal and non-formal performance
4. Engage in creating a written or recorded dramatic work
5. Compare and connect the relationships among history, literature and culture through the dramatic form
6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual art, radio, television, video and film to theatre

**Text and Instructional Materials:**

- Exploring Theatre: Student Edition
- Annotated Teacher's Edition
- Lesson Plan Booklet
- Teacher's Resource Binder
- Book of Scenes for Aspiring Actors

## Page 2 - Middle School Theatre II

- Book of Monologues for Aspiring Actors
- Book of Cuttings for Acting and Directing
- Book of Scenes for Acting Practice
- Plays, transcripts, records, tape recordings, video tapes and films—See Resources TH Pg. 35
- Musical and sound effects instruments
- Literature collection of books
- Fabric, costumes, costume props, small props
- Camcorder, VCR, monitor, tapes
- Theatre periodicals

**Required Readings:** Each student will select and read at least two teacher approved articles per semester determined by the student's historical and cultural interests and relatedness to a student's on-going production work.

**Student Products:** See **Boston Public Schools Arts Standards/6 - 8 Theatre**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

**Sample:** Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through textbooks, scripts, autobiographies, video, TV, radio, magazines, lecture, student oral reports, student productions, and attend post-secondary, community and professional theatrical productions. Students will be engaged in the process of originating, performing, producing and responding.

**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Theatre II:**

Homework	15%
Theatre journal	10%
In-class production work	20%

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Semester product	20%
Two article reviews	10%
Semester quiz	10%
Oral presentation (monologue or live production review)	15%

**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete students products in their native language, where appropriate.

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs and Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Middle School Theatre II** would be:

- Keep a journal to record theatre activities, ideas, important information and realizations of individual development as an actor, director, technician and audience member
- Attend a live theatre performance and prepare an oral critique using theatre vocabulary and telling how scene design, sound, costumes, properties and lighting are used to enhance the performance
- Create and perform a two minute monologue about a pet peeve, favorite character, a fear, or incident.
- Read a short play in preparation for class analysis of technical requirements for production.

#### **Other Opportunities and Expectations:**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.
- Students are expected to keep a theatre journal with a log of activities, information, and personal development.
- Students will have the opportunity to attend live theatre performances.
- Students will have the opportunity to work with guest speakers/artists and production ensembles when funds are available.
- Students will have the opportunity to audition and participate in all-school productions and the All-City Theatre festival.

## **Boston Public Schools/Theatre**

**Course Title: Middle School Theatre Performance**

**Course #: 843 MSTHEATRE PERF**

**Course Length: One Full Year**

**Prerequisite: Passing Middle School Theatre II or teacher approval**

**Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle school arts' requirement as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.**

**Course Description:** This course builds sequentially on **Middle School Theatre II** and provides a venue for those students pursuing more intense and rigorous theatre training with expanded performance opportunities. Students will be expected to attend live theatre performances and prepare oral and written critiques of performances based on research and current study. Students will incorporate and strengthen acting skills in the areas of role play, scene development, character development and story dramatization. Students will demonstrate their understanding of theatre vocabulary through the study, classroom performance and analysis of various forms of dramatic literature. Students will work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments in conjunction with costumes and makeup to suggest characters. Students will use the Internet to study/research the roles and interrelated responsibilities of the various personnel involved in the theatre and theatre related occupations. Students will assist in stage management, technical assistance and direction in a school based and/or citywide performance. Students will be encouraged to create original monologues, dialogues and scripts.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Understand and apply the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Participate in the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted, formal and non-formal performance
4. Engage in creating a written or recorded dramatic work
5. Compare and connect the relationships among history, literature and culture through the dramatic form
6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual art, radio, television, video and film to theatre

