

## THEATRE METHODS SYLLABUS

MIT 2013 Widening the Circle MIT: "Widening the Circle: Seeking Inclusive Education" Spring 2013

### Learning objectives:

1. Knowledge of the scope and sequence within the GLE's
  - Elementary K-5 (6 years)
  - Middle 6-9 (3 years)
  - High School 10-12 (3 years)
2. How to design long term goals for unit planning in theatre
3. How to organize and design specific units to meet those long term theatre goals
4. Increased knowledge in at least two areas of theatre pedagogy (building blocks, rehearsal & performance, tech & design)
5. Knowledge of how to work with and integrate CBPA's into teaching.
6. Knowledge of how to build support networks and connect to resources within the school and professional communities.

### You'll demonstrate your knowledge and skill through a portfolio (*due Wednesday week 10*) that contains:

1. EALR analysis of theater knowledge and skills that can be taught through performing a one-act play
2. A unit plan that prepares students to learn the knowledge and skills necessary to stage and perform a 1 act play.
3. A presentation of principles, resources and sample lessons/units related to two areas of theatre pedagogy you have investigated.
4. Resource list including at least: (i) thorough critical review of two texts; (ii) detailed annotations for at least 5 more pedagogical resources that you plan to include in your professional library; and (iii) additional annotated teaching tools (e.g. lessons, rubrics, scenes, etc.)
5. An informed list of practices to help you (i) connect with a professional community; (ii) advocate for yourself as a teacher of the arts; and (iii) build community resources within classroom, within school, within larger community.
6. Final reflection that includes: (i) A 2-3 page set of principles for guiding your work as a theatre teacher; (ii) self-assessment identifying strengths in areas as informed by PESB competencies for teachers and the Theatre EALRs; and (iii) a professional growth plan with concrete steps for refining 2 more areas of theatre pedagogy practice.

### To develop your knowledge and skill you will do the following:

- Use the EALRs to conduct a written analysis of the knowledge and skills elementary, middle and high school students need to learn in order to perform the 1 act play.
- Self-assess your knowledge and skills using the EALRs and the areas of theater knowledge and pedagogy spelled out by Professional Educators' Standards Board as important competencies of teachers.
- Identify and research (i) at least two areas of pedagogy that you need to refine by:
  - Targeted observations and interviews with teachers.
  - Engaging workshops led by colleagues from their areas of strength.

- Identifying and analyzing relevant sample lessons/units/assessments (teacher resources) for teaching
  - gathering supplemental resources (e.g. a set of warm-up games; scenes that you could use to develop student knowledge/skill with particular elements and techniques, etc. )
  - Investigating relevant resources from resource list and from professional theater pedagogy journals (e.g. *Dramatics* and *Teaching Theatre*)
- Examine CBPA
  - Investigate professional organizations and strategies for building a professional and school community resources (e.g. Educational Theater Association, parents).
  - Practice teaching lesson with small group of youth/colleagues in the area you are trying to develop – bring video of your lesson to peer review and discuss with colleagues.
  - Present and engage critical review of your unit plan to colleagues and practicing theater teacher(s).

**Week 1** – Read through two-three 1-act plays suitable for different age groups (at least one elementary and one middle/high-school play). Analyze the play in terms of what it is that you’d have to teach for students to be able to perform this play.

- Examine and analyze the developmental theater scope spelled out on pgs 10-11 of Theatre EALRs (attend to the kind of thinking and doing demands – i.e. look at the verbs). Examine the language functions of the Performing Arts edTPA.
- Read 1 act play -- elementary, middle and high school.
- Review the GLEs closely – use them to examine the developmental sequence of how the processes of creating, responding and performing using different elements, techniques and foundations are learned.
- We will then break down the kinds elements, techniques and foundations you’d need to teach in order to develop students’ capacity to understand and perform the play.
- Next week teacher coming to share how she thinks about teaching units -- Which areas of theater knowledge & skill are you interested in learning more about?

**Homework for next week:** Use EALRS (GLE’s) and PESB endorsement competencies (<http://program.pesb.wa.gov/add-new/endorsement/list/theater>) –to identify two areas of theatre knowledge/pedagogy you would like to refine this quarter. Develop a specific set of learning objectives and outcomes to guide this part of your individual investigation. Select and order relevant readings (use Summit and Interlibrary loan to preview books before buying them where possible).

