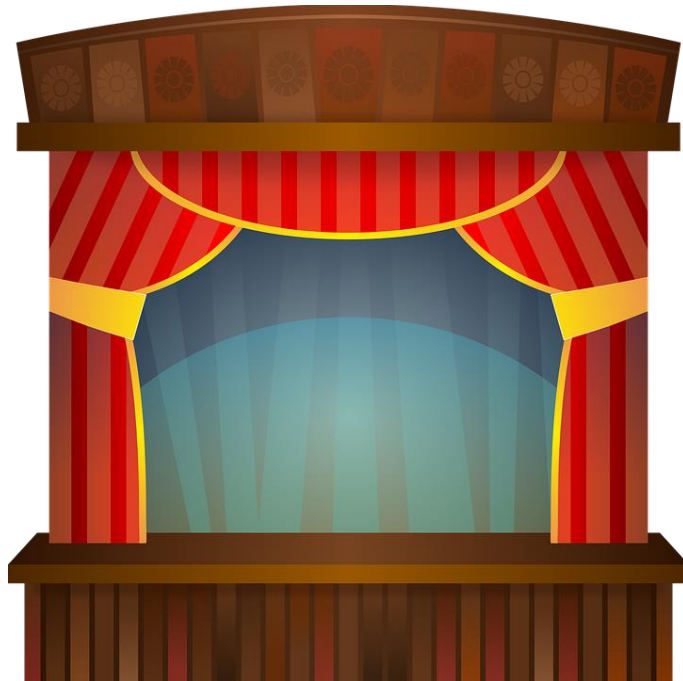


*“Family is the theatre of the spiritual drama, the place where things happen, especially the things that matter.” – GK Chesterton*

# Let’s Make Theatre Together: Quarantine Tales Edition!

Creating 10 Minute Plays with your Family!



**Student Name:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

Hello Thespian Families!

My name is Ms. Chisolm and I am your student's *Introduction to Theatre* teacher this year! I am very excited for you and your student to take part in the contents of this family literacy packet together titled, "Let's Make Theatre Together: Quarantine Tales". For this assignment, students are to work with you and/or your family unit to create a 10 - minute play which correlates with a story that you want to tell from your quarantine experience. This packet is to be completed by you and your student **together**. **This assignment will last for 8 weeks! Each week will be a different step in the process of your script writing, staging, costuming, design, and recording the performance.** The packet will be addressing our unit on playwrighting in correlation with other technical elements of creating a theatrical experience. I will be incorporating Theatre and English activities that will strengthen literacy skills, supplement classroom instruction, and will keep your child engaged with the materials! I hope that you find a little joy in this assignment together as well!

**NOTE:** Students will need to submit a completed performance of your tale at the end of the 8 weeks! Please make sure that your student can have access to their devices and help your student upload the performance on to our Google Classroom! (If they would like the help 😊). If you are not able to complete this packet with the technological requirement, please let me know as soon as possible! I want each student to be able to complete this assignment so, let me know sooner rather than later if any accommodations need to be made.

The materials in this packet consist of ...

**The following topics:**

- Production Response/Observation
- Script Writing
- Staging
- Costume/Set Design
- Creating a Virtual Productions

**The following standards being the central focus of this packet:**

- Theatre
  - Anchor Standard 1: I can create scenes and write a scripts using story elements and structures.
    - Indicator T. CR. IL. 1.1: I can classify additional elements of dramatic structure (i.e exposition, inciting incident, rising action, conflict, climax, falling action, resolution, and denouement).
    - Indicator T. CR. IM. 1.1: I can outline specific elements in my dramatic text.
    - Indicator T. CR. IH. 1.1: I can write a short scene or monologue using proper script format

- English (Writing Standards)
  - Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences
    - Please refer to 3.1 in the [English Standards](#) to review more information on the specific standard that we are working through in this literacy packet that correlate with English Standards!

Last but certainly not least, please have fun with your student while working on this packet! This is a chance for you and your student to make theatre together which is something that you may not be able to do together often. Enjoy yourself and make some art! I'm excited to see what you and your student create!

Thank you for participating!

Ms. Chisolm

555-455-5855

k\_chisolm@ahspa.edu

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## Vocabulary Collection

**Directions:** In the table below, while you and your student are working through the packet, define the theatrical and English terms in your own words. When defining the terms ask your student to check their Theatre Journal for any definition, dictionaries, and any online resources (whether it be provided or not). Take notice on how many of our vocabulary words correlate with English vocabulary!

**Color Key:** If a vocabulary word is **BLUE** than it is **JUST** a theatre term however, if it is **GREEN** then it is **BOTH** a theatre and English term!