## Page 2 - Middle School Theatre Performance

### Text and Instructional Materials:

- Exploring Theatre: Student Edition
- Annotated Teacher's Edition
- Lesson Plan Booklet
- Teacher's Resource Binder
- Book of Scenes for Aspiring Actors
- Book of Monologues for Aspiring Actors
- Book of Cuttings for Acting and Directing
- Book of Scenes for Acting Practice
- Plays, transcripts, records, tape recordings, video tapes and films, See Resources p. 35
- Musical and sound effects instruments
- Literature collection of age appropriate books
- Fabric, costumes, costume props
- Camcorder, VCR, monitor, tapes
- Small props
- Theatre periodicals
- Theatre books - Topics: autobiographies of actors and directors, acting, directing, stage makeup, costuming, lighting, stagecraft, musical theatre, etc.

**Required Readings:** Each student will select and read at least three teacher approved articles per semester determined by the student's historical and cultural interests and relatedness to a student's on-going production work. **(Sample)**

**Student Products:** See **Boston Public Schools Arts Standards/6 - 8 Theatre**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

**(Sample)** Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through textbooks, scripts, autobiographies, video, TV, radio, magazines, lecture, student oral reports, student productions, and attend post-secondary, community and professional theatrical productions. Students will be engaged in the process of originating, performing, producing and responding.

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**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Theatre III:**

Homework	15%
Theatre journal	10%
In-class production work	20%
Semester product	20%
Three article reviews	15%
Oral presentation (monologue or live production review)	20%

**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete students products in their native language, where appropriate.

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the BPS Citywide Learning Standards. IEPs and Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Middle School Theatre III** would be:

- Keep a journal to record theatre activities, ideas, important information and realizations of individual development as an actor, director, technician and audience member
- Attend a live theatre performance and prepare an oral critique using theatre vocabulary and telling how scene design, sound, costumes, properties and lighting are used to enhance the performance
- Collaborate, create, rehearse and perform a two-minute dialogue with a fellow classmate about a current social problem or event
- Read a short play in preparation for class analysis of technical requirements for production

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- Read a theatre related article or book
- Memorize a script for rehearsal

### **Other Opportunities and Expectations:**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.
- Students are expected to keep a theatre journal with a log of activities, information, and personal development.
- Students will have the opportunity to attend live theatre performances.
- Students will have the opportunity to work with guest speakers/artists and production ensembles when funds are available.
- Students will have the opportunity to audition and participate in all-school productions and the All-City Theatre festival.
- Students will be encouraged to audition for the **Boston Arts Academy**.

## **Boston Public Schools/Theatre**

**Course Title: Introduction to Theatre A & B**

**Course #: 892 INTRO THEATRE A / 893 INTRO THEATRE B**

**Course Length: One semester each**

**Prerequisite: Introduction to Theatre A - None**

**Introduction to Theatre B - Passing Grade in Intro to Theatre IA**

**Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.**

**Course Description: Introduction to Theatre A** is an entry-level theatre class offered to students with an interest in theatre study. Students will practice and begin to develop the tools of the actor (voice, body and imagination) through daily participation in classroom activities. Personal responsibility, commitment to the creative process and respect for social, cultural and ethnic diversity in thoughts and actions will be stressed. Basic elements of design in the production of sound, properties, costumes, lighting and sets will be explored. Students will improvise scenes and initiate script writing. Students will observe and analyze the comparisons and connections of dance, music, visual art, radio television, video and film. Career opportunities will be introduced.

**Introduction to Theatre B** expands upon the introductory knowledge and experiences students gain in **Introduction to Theatre A**. Students will read, analyze and interpret one tragedy and one comedy from the playwright's point of view. An understanding of the basic elements of a play (setting, conflict, plot, theme, dialogue and action), structures, and theatre vocabulary will be used to guide a team of students in creating an original script. Theatre careers will be explored as students engage in the collaborative process as a director with stage managers, house managers, tech crew and cast to plan and execute a class production of a one-act script.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Understand and apply the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Participate in the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted, formal and non-formal performance
4. Engage in creating a written or recorded dramatic work
5. Compare and connect the relationships among history, literature and culture through the dramatic form