## **SAMPLE CURRICULUM FRAMEWORKS**

(from Rachel Street & colleague, High School Theater Teacher, Sumner School District, Washington. State)

- Beginning Acting:  
[https://docs.google.com/document/d/1Bu7UYhZWMmHuFqpGG\\_PWQHrMaffcoLYNR2OjqsIq-A/edit](https://docs.google.com/document/d/1Bu7UYhZWMmHuFqpGG_PWQHrMaffcoLYNR2OjqsIq-A/edit)
- Advanced Acting:  
(<https://docs.google.com/a/edtools.sumnersd.org/document/d/1bUYHK70nGtOwduatHxrrS3WuF6-SfNYb56y2z8PIjGU/edit> )

## THEATRE RESOURCES from Leslie VanLeishout

### ORGANIZATIONS

- Educational Theatre Association – affiliated with International Thespian Society - <http://www.edta.org/>  
This is the national association for middle and high school theatre educators, and the sponsor of the International Thespian Society. Membership includes subscription to publications such as *Dramatics* and *Teaching Theatre*, and information on state, regional, and national conferences and festivals.
- Washington State Thespians, <http://www.washingtonthespians.org/> -
- Washington Alliance of Theatre Educators <http://www.watespotlight.com/>
- American Alliance for Theatre Education <http://www.aate.com/>  
This is the national association for artists and educators serving young people in grades K-12. Membership includes subscription to three publications including *Youth Theatre Journal* and *Stage of the Art*; information on upcoming regional, national and international theatre conferences; and opportunities to network with others with special interests (e.g., grouped by grade levels, projects, etc.)

### Rights and Royalties Organizations---

- Playscripts Inc. <http://www.playscripts.com/faq.php3?faqcatid=2>
- Stagescripts <http://www.stagescripts.com/>
- Theatre Plays Free Online <http://www.chiff.com/art/theater/scripts.htm>
- FreeDrama.com <http://www.geocities.com/pocolocoplayers/free.html>
- Information on plays and musicals <http://www.musicals101.com/>
- Theatre Resources <http://www.artslynx.org/theatre/thed.htm>
- The Internet Theatre Bookshop <http://stageplays.com/>
- Eserver Drama Collection <http://drama.eserver.org/plays>
- Bakers Plays <http://www.bakersplays.com/store/index.php>
- Shakespeare's Plays <http://www.shakespeare-online.com/plays/>
- Readers Theatre <http://www.teachingheart.net/readerstheater.htm>
- Theatrical Rights Worldwide <http://www.theatricalrights.com/>
- Heuer Publishing Company <http://www.hitplays.com> (800)950-7529
- I. E. Clark Publications <http://www.ieclark@cvtv.net> (979)743-3232
- Mysteries by Moushey, Inc. <http://www.mysteriesbymoushey.com/> (330)678-3893
- Music Theatre International <http://www.mtishows.com/> (212)541-4684
- Dramatists Play Service, Inc. <http://www.dramatists.com> (212)683-8960
- Samuel French, Inc. <http://www.samuel french.com> (213)876-0570
- Pioneer Drama Service <http://www.pioneerdrama.com> (800) 333-7262
- Dramatic Publishing Co. <http://www.dramaticpublishing.com>

### Technical Theatre----

- Stagecraft Industries [www.stagecraftindustries.com](http://www.stagecraftindustries.com) (206)763-8800
- Stage Directions Magazine [www.stagedirections.com](http://www.stagedirections.com) (212)265-8890
- USITT <http://www.usitt.org>

### Publications---

- Dramatics Magazine [www.edta.org](http://www.edta.org)
- American Theatre <http://www.tcg.org/>
- Playbill Online [www.playbill.com](http://www.playbill.com)
- Broadway Theatre Archive [www.broadwayarchive.com](http://www.broadwayarchive.com)
- Creative Drama and Theatre Education Resource Site [www.creativedrama.com](http://www.creativedrama.com)

**A SELECTED BIBLIOGRAPHY OF TITLES IN  
THEATRE EDUCATION PRACTICE, GRADES 7-12**  
compiled from from Prof. Saldaña, University of Arizona <sup>1</sup> , Leslie Van Leishout and Rachel Street

**Required Texts for Prof Saldaña's Methods of Teaching Theatre Class**

Bennett, Jeff. *Secondary Stages: Revitalizing High School Theatre*. Portsmouth, NH: Heinemann, 2001.

