

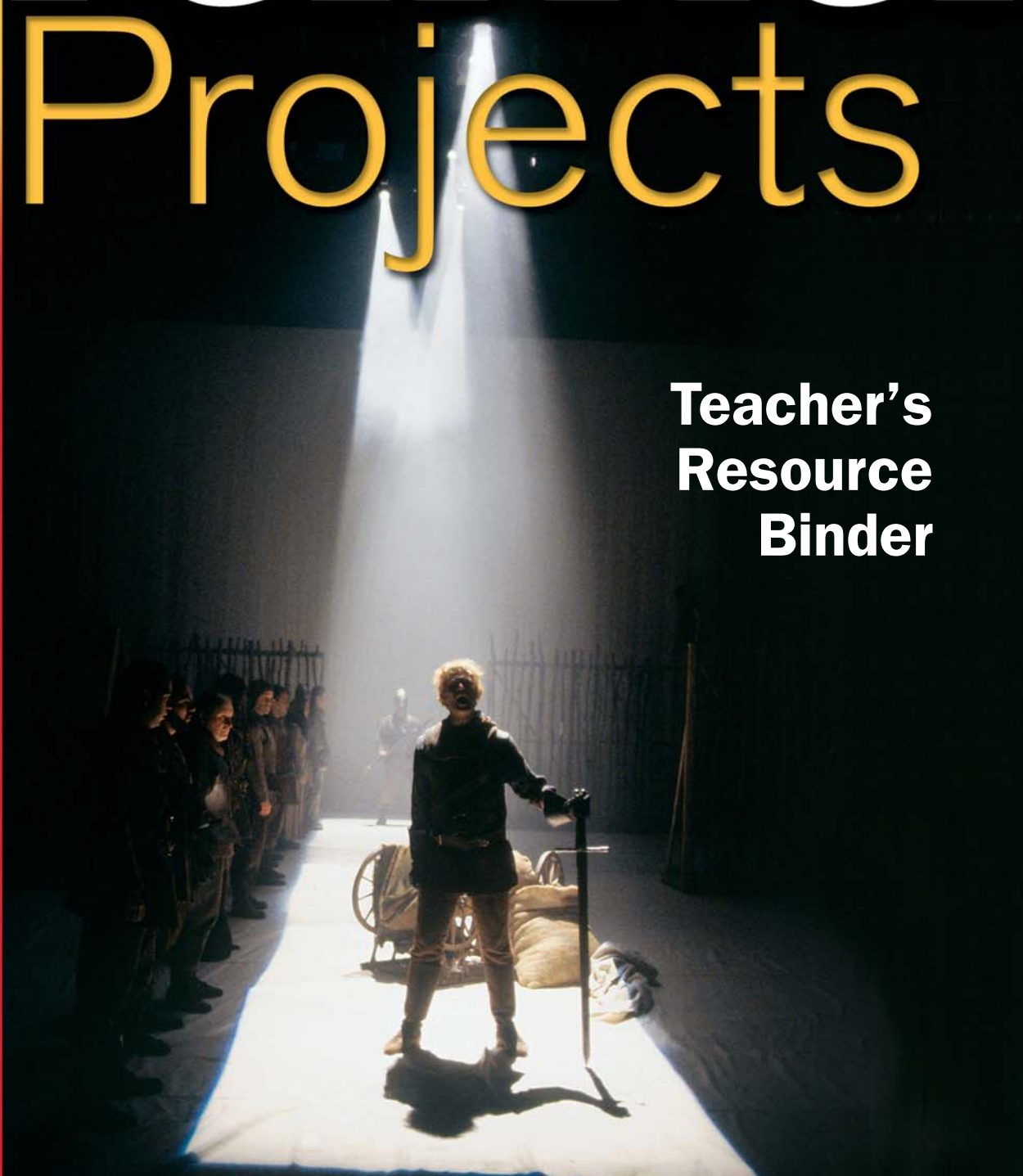


Basic

# Drama

## Projects

**Teacher's  
Resource  
Binder**



Perfection  
Learning®

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# Student Contract

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Student Contract for the production of \_\_\_\_\_.

Work sessions, rehearsals, and performances will last approximately \_\_\_\_\_ weeks,  
beginning on \_\_\_\_\_.

When you accept a role in a play or a position on a production crew, you have a serious responsibility to all the others in the show. In order to be successful, the play needs the skills of everyone involved. Read the following responsibilities carefully, and then sign below **ONLY** if you can meet them.