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6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual art, radio, television, video and film to theatre

### **Text and Instructional Materials:**

- The Stage and the School: Student Edition
- Teacher's Resource Binder
- Teacher's Classroom Resources
- Book of Scenes for Aspiring Actors
- Book of Monologues for Aspiring Actors
- Book of Cuttings for Acting and Directing
- Book of Scenes for Acting Practice
- Theatre: Art in Action Student Edition
- Teacher's Manual
- Teacher's Resource Binder
- Production Process Video
- Plays, transcripts, records, tape recordings, video tapes and films— See Resources Pg. 35
- Musical and sound effects instruments
- Literature collection of theatre and theatre-related books on some of the following topics: autobiographies, theatre make-up, acting, directing, stagecraft, costuming
- Fabric, costumes, costume props
- Camcorder, VCR, monitor, tapes
- Small props
- Theatre periodicals

**Required Readings:** Each student will select at least two teacher approved articles per semester determined by the student's historical and cultural interests and relatedness to a student's on-going production work.

**Student Products:** See **Boston Public Schools Arts Standards/9-12 Theatre**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing

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them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through textbooks, scripts, autobiographies, video, TV, radio, magazines, lecture, student oral reports, student productions, and attendance at post-secondary, community and professional theatrical productions. Students will be engaged in the process of originating, performing, producing and responding which will develop the skills of concentrating, listening, observing, replacing remembering, imagining, feeling, recognizing, differentiating, experimenting and evaluating.

**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **Introduction to Theatre A & B**

Theatre Journal	20%
Article/production reviews	20%
Semester Exam	15%
In-class production work	20%
Semester Product/Oral Presentation/Critique	25%

**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete students products in their native language, where appropriate.

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs and Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

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Some examples of homework in **Introduction to Theatre A & B** would be:

- Keep a journal to record theatre activities, ideas, important information and realizations of individual development as an actor, director, technician and audience member
- Attend a live theatre performance and prepare an oral critique using theatre vocabulary and telling how scene design, sound, costumes, properties and lighting are used to enhance the performance.
- Create and perform a two minute monologue about a pet peeve, favorite character, a fear, or incident.
- Read a short play in preparation for class analysis of technical requirements for production.

### **Other Opportunities and Expectations:**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.
- Students are expected to keep a theatre journal with a log of activities, information, and personal development.
- Students will have the opportunity to attend live theatre performances.
- Students will have the opportunity to work with guest speakers/artists and production ensembles when funds are available.
- Students will have the opportunity to audition and participate in all-school productions.

## **Boston Public Schools/Theatre**

**Course Title: High School Theatre and Production II**

**Course #: 894 HS THEATRE/PROD 2**

**Course Length: One full year**

**Prerequisite: Passing grade in Introduction to Theatre A & B or teacher approval**

**Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.**

**Course Description:** This course will build upon the basic theatre and technical theatre knowledge and skills presented in **Introduction to Theatre A & B**. Students will study the International Phonetic Alphabet and its applications in the study of articulation and dialects. Students will explore movement as it relates to the development of a character and its relationship and application in musical theatre. Students will read and analyze dramatic works for the setting, conflict, theme, dialogue and action. Students will discuss the linguistic, cultural, historical and social elements affecting a dramatic work and the works' impact on the world and contemporary societies. Students will create an original monologue for classroom presentation. Using the Internet, students will research the responsibilities and functions of specific theatre careers. Students will identify, compare and connect various performance art applications found in contemporary media and discuss how they relate to their predecessors.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Understand and apply the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Participate in the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted, formal and non-formal performance
4. Engage in creating a written or recorded dramatic work.
5. Compare and connect the relationships among history, literature and culture through the dramatic form
6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual art, radio, television, video and film to theatre.