Mandell, Jan, & Wolf, Jennifer Lynn. *Acting, Learning & Change: Creating Original Plays with Adolescents*. Portsmouth, NH: Heinemann, 2003.

**Recommended Texts for Prof Saldaña's Methods of Teaching Theatre Class**

Aimes, Raina S. *A High School Theatre Teacher's Survival Guide*. New York: Routledge, 2005.

Heathcotte, Toby. *Program Building: A Practical Guide for High School Speech and Drama Teachers*. Glendale, AZ: Mardel Books, 2003.

Swados, Elizabeth. *At Play: Teaching Teenagers Theater*. New York: Faber and Faber, 2006.

Taylor, Robert. *Theatre: Art in Action*. Lincolnwood, IL: National Textbook Company, 1999.

**Textbooks for Students**

DesRochers, Rick, ed. **SUDDEN THEATRE: MONOLOGUES AND SCENES FOR TODAY'S TEENS**. Boston: Baker's Plays, 1991.

Excerpts from the teenage plays of the Baker's Plays catalogue, such as *Voices from the High School* and *Inside/Out*. Excellent for classroom scene studies.

Lee, Robert L. **ALL THE WORLD'S A STAGE: THE BOOK FOR STUDENTS OF DRAMA AND THEATRE ARTS**. Tucson: ARLIE Educators' Division, 1991-1994. -- An overview of acting, theatre production, and theatre history; sequenced in Lee's particular order as taught in his classroom. Order from the publisher at PO Box 57641, Tucson, AZ 85732, (520) 747-7344.

Lord, William H. **STAGECRAFT 1: A COMPLETE GUIDE TO BACKSTAGE WORK**, 3<sup>rd</sup> ed. Colorado Springs: Meriwether Publishing, Ltd., 2000. -- A comprehensive guide to all aspects of technical theatre production. Includes line drawings, b/w photos. Has an accompanying workbook and teacher's edition of workbook.

Mobley, Jonniepat. **PLAY PRODUCTION TODAY**, 5th edition. Lincolnwood, IL: National Textbook Company, 1996. (out of print) -- An overview of production methods for the secondary school production class. Includes aspects of history woven throughout. Classifies subject matter by integrated units.

Perfection Learning. **DRAMA FOR READING AND PERFORMANCE: COLLECTION ONE and COLLECTION TWO**. Logan, IA: Perfection Learning, 2000. -- Play anthologies with excellent titles for secondary school theatre classrooms. Includes background information on the plays and theatre practice, exercises and discussion topics. Teacher's Guides also available.

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<sup>1</sup> Compiled by [Johnny Saldaña](#) Last Update: Dec. 27, 2007 retrieved 2/20/09 from [http://209.85.173.132/search?q=cache:pAPrDAZFreMJ:provost.asu.edu/files/shared/capc/THE480-MethofTchingThea\(Spr%2708\)Saldana%2520\(2\).doc+johnny+saldana+syllabus&cd=3&hl=en&ct=clnk&gl=us](http://209.85.173.132/search?q=cache:pAPrDAZFreMJ:provost.asu.edu/files/shared/capc/THE480-MethofTchingThea(Spr%2708)Saldana%2520(2).doc+johnny+saldana+syllabus&cd=3&hl=en&ct=clnk&gl=us)

Schaner, Harry H. and Katherine Ommanney. *THE STAGE & THE SCHOOL*, 8th edition. Mission Hills, CA: Glencoe/McGraw-Hill, 1999. -- One of the most widely used high school textbook in theatre. Provides a general overview of the field, profusely illustrated; includes scenes for classroom use. Includes teacher's manual with supplemental tests and activities.

Tanner, Fran Averett. *BASIC DRAMA PROJECTS*, 7th edition. Clark Publishing, Inc., 1999. -- A widely used textbook for high school theatre students. Fairly traditional and sequential curriculum. Includes teacher's manual with assignment sheets and sample tests.

Taylor, Robert, ed. *THEATRE: ART IN ACTION*. Lincolnwood, IL: National Textbook Company, 1999. -- Profusely illustrated and includes basic activities for theatre projects, particularly for technical theatre. Includes teacher's manual and accompanying CD rom. Recipient of the 1999 AATE Distinguished Book Award.