Vocabulary Term	Definition
<b>Exposition</b>	
<b>Inciting Incident</b>	
<b>Point of Attack</b>	
<b>Rising Action</b>	
<b>Conflict</b>	
<b>Climax</b>	
<b>Falling Action</b>	
<b>Resolution</b>	
<b>Script</b>	
<b>Genre</b>	
<b>Character Growth</b>	
<b>Character</b>	

<b>Setting</b>	
<b>Story</b>	
<b>One Act Play</b>	
<b>Two Act Play</b>	
<b>Three Act Play</b>	
<b>Acts</b>	
<b>Scene</b>	
<b>Dialogue</b>	
<b>Actions</b>	
<b>Technical elements</b>	
<b>Groundplan</b>	

## Activity 1: Respond to a Virtual Production (1 Week)

First Let's Take a Look at What Fellow Thespians are Doing to Adapt to Virtual Productions!...



**Directions:** Now, that you have been able to see some ways that theatre is still being kept alive in a virtual format. You and your student will watch 10 minutes of a *Ranked, A (Zoom!) Musical!* Before watching the video, read the questions below to your student and then use the lined sheet provided for them to write a summary in response to the questions.

- What did you notice in the Zoom production of the show?
- Were the characters being portrayed well? If so, what do you believe the director did to make sure that this was perceived well through a Zoom call?
- Even though your production will not be on Zoom, you are still prerecording your performance. What techniques could you use that you saw in the Zoom production that would be effective in your production?

Debuting just weeks after the College Admissions Scandal took the nation by storm, *Ranked* tells the story of a dystopian world where competition reaches new heights as publicized academic excellence defines each student's worth. In the face of an intense and perverse culture of performance, Lily must come to grips with her place in the status quo as she watches friends and enemies alike destroy themselves and each other to score their way to the top of academic leaderboards. When an impossible lie is discovered, the fate of these students' futures hangs in the balance. Since debuting in April of 2018, *Ranked* has been produced and further developed at the UC Davis Department of Theatre and Dance's Ground and Field Festival, and is being licensed by high schools across the country.

*Description Provided from rankedmusical.com*

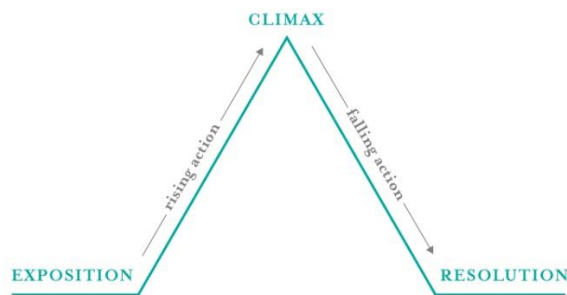
[Click Here to Watch Ranked, A \(Zoom!\) Musical](#)





## Activity 2: The Dramatic Plot Structure (1 Week)

**Directions:** Students have recently worked on the dramatic plot structure and its importance to a play and playwrighting. With your student, as your prewriting activity, you and your student are going to complete the graphic organizer for the outline of the dramatic plot structure. The story that you and your student will be creating is an event that happened to your family during quarantine. Please keep this as positive and fun as possible. I know that quarantine was not a fun time for a lot of us, but there had to be some light during this dark time. If not or you do not feel comfortable sharing, choose a moment that your family has experienced together whether it be pandemic related or not. After you have completed the graphic organizer, you will be using it to begin writing your script!



[Click Here to Access A Printable Dramatic Plot Structure Graphic Organizer](#)

*If the spaces in the graphic organizer are too small for you and your student, please use the back of the page to write out the information to complete your organizer **OR** you can create one similar on your own to use as well!*

### Activity 3: Let's Write! (2 Weeks)

**Directions:** Before you and your student begin the writing process, read the following article and watch the video with your student provided on script writing. The students have learned about playwriting in class, but this will give the students a refresher and teach you something that is perhaps new! While you and your student watch the video complete the guided notes as well.

[Click here to Access the Article and Video on Writing a Play Script](#)

## Writing a Play Script Guided Notes

The first step to follow when writing a play would be getting \_\_\_\_\_.

After you have received the inspiration that you need to write your play. You should then pick a theme that helps you connect to your audience. While you are considering your theme, you should think about your \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Now that you have a theme, you should then consider your \_\_\_\_\_. The key components for the plot are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. You and your family have completed the dramatic plot structure at this point. The plot structure is similar to the \_\_\_\_\_ as stated in the article which includes: \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_.

The three structures of plays that are included in this article are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. The outline of your script should include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Once the outline is solid you can then start writing your script! The following components are needed to give your script depth: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. After writing your first draft you should \_\_\_\_\_ through it again and making any \_\_\_\_\_ that you find along the way.