**Text and Instructional Materials:**

- The Stage and the School: Student Edition
- Teacher's Resource Binder
- Teacher's Classroom Resources
- Book of Scenes for Aspiring Actors

## Page 2 - High School Theatre and Production II

- Book of Monologues for Aspiring Actors
- Book of Cuttings for Acting and Directing
- Book of Scenes for Acting Practice
- Theatre: Art in Action Student Edition
- Teacher's Manual
- Teacher's Resource Binder
- Production Process Video
- Play, transcripts, records, tape recordings, video tapes and films
- Musical and sound effects instruments
- Literature collection of theatre and theatre-related books on some of the following topics: autobiographies, theatre make-up, acting, directing, stagecraft, costuming
- Fabric, costumes, costume props
- Camcorder, VCR, monitor, tapes
- Small props
- Theatre periodicals

**Required Readings:** Each student will select at least three teacher approved articles per semester determined by the student's historical and cultural interests and relatedness to a student's on-going production work.

**Student Products:** See **Boston Public Schools Arts Standards/9-12 Theatre**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through textbooks, scripts, autobiographies, video, TV, radio, magazines, lecture, student oral reports, student productions, and attendance at post-secondary, community and professional theatrical productions. Students will be engaged in the process of originating, performing, producing and responding which will develop the skills of concentrating, listening, observing, replacing remembering, imagining, feeling, recognizing, differentiating, experimenting and evaluating.

## Page 3 - High School Theatre and Production II

**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **High School Theatre and Production II:**

Theatre journal	15%
In-class production work	20%
Article reviews (3)	15%
Oral presentation (monologue or live production review)	20%
Semester product	30%

**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete students products in their native language, where appropriate.

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs and Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **High School Theatre and Production II** would be:

- Keep a journal to record theatre activities, ideas, important information and realizations of individual development as an actor, director, technician and audience member.
- Attend a live theatre performance and prepare an oral critique using theatre vocabulary and telling how scene design, sound, costumes, properties and lighting are used to enhance the performance.
- Create and perform a two minute monologue about a pet peeve, favorite character, a fear, or incident.
- Read a short play in preparation for class analysis of technical requirements for production.
- Do a character study of a teacher, family member or classmate. Present your findings to the class.

## **Page 4 - High School Theatre and Production II**

### **Other Opportunities and Expectations:**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.
- Students are expected to keep a theatre journal with a log of activities, information, and personal development.
- Students will have the opportunity to attend live theatre performances.
- Students will have the opportunity to work with guest speakers/artists and production ensembles when funds are available.
- Students will have the opportunity to audition and participate in all-school productions and the All-City Theatre festival.

## **Boston Public Schools/Theatre**

**Course Title: High School Theatre and Production III**

**Course #: 985 HS THEAT/PROD 3**

**Course Length: One full year**

**Prerequisite: Passing grade in High School Theatre and Production II or teacher approval**

**Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.**

**Course Description:** Students will work in an ensemble to create and produce an original one-act play using three or more art applications. Students will support their writing and production choices with documentation. Students will create, prepare and sustain improvised characters. Students will explore how comedy and tragedy are used effectively in literature through classroom readings and informal performances of various theatrical forms (i.e.: reader's theatre, oral interpretation, story theatre, puppetry, and monodramas). Students will use the Internet, library and personal interviews to research information for a paper on the historical development of a particular style, theme, or genre of theatre. Students will analyze, discuss and defend a style of design and how it is applied to a specific production. Students will be expected to participate in a public performance extending from classroom work with published scripts. Students will develop individual audition presentations and materials for personal use.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Understand and apply the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Participate in the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted, formal and non-formal performance
4. Engage in creating a written or recorded dramatic work.
5. Compare and connect the relationships among history, literature and culture through the dramatic form
6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual art, radio, television, video and film to theatre