## **Textbooks and Media for Teachers**

### **K-8**

Cranston, Jerneral. W. *TRANSFORMATIONS THROUGH DRAMA: A TEACHER'S GUIDE TO EDUCATIONAL DRAMA, GRADES K-8*. Lanham: Univ. Press of America, 1991. -- A holistic approach to drama with emphasis on right brain learning and social issues.

### **Secondary**

Ames, Raina S. *A HIGH SCHOOL THEATRE TEACHER'S SURVIVAL GUIDE*. New York: Routledge, 2005. -- Manual of pragmatic realities faced by the secondary school theatre teacher; includes forms and curriculum ideas for classes as well as supplemental materials and templates for theatre production.

Bennett, Jeff. *SECONDARY STAGES: REVITALIZING HIGH SCHOOL THEATRE*. Portsmouth, NH: Heinemann, 2001. -- Superior text on preparing high school students for acting and performance. Includes multiple exercises and insider-knowledge.

Heathcotte, Toby. *PROGRAM BUILDING: A PRACTICAL GUIDE FOR HIGH SCHOOL SPEECH AND DRAMA TEACHERS*. Glendale, AZ: Mardel Books, 2003. -- Truly the "stuff" no one tells you about in education courses. Includes chapters on day-to-day classroom management, forensics teams, auditorium management, and teaching in the inner city.

Hobgood, Burnet M., ed. *MASTER TEACHERS OF THEATRE*. Carbondale, IL: Southern Illinois University Press, 1988. -- Essays by selected theatre teachers on their methods of teaching. Includes works by Oscar Brockett, Robert Benedetti, Wallace Smith, and Agnes Haaga.

Lazarus, Joan. *SIGNS OF CHANGE: NEW DIRECTIONS IN SECONDARY THEATRE EDUCATION*. Portsmouth: Heinemann, 2004 -- Profiles of best practices and outstanding teachers in theatre education across the United States.

Mekler, Eva. *THE NEW GENERATION OF ACTING TEACHERS*. New York: Penguin Books, 1987.-- Essays by and interviews with over 20 noted acting instructors on teaching and learning about acting. Includes material from John Strasberg, Michael Schulman, Joan Darling, and Dale Moffitt.

Norris, Joe, Laura A. McCammon, and Carole S. Miller, eds. *LEARNING TO TEACH DRAMA: A CASE NARRATIVE APPROACH*. Portsmouth: Heinemann, 2000. -- Eighteen actual cases of student teachers' experiences learning to teach drama/theatre at the middle and high school levels, including responses from peers and mentors.

Patterson, Jim, Donna McKenna-Cook, and Melissa Swick. *THEATRE IN THE SECONDARY SCHOOL CLASSROOM: METHODS AND STRATEGIES FOR THE BEGINNING TEACHER*. Portsmouth, NH:

Heinemann, 2006. -- Practical how-to guide for classroom theatre curricula; includes assessment instruments.

\*\*Poisson, Camille. THEATER AND THE ADOLESCENT ACTOR: BUILDING A SUCCESSFUL SCHOOL PROGRAM. Hamden, CT: Archon Books, 1994. -- An emphasis on curriculum and acting techniques for the adolescent in grades 7-12. Excellent advice and highly recommended.

Wagner, Betty Jane. EDUCATIONAL DRAMA AND LANGUAGE ARTS: WHAT RESEARCH SHOWS. Portsmouth, NH: Heinemann, 1998. -- Excellent survey of drama research in the field and its suggested effects on children and youth from preschool through college.

### **Warm-ups**

Nelson, Linda, and Lanell Finneran. DRAMA AND THE ADOLESCENT JOURNEY: WARM-UPS AND ACTIVITIES TO ADDRESS TEEN ISSUES. Portsmouth, NH: Heinemann, 2006. -- In-depth information on adolescent development and how that influences and affects participation in informal process drama; content developed by drama therapists.

Pura, Tara. STAGES: CREATIVE IDEAS FOR TEACHING DRAMA. Winnipeg: J. Gordon Shillingford Publishing Co., 2002. -- Collection of warm-ups, exercises, activities, and games for adolescents in theatre classrooms.

### **Improv**

Belt, Lynda D. IMPROV GAME BOOK II. Puyallup, WA: Thespi Productions, 1994. -- Improvisational games for "Theatre Sports" contests. Includes numerous scenarios. Order from the publisher at 2010 12th Ave., S.E., Puyallup, WA 98372, (206) 848-5927.

