

## **PERFORMING ARTS DEPARTMENT**

## **INTRODUCTION TO STAGE DIRECTING: COURSE #891**

### **Contact Information**

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### **The Department's Educational Philosophy**

Education in the Arts plays a major role in three general areas of educational impact: societal, instructional and individual. Societally, students gain knowledge of the events and historical movements that shaped society. Instructionally, the arts may help to develop critical and creative thinking skills. Individually, the arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

### **Guiding Principles**

For those students interested in developing skills in vocal, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to meet the varied needs and skill levels of the students, provide cultural enrichment for the students, provide aesthetic value for the students, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

## **INTRODUCTION TO STAGE DIRECTING: COURSE #891**

**Course Frequency:** One semester, 5 days per week

**Credits Offered:** 2.5 Credits

**Prerequisites:** None

### **Background to the Curriculum**

Drama is essential to the performing arts curriculum. For many years ABRHS has had a successful, award-winning drama program, including speech and debate and broadcasting, with courses in each area. The drama courses allow students to develop skills that are needed in all of these courses; many students take the drama courses as a first step in their development of oral performance. The classes, therefore, aid those students who are interested in drama, as well as those students who are interested in both speech and debate and broadcast.

This course will focus on methods to unlock the life of a script in a production. Studies will include historic styles, blocking, casting, auditioning, working with designers, rehearsing, technical rehearsals, marketing, and managing a theatrical production. At the conclusion of this class, students will be expected to direct one ten-minute play for the public. Assignments include play reading, play analysis, creation of rehearsal schedules, rehearsals with actors, and preparation for production. It is expected that directors rehearse with actors outside of class time.

### Core Topics/Questions/Concepts/Skills

*By the completion of this course of study students should be able to:*

- Read and analyze scripts
  - ~ Study scripts from a variety of genres and time periods
  - ~ Demonstrate an understanding of the playwright's intentions
  - ~ Write, rehearse and direct their own scenes
- Perform and direct
  - ~ Experience directing on stage
  - ~ Perform for class and friends
- Technical Theatre
  - ~ Roles and responsibilities
  - ~ Analyze requirements
  - ~ Research needs
  - ~ Understand the relationship between technical aspects and on-stage performers
  - ~ Apply safety procedures
- Critical Response
  - ~ Students will describe and analyze their own theatrical work and the work of others, using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

### Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Reading and analyzing scripts <ul style="list-style-type: none"><li>• Study scripts from a variety of genres and time periods</li><li>• Demonstrate an understanding of the playwright's intentions</li><li>• Writing, rehearsing and directing their own scenes</li></ul>	2.11 Read plays from a variety of genres and styles; compare and contrast the structure of plays to the structures of other forms of literature. 2.12 Demonstrate an understanding of the <b>playwright</b> as a collaborating artist who works with the director, actors, designers, and technicians. 2.13 Using the correct form and structure, collaboratively write an original script or a dramatic adaptation of a literary work.

<p>2] Performance and directing</p> <ul style="list-style-type: none"> <li>• Experience directing</li> <li>• Perform for class and friends</li> </ul>	<p>3.7 In creating and rehearsing informal classroom dramatizations, experiment with and make decisions about the visual configuration of the acting space (e.g., actors' exits, entrances, placement of set pieces, and the location of the audience).</p> <p>3.8 Stage informal presentations for a variety of audiences.</p> <p>3.9 Direct a one-act play for a public audience and</p> <ul style="list-style-type: none"> <li>• Write a director's concept statement for the interpretation of the work.</li> <li>• Develop a plan for the audition/<b>casting</b> process.</li> <li>• Create and implement a complete rehearsal/production schedule.</li> <li>• Prepare a director's prompt book to record <b>blocking</b> and other notations.</li> <li>• Maintain a journal of approaches to coaching actors and solving artistic problems.</li> <li>• Work collaboratively with technical and production staff to coordinate all production details.</li> </ul>
<p>3] Technical Theatre</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities</li> <li>• Analyze requirements</li> <li>• Research of needs</li> <li>• Understand relationship between technical aspects and on-stage performers</li> <li>• Apply safety procedures</li> </ul>	<p>4.3 Recognize and understand the roles and responsibilities of various technical personnel in creating and producing a theatrical performance.</p> <p>4.4 Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element.</p> <p>4.12 Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production. <i>For example, students select a play from a particular historical period, genre, or style and conduct research using reference materials, such as books, periodicals, museum collections, and the Internet to find appropriate examples of hairstyles, furnishings, decorative accessories, and clothing.</i></p>

<p>4] Critical Response</p> <ul style="list-style-type: none"> <li>• Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary.</li> <li>• When appropriate, students will connect their analysis to interpretation and evaluation.</li> </ul>	<p>4.13 Demonstrate an understanding of the interrelationship between the technical aspects of production and the on-stage performers.</p> <p>4.14 Apply technical knowledge of safety procedures and practices in the theatre environment.</p> <p>5.12 Attend live performances of extended length and complexity, demonstrating an understanding of the protocols of audience behavior appropriate to the style of the performance.</p> <p>5.13 Use group-generated criteria to assess their own work and the work of others.</p> <p>5.14 Demonstrate objectivity in assessing their personal abilities and creative endeavors.</p> <p>5.15 Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.</p> <p>5.16 Devise specific methods for documenting and assessing one's own artistic development throughout participation in a theatre project.</p> <p>5.17 Document and reflect on their own work created over several years and identify successful approaches that could be applied in the development of future work.</p> <p>5.18 Research the ways in which other artists have used self-reflection to document and refine their work.</p>
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### **Assessment**

Students will be assessed on the following:

- Growth over the length of the course
- Attainment of pre-stated goals
- Journals
- Scene work
- Final performance – all aspects

### **Materials and Resources**

Materials will be used from varying eras of dramatic literature, ranging from Greek to present day contemporary. Literature for scenes and directing projects will be substantial in their educational value. Readings will be drawn from the literature of the most respected directors and playwrights of the ages.