- 1 I will be on time for all rehearsals and working sessions and meet all deadlines.
- 2 I understand that rehearsals may be scheduled for after school, on weeknights, and on weekends.
- 3 I will be able to keep up my grades and turn in assignments for other classes on time, no matter when rehearsals are held.
- 4 I will not use my production responsibilities as an excuse for not doing homework or completing assignments for other classes in a timely fashion.
- 5 I will let my manager (artistic director, technical director, designer, or stage manager) know of any previously scheduled appointments that fall during rehearsal time, and I will not schedule any new appointments that would interfere with my production responsibilities.
- 6 I will read and follow all theatre safety rules.
- 7 I will work in a collaborative manner, being cheerful and cooperative at all times.
- 8 I will make sure that my parents or caretakers are aware of my responsibilities and production schedule.
- 9 I understand that failing to live up to these responsibilities could lead to dismissal from the production and/or a lower grade.

I \_\_\_\_\_ have read the student contract above  
and agree to follow the responsibilities described therein.

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Letter to Parents or Caregivers

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Dear \_\_\_\_\_,

Your student has enrolled in a theatre class in which he or she will gain confidence, work cooperatively with others, and be responsible for meeting deadlines for class assignments and play productions. The class will be both fun and rigorous, and, due to the nature of the subject matter, will at times require work after school, on school nights, and/or on weekends.

Your student is aware of the responsibilities that must be met in this class and has agreed to let you know as early as possible of any work that must be done after school hours. He or she has also agreed to keep up his or her grades and turn in assignments for other classes in a timely fashion. If your student does not volunteer it, you might ask to see the student contract he or she has been requested to sign.

In this class, students will learn about the essentials of acting, stagecraft, and types of drama and other entertainment, as well as theatre history. In addition, students may be asked to attend a play outside of class time and to participate in student productions. Major student productions require a great deal of outside help in areas such as creating costumes, finding props, and building sets. If you would like to volunteer for any of these tasks, please let me know.

**Instructor** \_\_\_\_\_ **Date** \_\_\_\_\_

# 9

## Character Analysis Activity Sheet

Your character's name \_\_\_\_\_

External traits

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Which of your character's external traits are similar to your own?

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---



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Internal traits

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Which of your character's internal traits are similar to your own?

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**9****Finding Your Motivation Worksheet**

You know that when you improvise, you speak and act without the benefit of a script. In effect, you and your fellow improvisers create the script on the spot. This requires a fearless, spontaneous approach as well as the ability to draw on your past experiences. It also requires close attention to your scene partners. You must not only listen; you must concentrate fully. Below are some guidelines for improvising a scenario in which you fully engage the audience.

**Getting Ready** Before you begin, do the following:

1. Work with your fellow improvisers to set the character relationships and construct a beginning, middle, and end.
2. Create your individual character by answering these questions
  - Who am I? \_\_\_\_\_
  - What am I doing here? \_\_\_\_\_
  - How do I feel? \_\_\_\_\_
  - What do I want? \_\_\_\_\_
3. Nail down the boundaries of the conflict, and decide how your character will deal with the conflict.

**Improvising** To begin your improvised scenario, do the following:

1. Show, don't tell. Use dialogue and action to reveal the situation, not explanatory statements.
2. Set a character signature (vocal or physical) so that the audience can make a quick connection with your character. It might be a gesture, a vocal noise, a specific walk, or so on.
3. Stay in character! Always stay within the world you've set up and behave in the way your character would. Don't break character by laughing or mugging.
4. Never deny the onstage reality. Your response should always be "Yes, . . . and."
5. Avoid one-word responses that don't allow the action to move forward.
6. If you feel the action grinding to a halt, guide the improv back toward the goal.
7. Don't dominate the action, but don't shrink from it either. Remain an active participant.

## 9

**Critique Sheet: High-Stakes Scene****Names of Classmates Evaluated**

# 1 \_\_\_\_\_ # 2 \_\_\_\_\_

**Part 1 Take Notes.**

Use the space below to take notes during your classmates' scene.

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**Part 2 Evaluate.**

Rate your classmates' scene by checking the appropriate boxes in the chart below.

Ask Yourself	1 Needs Much Improvement	2 Needs Improvement	3 Average	4 Above Average	5 Outstanding
Could you tell how old the two characters were?					
Was their relationship to one another clear?					
What was each character's objective?					
How high were the stakes for each character?					
What did each character do to get what he or she wanted?					
Which character got what he or she wanted—and how was this achieved?					
Did one character appear stronger than the other?					