Linda Belt and Rebecca Stockley. TEACHING IMPROVISATION THROUGH THEATRE SPORTS. Puyallup, WA: Thespi Productions, 1994. -- Improvisational games for "Theatre Sports" contests. Includes numerous scenarios and directions for organizing a Theatre Sports Event. Order from the publisher at 2010 12th Ave., S.E., Puyallup, WA 98372, (206) 848-5927.

Bernardi, Philip. IMPROVISATION STARTERS. White Hall, VA: Betterway Publications, Inc., 1992. -- A collection of over 900 scenarios, ideas and stimuli for non-verbal and verbal improvisation in the classroom.

Bray, Errol. PLAYBUILDING: A GUIDE FOR GROUP CREATION OF PLAYS WITH YOUNG PEOPLE. Portsmouth: Heinemann, 1994. -- Originally published in Australia, this text offers step-by-step suggestions for developing performance or presentation works through improvisational methods. Also includes examples of works developed by Bray's students.

Christen, Lesley. DRAMA SKILLS FOR LIFE: A HANDBOOK FOR SECONDARY TEACHERS. Portsmouth: Heinemann, 1992. -- Non-verbal and verbal improvisation exercises based on such themes as ritual, power, inner strength, struggle, and others.

Cossa, Mario, Sally S. Fleischmann Ember, Lauren Grover, and Jennifer L. Hazelwood. ACTING OUT: THE WORKBOOK. Washington, DC: Accelerated Development, 1996. -- A collection of scenarios for improvisation focusing on adolescent social issues. Contains good alternatives for action and excellent discussion questions

Harrison, Harry H., Jr. 1001 THINGS EVERY TEEN SHOULD KNOW BEFORE THEY LEAVE HOME (OR ELSE THEY'LL COME BACK). Nashville: Thomas Nelson Publishers, 2007. -- Life lessons for young adults after graduating from high school; several make good improvisation and play development scenarios; also effective as a personal goals reference.

Polsky, Milton E. LET'S IMPROVISE. Englewood Cliffs, NJ: Prentice-Hall, 1980. -- A collection of non-verbal and verbal improvisation scenarios for adolescent and college-age groups. Good for pre-performance preparation.

Spolin, Viola. IMPROVISATION FOR THE THEATRE, 3<sup>rd</sup> edition. Evanston: Northwestern University Press, 1999. -- Classic book in the field. Exercises and theatre games for introducing theatre concepts to all ages.

### **Games that explore, examine and teach**

Boal, Augusto. GAMES FOR ACTORS & NON-ACTORS, 2nd edition. New York: Routledge, 2002. -- The essential text of Boal's games, improvisation, and performance structures (including Forum Theatre) from his Theatre of the Oppressed

Rohd, Michael. THEATRE FOR COMMUNITY, CONFLICT, & DIALOGUE: THE HOPE IS VITAL TRAINING MANUAL. Portsmouth: Heinemann, 1998.

A manual that synthesizes selected Spolin games and Boal's Forum Theatre techniques into an accessible, user-friendly, and well-organized program

THEATRE GAME FILE. Evanston: Northwestern University Press, 1989. --Index collection of theatre games in sequenced, cross-referenced order.

Sternberg, Patricia. THEATRE FOR CONFLICT RESOLUTION. Portsmouth, NH: Heinemann, 1998. -- Manual of exercises and improvisations for exploring the nature of conflict and its origins; includes exploration of conflicts within and between races, genders, adolescents, etc.

### **Generating plays**

Chapman, Gerald. TEACHING YOUNG PLAYWRIGHTS. Portsmouth: Heinemann, 1991. -- Step-by-step methods and practical suggestions for generating plays from young people.

Mandell, Jan, and Jennifer Lynn Wolf. ACTING, LEARNING & CHANGE: CREATING ORIGINAL PLAYS WITH ADOLESCENTS. Portsmouth: Heinemann, 2003. -- A research profile and practical textbook of a high school theatre program focusing on devised work.

Swados, Elizabeth. AT PLAY: TEACHING TEENAGERS THEATER. New York: Faber and Faber, 2006. -- Compendium of exercises for class work and original production development. Exceptional content for playwriting.