### Activity 3A: Let's Write! (This is included in the 2 weeks for Activity 3)

**Directions:** Begin writing your script with your family! Refer to the portion of the article from above of an example on writing a play script. [Click Here to Access the Article](#)

***Here is the information from the article provided as well:***

Follow these formatting rules when writing a play script:

- Center act and scene headings.
- Center and capitalize your characters' names before each line of dialogue.
- Capitalize your characters' names in action lines.
- Indent and italicize stage directions.

Here is a brief example of a play script:

Act One

Scene One

Midwestern high school. Teacher's office. Right after school lets out.

*SAM, an eccentric history teacher, sits at her desk. She sorts through a stack of papers and struggles to find what she is looking for.*

SAM

*Talking to herself.*

Why is my life such a mess?

*GEORGE, a put-together looking man, enters.*

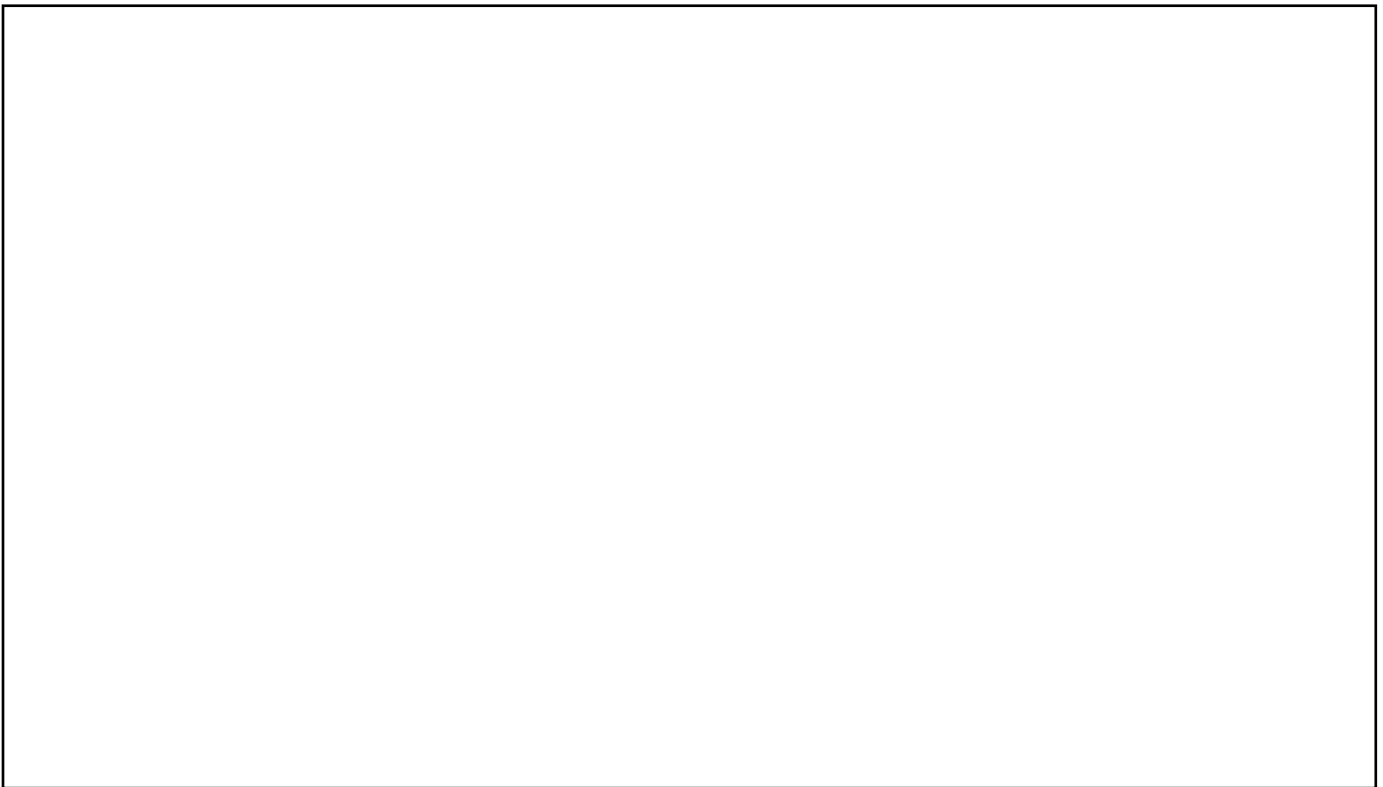
GEORGE

Because you're Sam.