## Page 2 - High School Theatre and Production III

### Text and Instructional Materials:

- The Stage and the School: Student Edition
- Teacher's Resource Binder
- Teacher's Classroom Resources
- Book of Scenes for Aspiring Actors
- Book of Monologues for Aspiring Actors
- Book of Cuttings for Acting and Directing
- Book of Scenes for Acting Practice
- Theatre: Art in Action Student Edition
- Teacher's Manual
- Teacher's Resource Binder
- Production Process Video
- Plays, transcripts, records, tape recordings, video tapes and films—See Resources Pg. 35
- Musical and sound effects instruments
- Literature collection of theatre and theatre-related books on some of the following topics: autobiographies, theatre make-up, acting directing, stagecraft, costuming
- Fabric, costumes, costume props
- Camcorder, VCR, monitor, tapes
- Small props
- Assorted materials for building sets: lumber, nails, paint, wire, paper, foam-core, brackets, casters, bolts, canvas, etc.
- Assorted tools for assembly of sets: hammers, saws, pliers, screwdrivers, drills, air compressor for nailing and painting, sanders, etc.
- Theatre periodicals

**Required Readings:** Each student will select at least three teacher approved articles per semester determined by the student's historical and cultural interests and relatedness to a student's on-going production work.

**Student Products:** See **Boston Public Schools Arts Standards/9-12 Theatre, Proficient and Advanced**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

### Page 3 - High School Theatre and Production III

Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through textbooks, scripts, autobiographies, video, TV, radio, magazines, lecture, student oral reports, student productions, and attendance at post-secondary, community and professional theatrical productions. Students will be engaged in the process of originating, performing, producing and responding.

**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **High School Theatre and Production III:**

Theatre journal	15%
Article reviews (3)	15%
Live performance critique	15%
Monologue/dialogue or cast performance	15%
Term paper	15%
Semester project	25%

**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete students products in their native language, where appropriate.

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs and Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **High School Theatre and Production III** would be:

- Keep a journal to record theatre activities, ideas, important information and realizations of individual development as an actor, director, technician and audience member.

## **Page 4 - High School Theatre and Production III**

- Attend a live theatre performance and prepare an oral critique using theatre vocabulary and telling how scene design, sound, costumes, properties and lighting are used to enhance the performance.
- Create and perform a two minute monologue about a pet peeve, favorite character, a fear, or incident.
- Read a short play in preparation for class analysis of technical requirements for production.
- Assist in before/after-school production work.
- Design the cover and format of a production program.

### **Other Opportunities and Expectations:**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.
- Students are expected to participate in the **All City Theatre Festival**.
- Students are expected to keep a theatre journal with a log of activities, information, and personal development.
- Students are expected to attend live theatre performances of post-secondary, community and professional theatre companies.
- Students will have the opportunity to work with guest speakers/artists and production ensembles when funds are available.
- Students will have the opportunity to audition and participate in all-school productions and the All-City Theatre festival.

## **Boston Public Schools/Theatre**

**Course Title: Theatre and Production Advanced Seminar**

**Course # 863 THEAT/PROD A/S**

**Course Length: One full year**

**Prerequisite: Passing grade in High School Theatre and Production III or teacher approval**

**Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.**

**Course Description:** Students will engage in the process of production from script selection/conception to performance. Students will work on theatrical production teams to create and perform a ½ hour newscast using four or more arts applications. Students will write, cast and direct scenes or a one-act play demonstrating their understanding of vertical drama in which the inner life and tension of a character is explored through such means as realistic scenes, dream sequences, abstract or literal movement and fantasy. Individual students will select a research topic for the year and produce a research paper accompanied by an oral presentation. Students are expected to take a pro-active role in all theatre-related school productions. Individual audition presentations and materials will be developed for the student's personal use.

**Instructional Objectives:** Students will be able to:

1. Create a safe environment for learning new things, sharing information and taking risks
2. Understand and apply the discipline of acting to develop the tools of the actor: voice, body and imagination
3. Participate in the planning, organization of rehearsals, casting, creative development and constructive critiquing of improvised and scripted, formal and non-formal performance
4. Engage in creating a written or recorded dramatic work.
5. Compare and connect the relationships among history, literature and culture through the dramatic form
6. Identify and use the elements of spectacle through setting, sound, properties, costumes and lighting
7. Compare and connect dance, music, visual art, radio, television, video and film to theatre.