### **Technical**

Busti, Kathryn Michele. STAGE PRODUCTION HANDBOOK: JOB RESPONSIBILITIES FOR ALL TECHNICAL BACKSTAGE CREWS. Littleton, CO: Theatre Things, 1992. -- A highly recommended handbook for organization and management of high school productions. Offers detailed forms and checklists for all crew heads and crew members. Order from: Theatre Things, 1590 W. Brianwood Ave., Littleton, CO 80120.

Campbell, Drew. TECHNICAL THEATER FOR NONTECHNICAL PEOPLE, second edition. New York: Allworth Press, 2004. -- A reader-friendly introduction to technical theatre; does not include construction schematics or methods, but provides an excellent organizational overview of terms and roles in theatre production.

Holtje, Adrienne Kriebel, and Grace A. Mayr. PUTTING ON THE SCHOOL PLAY: A COMPLETE HANDBOOK. West Nyack, NY: Parker Publishing, 1980.-- A text with little information on directing



the young actor. The focus is more on technical production details. Some information is outdated, but there are practical suggestions scattered throughout the text for organization and management.

### **Video Profiles of Theater Arts programs**

Films for the Humanities and Sciences. PLACES, PLEASE! Films for the Humanities and Sciences DVD, 2005. -- Video documentary profiling the Hamden CT High School theatre program. Shows scenes from a production of *Amadeus*.

Getty Center for Education in the Arts. TEACHING IN AND THROUGH THE ARTS. J. Paul Getty Trust Video/Teacher TV, 1995. -- Video profiling visual and performing arts programming at an elementary and secondary school and its effects on student learning.

### **Teaching for Critical Social Justice in Theater**

Donaldson, Karen B. McLean. THROUGH STUDENTS' EYES: COMBATING RACISM IN UNITED STATES SCHOOLS. Westport, CT: Praeger, 1996. -- Qualitative study of an anti-racism theatre project at a secondary school; excellent research base and eloquently written; Ph.D. dissertation by Karen B. Donaldson: "Racism in U.S. Schools: Assessing the Impact of an Anti-Racist/Multicultural Arts Curriculum on High School Students in a Peer Education Program," University of Massachusetts, Amherst, 1994

Gonzalez, Jo Beth. TEMPORARY STAGES: DEPARTING FROM TRADITION IN HIGH SCHOOL THEATRE EDUCATION. Portsmouth, NH: Heinemann, 2006. -- One award-winning teacher's approach to her program with a Critically Conscious Production-Oriented Classroom (CCPOC). Not a "how to" book, but stories from the innovative ways Gonzalez uses applied theatre in her classes and productions.

Graff, Todd (director). CAMP. MGM DVD, 2002. -- A summer theatre camp brings adolescents together to learn the art. Deals with such themes as the outcast, gay teens, young love, and the sometimes harsh culture of professional theatre.

Manley, Anita, and Cecily O'Neill, eds. DREAMSEEKERS: CREATIVE APPROACHES TO THE AFRICAN AMERICAN HERITAGE. Portsmouth: Heinemann, 1997. -- Essays on working with African American themes and content in process drama with grades K-12 youth.

Patricia Sternberg and Antonina Garcia. SOCIODRAMA: WHO'S IN YOUR SHOES?, second edition. Westport, CT: Praeger Publishers, 2000. -- For teachers with drama experience. An approach to improvisation with the players' personal and social issues.

### **Breaking down inhibition**

Goodwillie, Barbara. BREAKING THROUGH: DRAMA STRATEGIES FOR 10'S TO 15'S. Rowayton: New Plays, Inc., 1986. -- A supplemental handbook for teachers working with older children and adolescents; handbook offers suggestions for breaking down inhibitions inherent in this age group.

### **Directing & Production**

Grote, David. PLAY DIRECTING IN THE SCHOOL: A DRAMA DIRECTOR'S SURVIVAL GUIDE. Colorado Springs: Meriwether Publishing, Ltd., 1997. -- Overview of directing at the secondary school level. Includes practical advice and strategies for working with young actors. Does not focus on design elements, just directing and acting.

Johnson, Neil K. THE DRAMA SOURCEBOOK OF PRINCIPLES AND ACTIVITIES, revised edition. American Fork, UT: Stage Door Press, 1992. --Handbook of practical lesson plans on performance/production. Purchase of text includes duplication rights for handouts and worksheets. Contact the publisher at 88 North West State Road, PO Box 695, American Fork, UT 84003.

