

Class: Beginning Theatre Arts

Teacher: Gai Laing Jones

Session One and Two Title: Theatre Environment/Norm Building/Etiquette of Watching Any Theatre Performance/Theatre Quotes/Assessments/Grades/Periodic Discussion of Agreed-Upon Norms

Students will respond to prompts, suggest topics and collaborate to achieve a consensus on norms for classroom productivity.

Grades: 9-12

Class Length and Duration: 50 minutes, 5 days a week

National Core Theatre Standards: HS

TH: Cr2.II. HSI.b. Collaborate as a creative team to make interpretive choices for a drama/theatre work.

EQ. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Session One: Discussion School Rules. Contribute ideas describing an ideal behavior. Respond to Theatre quotes on wall posters	Exploration/Research/Improvisation (skills: Listening, Creative and Critical Thinking)	Discussion (skills: Communication, Collaboration)
Session One: Listen and react to suggestions. Create character that acts out disruptive behavior.	Transformation/Translation/Conversion (skills: Listening, Reacting, and Acting)	Acting (skills: Reacting with body and voice)
Session One: Achieve consensus on Theatre class norms. Working in small groups and reporting out.	Exploration (skills: Collaboration, Conflict Solution and Relationship)	Producing (skills: Listening, Evaluating, Working for the Group)
Session Two: Reading and Listening to the agreed-on list of Norms Working in small groups to evaluate the agreed-on Norms. Evaluating a list of Theatre Etiquette Guidelines.	Exploration (skills) Listening, Reacting, Discussing)	Writing (skills: Collaboration)
Session Two: Present the order of importance for the agreed-upon Norms and Theatre Etiquette Guidelines	Transformation (skills: Individual Presentation to the Group of their first choice of importance)	Writing (skills: Presentation to their peers)

Resources: School Codes; Blooms Taxonomy of Education; Responsive Classroom.

Tips: Name tags for the first day helps your identification. Sitting them according to roster helps you. Sit the students in a circle. It helps with achieving eye contact with each student. Listen and take notes on topics mentioned and who suggested them. As they are suggesting ideas, identify the shy or reluctant or helpful or the over-talker to form their small groups. You divide them into groups; do not allow the students to self-group.