**Text and Instructional Materials:**

- The Stage and the School: Student Edition
- Teacher's Resource Binder
- Teacher's Classroom Resources
- Book of Scenes for Aspiring Actors

## Page 2 - Theatre and Production Advanced Seminar

- Book of Monologues for Aspiring Actors
- Book of Cuttings for Acting and Directing
- Book of Scenes for Acting Practice
- Theatre: Art in Action Student Edition
- Teacher's Manual
- Teacher's Resource Binder
- Production Process Video
- Play transcripts, records, tape recordings, video tapes and films
- Musical and sound effects instruments
- Literature collection of theatre and theatre-related books on some of the following topics: autobiographies, theatre make-up, acting directing, stagecraft, costuming
- Fabric, costumes, costume props
- Camcorder, VCR, monitor, tapes
- Small props
- Assorted materials for building sets: lumber, nails, paint, wire, paper, foam-core, brackets, casters bolts, canvas, etc.
- Assorted tools for assembly of sets: hammers, saws, pliers, screwdrivers, drills, air compressor for nailing and painting, sanders, paint brushes, etc.
- Theatre periodicals

**Required Readings:** Each student will select at least three teacher approved articles per semester determined by the student's historical and cultural interests and relatedness to a student's on-going production work.

**Student Products:** See **Boston Public Schools Arts Standards/9-12 Theatre, Advanced**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

**Instructional Activities/Methods:** The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and skills being explored. Students will study theatre production, acting, directing, script writing and critique through textbooks, scripts, autobiographies, video, TV, radio, magazines, lecture, student oral reports, student productions, and attendance at post-secondary, community and professional theatrical productions. Students will be engaged in the process of originating, performing, producing and responding.

### Page 3 - Theatre and Production Advanced Seminar

**Grading and Assessments:** Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **Theatre and Production Advanced Seminar** would be:

Newscast production	15%
Original scenes and direction	20%
Theatre journal	15%
Research paper and presentation (Product)	40% (could be related to school production)
Audition preparation	10%

**Students in the Transitional Bilingual Program** at Lau Step 1, 2, and 3 may complete students products in their native language, where appropriate.

**Students with IEP's or Section 504 Plans:** All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs and Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

**Homework:** Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Theatre and Production Advanced Seminar** would be:

- Keep a journal to record theatre activities, ideas, important information and realizations of individual development as an actor, director, technician and audience member.
- Attend a live theatre performance and prepare an oral critique. Be prepared to defend or attack the director's choices.
- Write a scene to demonstrating a dream sequence.
- Write a scene to explore a fantasy.
- Interview a guest artist in a local production
- Design the set for a school production. Assist in after/before-school production work

#### **Page 4 - Theatre and Production Advanced Seminar**

- Design costumes for school productions. Work on the assembly team.
- Design the advertising/sales campaign for a school production. Work the plan.

#### **Other Opportunities and Expectations:**

- Students are expected to perform in small or large groups in classroom or school-based productions each year.
- Students are expected to participate in the **All City Theatre Festival**.
- Students are expected to keep a theatre journal with a log of activities, information, and personal development.
- Students are expected to attend live theatre performances of post-secondary, community and professional theatre companies.
- Students will have the opportunity to work with guest speakers/artists and production ensembles when funds are available.
- Students will have the opportunity to audition and participate in all-school productions.
- Students will have the opportunity to write and produce an original theatre work.