Opelt, James R. ORGANIZING AND MANAGING THE HIGH SCHOOL THEATRE PROGRAM. Boston: Allyn and Bacon, 1991. -- Little content on directing the young actor, but excellent materials for play production management; includes forms for production use.

Young, John Wray. PLAY DIRECTION FOR THE HIGH SCHOOL THEATRE. Port Washington, NY: Kennikat Press, 1973. -- Out of print text but excellent advice on the "fine details" of play production rarely attended to--inspirational reading.

Zortman, Bruce. PROMPTBOOK: A COMPREHENSIVE GUIDE FOR TEACHING ADOLESCENTS THE TECHNIQUES OF ACTING. Tucson: Firestein Books, 1991.- A good collection of specific lesson plans for beginning coursework in acting and theatre production.

### **Literature, Social Studies & Drama**

King, Nancy. STORYMAKING AND DRAMA. Portsmouth: Heinemann, 1993. -- An approach to teaching language and literature at the secondary and postsecondary levels; includes specific theme-based lessons.

Taylor, Philip. REDCOATS AND PATRIOTS: REFLECTIVE PRACTICE IN DRAMA AND SOCIAL STUDIES. Portsmouth, NH: Heinemann, 1998. -- A junior high school social studies teacher in New York City reflects critically on his practice and the work of his students; an engaging narrative on action research.

### **Teaching Shakespeare**

Boyce, Charles (1991) Shakespeare A to Z: The Essential Reference to His Plays, His Poems, His Life and Times, and More -- This book is excellent for both the drama and English teacher alike. It is a dictionary with every Shakespearian character and play. It breaks down each play scene by scene

Mallick, David. HOW TALL IS THIS GHOST, JOHN? Adelaide: Australian Association for the Teaching of English, 1984. -- An Australian teacher's approach to teaching Shakespeare with language arts/literature classes.

Mizener, Arthur, ed. TEACHING SHAKESPEARE. New York: Mentor Books, 1969. -- Includes detailed plot summaries and analyses of 12 plays such as Macbeth, Hamlet, Romeo and Juliet, A Midsummer Night's Dream, and Othello. Also included are recommended discussion and test questions.

Salomone, Ronald E., and James E. Davis, Eds. TEACHING SHAKESPEARE INTO THE TWENTY-FIRST CENTURY. Athens, OH: Ohio University Press, 1997. -- Collection of essays from teachers of all grade levels on approaches to teaching Shakespeare through improvisation, media, and other resources.

### **Teaching Artist**

McKean, Barbara. A TEACHING ARTIST AT WORK: THEATRE WITH YOUNG PEOPLE IN EDUCATIONAL SETTINGS. Portsmouth, NH: Heinemann, 2006. -- Overview of the teaching artist's roles in schools, professional theatre company education programs, and community-based social programs.

### **Musical**

Ortega, Kenny (director). HIGH SCHOOL MUSICAL. Disney DVD, 2006. -- Original Disney TV film about two students who dream of being in the school musical. Satiric but real-world portrait of a theatre program and secondary school/adolescent life.

### **Acting Techniques**

Schlusberg, Julian S. LESSONS FOR THE STAGE: AN APPROACH TO ACTING. Hamden, CT: Archon Books, 1994. -- A detailed, sequenced series of lessons for basic acting techniques; geared for adolescents and young actors.

### **Sample Units**

Lewis, Martin, and John Rainer. TEACHING CLASSROOM DRAMA AND THEATRE: PRACTICAL PROJECTS FOR SECONDARY SCHOOLS. London: Routledge, 2005. -- Various extended project modules for the high school classroom, including units on urban legends, the high school experience, and medieval mystery plays.

Theodorou, Michael. IDEAS THAT WORK IN DRAMA. Cheltenham: Stanley Thornes (Publishers) Ltd., 1989. -- Sample theme-based lessons for the middle and high school drama classroom. Includes topics which can be extended for performance training.

Wilder, Roslyn. A SPACE WHERE ANYTHING CAN HAPPEN: CREATIVE DRAMA IN A MIDDLE SCHOOL. Rowayton, CT: New Plays, Inc., 1977. -- A diary account with some sample lessons of an instructor's use of creative drama with an ethnic minority junior high school population.