*GEORGE chuckles as SAM rolls her eyes.*

### Activity 4: Let's Set the Scene! (1 Week)

**Directions:** Design your ground plan (in the space below) for your tale. Your design should consist of your set pieces (if any), a ground plan key, and the reason why you want the set piece to be in your scene. If your tale is taking place in the living room, then draw all the furniture items that are in your living room that your characters may use or you want in your scene. In addition, include where you believe your camera will be in the scene. Including where your camera will be will give me an idea of the kind of audience view you will be performing for (i.e., proscenium, thrust, etc.)



Key



## Activity 5: Costumes! (1 Week)



**Directions:** Before you work on the costumes for your show, examine this photo and the attached video for the costumes in the Lion King on Broadway. Answer the following questions below.

- When looking at the costumes for the Lion King, what do you see? Use one adjective to describe the aesthetic of the costumes.
- How does the costumes from the production make you feel?
- Are the colors that the costume designer used warm or cool? Why do you believe that the designer chose one over the other?
- What is the costume designer trying to tell us from the usage of color and aesthetic of the costumes about the show?

After answering these questions, think about the characters in your scene that you will need to costume. What colors would work for the scene, how does the colors of the costumes contribute to the theme or idea that you want your audience to get out of your play? What are you trying to tell your audience? Once you have completed this, below make your costume sketches for each character for your play. Attached you will find a template that you can use to make your costume sketches, but you are not limited to this sheet alone.

[Click Here for a Video from Lion King: The Musical](#)

[Costume Design Sketch Template](#)

## Activity 6: Rehearse and Perform! (2 Weeks)

**Directions:** We have talked about acting techniques in class. Before you and your student rehearse and perform your 10 Minute Play read the following two articles and annotate the differences in acting techniques and the difference of art form. Once you have read the articles together and annotated print and complete graphic organizer below!

### Articles:

- [Stage vs. Screen Article](#)
- [Stage vs. Screen Acting Tip Sheet](#)

[Stage vs. Screen 3 - 2 - 1 Graphic Organizer](#)

### Activity 6A: Rehearse and Perform! (This is included in the 2 weeks for Activity 6)

**Directions:** You're near the end of your process! So, that means it is time to rehearse and perform! Once you have completed your final product of your 10-minute play. You are then to submit the video on Google Classroom with all the other components of the packet. If you have any questions or concerns about this portion, please do not hesitate to contact me!





## Additional Parent/Guardian Resources

BroadwayHD. [www.broadwayhd.com](http://www.broadwayhd.com)

- BroadwayHD is a streaming service that you and your student can use to view Broadway shows and a variety of other performance-based videos. There is a subscription fee however, you could use the 7-day free trial if you would like to watch a few shows with your student. Then if you enjoy it, I highly suggest looking into getting a monthly subscription.

Center Theatre Group. Working in Theatre | Center Theatre Group Playlist.

[https://youtube.com/playlist?list=PLJWEWZtroDyFCLVZz\\_S47ukTgG3U0IKNS](https://youtube.com/playlist?list=PLJWEWZtroDyFCLVZz_S47ukTgG3U0IKNS)

- This playlist would be great to watch when working through different parts of the process with your student. It gives about a 3-minute overview of several jobs that are in the theater. You and your student could watch these together during certain parts of your creative process! It will probably help when thinking about what to do for different sections also just for fun if your student is thinking about a future career in the field!

CrashCourse. (2018, February 9). *What is Theater? Crash Course Theater #1* [Video]. YouTube.

<https://www.youtube.com/watch?v=sNWrOuwzax8>

- This CrashCourse episode will be helpful for a brief introduction to theatre. It goes into much depth about the history, historical definitions of theater, and investigate some of the ways that people have thought about the art form during different times and places in the world. The episode also covers the ultimate question of is theatre with an “-er” or “-re”. *In my theatrical experience and in the course, I use theatre as the art form that we are creating, and theater is the place where we create and perform the art. I hope this clears up any communication while I am communicating these things to you and your student throughout the year!* 😊

Rabinowitz, Chloe. (2020, July 26). *Do It Yourself Theater – How to Put on Shows at Home with Your Family*. BroadwayWorld JR. <https://www.broadwayworld.com/article/Do-It-Yourself-Theater-How-to-Put-on-Shows-at-Home-with-Your-Family-20200726>

- The article will be very helpful when working with your student on the packet because it gives helpful tips for putting on a show at home. The article also includes videos that correlate with some of the tips.

Visit a Local Theatre! Rock Hill Community Theatre, Winthrop University, The Blumenthal Performing Arts!

- A great family outing would be visiting a local theatre to see some live theatre! It is also a joy to see the great work that Rock Hill Community Theatre is doing with members of our community. Winthrop University also has great productions which sometimes are completely led by students wither it be directing or running the light board! Lastly, The

Blumenthal Performing Arts is always hosting great traveling productions of well-known Broadway productions that would be such a rewarding experience for you and your student to see. They also usually will have discounted tickets here and there.



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