**Boston Public Schools'**  
**Theatre Resources**  
 (As of SY 2004):

<u>Title</u>	<u>Author</u>	<u>Total Collection</u>
100 Monologues	Laura Harrington, Ed.	30
24 Favorite One Act Plays	ed. By Bennett Cerf	3
3 Tragedies by Garcia Lorca	Garcia Lorca/ trans. Lujan and O'Connell	50
52nd St. Project Kid Theatre Kit, The	The 52nd St. Project	1 kit
A...My Name is Still Alice (a musical revue)	Joan Micklin Silver/Julianne Boyd	20
Absolutely Murder	Guernsey LePelley	36
Acting in Restoration Comedy	Callow	10
Acting in Shakespeare	Joseph	10
Acting Lesson, The	Willard Simms	4
Actor's Book of Classical Monologues	Stefan Rudnicki	3
Actor's Book of Contemporary Monologues	Nina Shengold	1
Adventure of Huckleberry Finn, The	adapt. Charles George	32
Adventure of Tom Sawyer, The	adapt. Charles George	32
Adventures of Ben Boy, Ben Dog	Ray Hamby	60
Aesop's Updated Fables	Kim Esop-Wylie	22
African Company, The Presents- Richard III	Carlyle Brown	14
Agnes of God	Pielmeier	60
Ah, Wilderness! (comedy)	Eugene O'Neill	18
Albert's Bridge	Stoppard	60
Alice in Love	Dana Yeaton	16
All my Sons	Arthur Miller	13
All the World's A Stage I (7 plays from around the world)	Assorted (all plays)	30
All the World's A Stage II (6 plays from around the world)	Assorted (all plays)	30
Amadeus	Peter Shaffer	18
American Dreams	Studs Terkel/ Peter Frisch	12
American Primitive (or John & Abigail)	William Gibson	20
Amphitryon	Moliere/ Wilbur	60
Amy Crockett: M.V.P	Frumi Cohen	17
Androcles and the Lion	George Bernard Shaw	48
Angel City	Shepard	
Another Tourtoise...	Felnagle & Mucci	60
Anthony & Cleopatra	Shakespeare	111
Antigone	ad. Lewis Galantiere	15
Arms and the Man	George Bernard Shaw	20
Around the Year Programs	Ruby L. Moeller	25
Arsenic and Old Lace	Joseph Kesselring	28
As You Like It	Shakespeare	62
Audience Participation	Brian Way	10
Audition Pieces	Sharkey	60
Baba Yaga and the Black Sunflower	Carol Korty	13
Bad Habits	McNally	70
Barefoot in the Park	Neil Simon	27
Beautiful Girls	Catherine Keyser	20
Beggar's Opera, The	John Gay	36

Bell, Book, and Candle	Van Druten	20
Bells of Nagasaki, The (Two Cities)	Ernest Ferlita	16
Blithe Spirit	Noel Coward	19
Brick and The Rose, The	Lewis John Carlino	10
Candid	Michael Scanlon	18
Candida	George Bernard Shaw	20
Cat on a Hot Tin Roof	Tennessee Williams	30
Charley's Aunt	Brandon Thomas	13
Cherry Orchard, The	Chekhov/ trans. Stark Young	40
Children's Crusade, The	Paul Thompson	18
Choosing Sides for Basketball	Kathryn Schultz Miller	14
Cinderella, Inc.	Thomas Hischak	24
Cinderella, It's Okay to be Different	Cynthia Mercati	16
Class Acts	ed. By Rick DesRochers	6
Class Musical	Abbot	23
Comedy of Errors	Shakespeare	38
Comedy of Errors, The	Chuck Jeffries	18
Connecticut Yankee in King Arthur's Court, A	John G. Fuller	30
Cool Guys Don't Go Out With Smart Girls	Carrie Luft	25
Crucible, The	Arthur Miller	23
Cyrano De Bergerac	Rostand/ trans. Edna Kruckmeyer	78
Doll's House, A	Henrik Ibsen/ trans. Hampton	26
Dreaming Tree, The	Robert Markland	22
Easy Blackouts	Various Authors	30
Easy Pantomimes	Various Authors	30
<i>El Espiritu de Hispania</i> (Spanish Version)	Jules Tasca	24
Emperor's New Clothes, The	Greg Atkins	34
Ert Plays, The	Colleen Neuman	30
Everyday Adventures of Harriet	Greg Atkins	30
Everyman	anonymous	40
Everything About Theatre	Robert L. Lee	10
Fabric Painting & Dyeing(For Theatre Sets/ Costumes)	Deborah M. Dryden	10
Fairy Tale Courtroom	Dana Proule	32
Fashion, or Life in New York	Anna Cora Mowatt (full length)	16
Fences	August Wilson	60
Final Performance (or The Curtain Falls)	Charles George	3
First Actress, The	Ben Orkow	26
Fool for Love and Other Plays	Sam Shepard	60
Galileo	Bertolt Brecht/ trans. Laughton	76
Games for Actors & Non-Actors	Augusto Baol	10
Ghosts	Henrik Ibsen/ trans. Hampton	18
Girls to the Rescue	adapt. Cynthia Mercati	20
Give and Take	Michael Scanlon	30
Great Scenes from Minority Playwrights	Marsh Cassidy	6
Greater Tuna	Williams/Sears/Howard	20
Hamlet	Shakespeare	170
Having Our Say, The Delany Sisters' First 100 Years	Emily Mann, Sarah L. & A. Elizabeth Delany	2
Hay Fever	Noel Coward	20
Heartbreak House	George Bernard Shaw	28

