Unit 5: Advanced Careers in Theatre

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 32**
Length: **10 classes**
Status: **Published**

Unit Overview

In this unit, students will delve deeper into technical theatre by exploring the careers of house manager, designer and other support jobs involved with a production. Students will build off of prior knowledge of careers they learned in the World of Theatre and American Theatre courses to participate in a cumulative production company project where they will see what it is like to run a production from roots up.

Standards

VPA.1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

Essential Questions

- What career opportunities are available in the theatre world?
- Who actually does the work?
- How do we create quality production companies in theatre?

Application of Knowledge: Students will know that...

- Designers on a production include: set designer, properties, costume, lighting, sound.
- Many productions close before they even open.
- Production companies take time to organize, create and build.
- The house manager is responsible for all that goes on in lobby prior to and after a performance including all staff in said area.
- The producer is the most important person involved in building a production company.
- There are a set of steps to create a skeleton of a production company: naming, location scouting, preliminary budget, investors, gathering an artistic team, hiring craftsman and designers, collaborating with unions, creating a season, and marketing.

Application of Skills: Students will be able to...

- analyze what makes a production have staying power on broadway
- create a small scale production company
- define the role of a House Manager
- define the types of designers and their roles on a production
- identify 3 major producers on Broadway today
- identify people needed to build a production company

Assessments

- written assessment on people involved in production company
- group production company project
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

- define roles of individuals involved on a production
- create a name and logo for theatre company
- assign roles to group members as part of production team
- create a 3 show season involving costs (rights, salaries)
- scout locations for your season of performance through internet or newspapers
- create a small sample budget to sustain your company

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - reduce content of production written assessment
    - work with theatre buddy on a basic role in production company project

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: budget, proposal, producer, designer, house manager, logo, union

Differentiation to extend learning for gifted students may include:

- students can present complete proposals to the teacher as if she was an investor, to try and acquire money for project

Integrated/Cross-Disciplinary Instruction

Performing Arts classes can work with Art classes to have them develop lobby design/art for their companies theatre as part of production project.

Resources

- *Everything About Theatre,* by Robert L. Lee
- *So you Want to be A Producer,* by Lawrence Turman
- teacher generated handouts/worksheets

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.