**Part 3 Give an Overall Score.**

Using the information above, give your classmates' scene an overall score on a scale from 1 to 5. Use 1 for "Needs Much Improvement" and 5 for "Outstanding." \_\_\_\_\_

**Part 4 Explain the Score.**

On another sheet of paper, write an explanation of the score you gave. Include constructive comments on both the strengths and weaknesses of the presentation.

# 9

## Character Analysis Test

**True/False 2 points each** For each of the following items, write “T” if the statement is true and “F” if the statement is false.

- \_\_\_\_\_ 1. An actor’s job is one of artistic selectivity.
- \_\_\_\_\_ 2. An actor rarely plays a dual role.
- \_\_\_\_\_ 3. Characterization is almost always a strain.
- \_\_\_\_\_ 4. A motivation and an obstacle are necessary for creating conflict.
- \_\_\_\_\_ 5. The higher the stakes, the less motivated the characters become.
- \_\_\_\_\_ 6. Motivation should not determine a character’s objectives.
- \_\_\_\_\_ 7. Internal traits are defined by mental, spiritual, and emotional characteristics.
- \_\_\_\_\_ 8. External traits include posture, movement, mannerisms, and mode of dress.
- \_\_\_\_\_ 9. An actor should try to go beyond stereotypes when developing a character’s external traits.
- \_\_\_\_\_ 10. A character’s internal traits are reflected in his or her motivating desire.

**Short Answer 5 points each** Answer these questions in two or three complete sentences.

11. In what ways are family, environment, and occupation clues to internal traits ?

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12. What can external traits communicate about a character?

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**Essay 20 points** Use a separate sheet of paper to answer the following question in about three well-organized paragraphs.

How do internal and external traits shape a character’s actions?

# Blocking Shorthand

Use the following symbols when blocking scenes.

U = upstage

C = center stage

R = stage right

D = downstage

L = stage left

Ⓐ = Ann (circle the first letter of the character's name)

L = look

O = around

L↔L = look at each other

@ = at

↪ = path of cross

bf = before

... = pause

by = business

pu = pick up

X = cross

P→ = push

coX = counter-cross

R = rise

ent = enter

\$ = sit

ex = exit

< = speak

fr = from

\$ = stand

G→ = give

┃ = stop

K = kneel

T = take

// = lean

2 = to

L = lie down

∞ = turn

w/ = with

┌ = bed

∧ = door

st = step

▣ = window

h = chair

M = sofa

π = table

# Actor's Script Analysis

Ask and answer the following questions as you read your chosen play.

Name of play \_\_\_\_\_

My character \_\_\_\_\_

1. What is the time period of the play?

---

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2. When and where does the action of the play occur?

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3. What happens during the course of the play?

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4. What are my character's personality traits?

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5. What are my character's objectives?

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# Production Budget Form

Production \_\_\_\_\_

Business Manager \_\_\_\_\_

Performance dates \_\_\_\_\_

Income	Estimated	Actual
Ticket Sales		
Adult # _____ \$ _____ ea.		
Child # _____ \$ _____ ea.		
Student # _____ \$ _____ ea.		
Program ads		
Concessions		
Donations /other fundraising		
<b>TOTAL</b>		

Expenses	Estimated	Actual
Royalties _____ performances \$ _____ ea.		
Scripts \$ _____ ea.		
Publicity		
Programs		
Tickets		
Rental Space		
Scenery		
Properties		
Lighting		
Sound		
Costumes		
Makeup		
Ushers/Box Office/Janitorial		
Miscellaneous		
<b>TOTAL</b>		

<b>NET INCOME</b> (Income less Expenses)		
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# Master Production Schedule

Use a calendar and this worksheet to prepare your master production schedule. Note the scheduled dates for each task, who is responsible for completing the task, and any other issues related to the task. Transfer the tasks to the calendar and give a copy to everyone involved.

Date	Task
	Prepare an estimated budget.
	Select a play.
	Request rights and order play scripts.
	Post audition information.
	Prepare the prompt book.
	Analyze the play.
	Select the production team.
	Refine the production concept.
	Distribute play scripts.
	Create a ground plan.
	Hold production meetings.
	Determine rehearsal and production schedules.
	Conduct auditions and callbacks.
	Cast the show.

Date	Task
	Create and define designs for scenery, lights, and costumes.
	Coordinate publicity campaign.
	Order tickets.
	Conduct rehearsals.
	Build set and props.
	Hang, focus, and run lights.
	Prepare, set up, and run sound.
	Begin costume production.
	Shift scenery and props.
	Create makeup.
	Coordinate final, tech, and dress rehearsals.
	Call the show.
	Manage the house.
	Strike the set (postproduction).