Hedda Gabler	Henrik Ibsen/ trans. Hampton	22
Helping Hands for the Holiday	Karin Asbrand	14
Henry V	Shakespeare	98
Hobbitt, The	Brianer Duffield	50
Huckleberry Finn	Rita Grauer and John Urquhart	8
Humorous Monologues for Women	Arthur Leroy Kaser	6
Hush: A Play About Date Rape	Laura Gagliano	16
Icarus All Over Again	Brad Gordon/ Gary Rucker	38
Imaginary Invalid, The	Moliere	22
Importance of Being Earnest, The	Oscar Wilde (full length)	12
Improv for the Theatre	Viola Spolin	10
Improv with Favorite Tales	Ruth Beall Heinig	10
Improv! A Handbook for The Actor	Greg Atkins	12
Incredible Journey to Chauyuan, An	Zanne Hall	
Inspecting Carol (comedy)	Daniel Sullivan/Seattle Repertory Co.	20
Inspector General, The	Nikolai Gogol/ Anderson	48
Julius Ceasar	Shakespeare	102
Just a Minute	Irene N. Watts	10
Just Like Us	Craig Sodaro	19
King Lear	Shakespeare	102
Land Slides	Jessica Leader	8
Laramie Project, The	Moises Kaufman	60
Legend of Sleepy Hollow	Vera Morris	20
Lend Me a Tenor (comedy)	Ken Ludwig	20
Lion & Mouse Stories	Colleen Neuman	30
Lion in Winter, The (comedy)	James Goldman	20
Little Match Girl, The	adapt. Jack Neary	17
Little Women	adapt. Roger Wheeler	25
MacBeth	Shakespeare	320
Magical Faces	Brian Way	7
Major Barbara	George Bernard Shaw	44
Make A Friend, Find a Friend	Paul Maar	20
Man Who Came to Dinner, The (comedy)	Moss Hart and George Kaufman	25
Margarita's Secret Diary	Tom Smith	18
Marvelous Machine, The	John Carroll	20
Matchmaker, The (farce)	Thornton Wilder	20
Medea	Robinson Jeffers	15
Merry Wives, The	Shakespeare	48
Midsummer Night's Midterm, A	ad. Robert W. LaVohn	21
Midsummer's Night Dream, A	Shakespeare	130
Midsummer's Night Midterm	Robert W. LaVohn	21
Miracle Worker, The	William Gibson	34
Mirrorman, The	Brian Way	7
Misalliance	George Bernard Shaw	26
Misanthrope, The	Moliere/trans. John Wood	14
Mistress of the Inn	Carlo Goldoni/ trans. Jeffries	12
Monster, The	Jeffrey Herman	13
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