

Name: Si Mon' Emmett

Course: Theatre IV

Unit: Theatre Careers/College Auditions

Essential Questions:

- What are careers on and off stage? (How can students determine which career path is best suitable based on their skills?)
- How can you budget a sustainable lifestyle as a theatre professional?
- What sort of training might be required for a professional theatre career?
- What is work that best highlights a student's strengths as a performer and/or designer?
- How can young artists practice long term planning and goal-setting?
- What makes a good portfolio?

By the end of this unit, students will be able to...

- Identify the various career paths in theatre (...and the roles, skills, and duties/responsibilities connected to those careers)
- Research the types of career training required for various theatre careers
- Present a monologue or design pitch that meets college audition standards
- Identify what a day in the life of a theatre professional (teaching artist, actor, administrator, etc.) might entail
- Develop materials to be used in auditions or applications for post-secondary plans
- Construct a personal career plan
- Provide constructive and critical feedback for peers
- Develop a portfolio and resume

Week, Day	Essential	Objective(s)	Activities	Homework (if any)
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	Question(s)			
Week 1 Day 1	- What are careers on and off stage?	<p>SWBAT:</p> <ul style="list-style-type: none"> - Identify the various career paths in theatre - Describe the types of career training required for various theatre careers (teaching artist, actor, administrator, etc.) might entail 	<p><u>Theatre Careers/Skills Needed</u></p> <ul style="list-style-type: none"> - Check In - Discuss careers in theatre arts that we know - Write it on a post-it & details on the back, post it onto the wall - Find a post-it you aren't familiar with, take it home (or write it down) and bring back THREE facts about it (i.e. a job description, where you might find said job, people who might have that career) and ONE image that represents that career 	<p>If this was not complete in class, take home and finish</p> <p>Next class, bring a folder specifically for this class to store all planning</p>
Week 1 Day 2	- What are careers on and off stage?	<ul style="list-style-type: none"> - Identify the various career paths in theatre - Describe the types of career training required for various theatre careers - Identify what a day in the life of a theatre professional (teaching artist, actor, administrator, etc.) might entail 	<p><u>Theatre Careers/Skills Needed</u></p> <ul style="list-style-type: none"> - Check-in - Display your image and present your three facts - Introduce theatre professional research project (<i>research a theatre professional in the field you presented last class and prepare a presentation on the following: their position, company worked for, and previous training or educational background if</i> 	- Complete over the weekend

			<p><i>information is available.</i> <i>Extra points if you can get some of this information by interviewing them via email, phone call to their office or-- if they're local--in person!)</i> - Begin drafting ideas and a plan in class as groups. You may use technological devices (if students do not have their own, they may take turns using class computer(s))</p>	
<p>Week 1 Day 3</p>	<p>- What are careers on and off stage?</p>	<p>- Identify the various career paths in theatre - Describe the types of career training required for various theatre careers - Identify what a day in the life of a theatre professional (teaching artist, actor, administrator, etc.) might entail</p>	<p><u>Theatre Careers/Skills Needed</u> - Check in - Share presentation on your chosen theatre professional - Journal: <i>Reflecting on the theatre professions and people that have them who we have discussed this week, write down some career path ideas you see yourself taking. Which careers were appealing to you? Why? What skills do you have to offer at this point?</i></p>	

<p>Week 2 Day 1</p>	<ul style="list-style-type: none"> - What are careers on and off stage? - What sort of training and skills might be required for a professional theatre career? 	<ul style="list-style-type: none"> - Describe the types of career training required for various theatre careers - Develop materials to be used in auditions or applications for post-secondary plans 	<p><u>My Skills</u></p> <ul style="list-style-type: none"> - Check in - Write down: Looking back on the skills you wrote down last week, continue a list of your skills/talents AND experience you have now and how you can apply them to the working world - Lecture on "Resume How To" - As a class, we pick a familiar character (from a play or show) and make a resume for him/her/them - Start drafting a personal resume 	
<p>Week 2 Day 2</p>	<ul style="list-style-type: none"> - What sort of training and skills might be required for a professional theatre career? 	<ul style="list-style-type: none"> - Describe the types of career training required for various theatre careers - Develop materials to be used in auditions or applications for post-secondary plans 	<p><u>My Skills</u></p> <ul style="list-style-type: none"> - Check in - work on resume draft - partner up with someone and give critical feedback on their resume - Share out rose and thorns for things learned in the resume-making process - Check out 	

<p>Week 2 Day 3</p>	<p>- What sort of training might be required for a professional theatre career?</p>	<p>- Describe the types of career training required for various theatre careers</p>	<p><u>My Skills</u></p> <ul style="list-style-type: none">- Check in- Turn in resume- Journal: <i>Looking at your resume (experience and skills) and the theatre career you're most interested in, think about training (college, conservatories, etc.) that you might consider or plan on pursuing in the next year or two.</i>- Students develop a "skill inventory" by drawing pictures of or making symbols for skills they currently have on notecards- They list three different ideal jobs they would like to have on butcher paper & connect drawings/symbols to those jobs. Group DAR on commonalities, differences, trends amongst the class.- Check out	<p>Bring back a list of colleges, conservatories or jobs you are already looking at or have found after considering your interests. How does it connect your skills/experience with your future career goals?</p>
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<p>Week 3 Day 1</p>	<p>- What sort of training might be required for a professional theatre career?</p>	<p>- Identify the various career paths in theatre</p> <p>- Describe the types of career training required for various theatre careers</p> <p>- Construct a personal career plan</p>	<p><u>Research a Professional</u></p> <p>- Check in</p> <p>- Divide class into groups of 4</p> <p>- Draft a 5 year ideal timeline in-class with yarn onto butcher paper</p> <p>- Share with class!</p> <p>- Check out</p>	
<p>Week 3 Day 2</p>	<p>- What sort of training might be required for a professional theatre career?</p>	<p>- Develop materials to be used in auditions or applications for post-secondary plans</p> <p>- Construct a personal career plan</p>	<p><u>Professional Presentations & Intro to "Training"</u></p> <p>- Check In</p> <p>- Draft larger timeline into onto a sheet to add into your portfolio folder</p> <p>- review materials in portfolio folder so far. share the most significant one (to you) with a partner. Why might this be most helpful to you in the future?</p> <p>-Check out</p>	

<p>Week 3 Day 3</p>	<p>- What is a presentation that best highlights a student's strengths as a performer and/or designer?</p>	<p>- Develop materials to be used in auditions or applications for post-secondary plans</p>	<p><u>Training Needed & College Programs</u> - Check In - Journal: <i>Start thinking about how the information we've discussed this week can inform your portfolio.. What will you need in your presentation? Write these down start doing minimal research on monologues, design project(s) you've done in previous classes that you'd like to present, etc.</i> - Pair share your ideas -Check out share your partner's goals and presentation idea</p>	
<p>Week 4 Day 1</p>	<p>- How can you budget a sustainable lifestyle as a theatre professional? -How is portfolio building a skill in itself?</p>	<p>- Identify what a day in the life of a theatre professional (teaching artist, actor, administrator, etc.) might entail - Develop materials to be used in auditions or applications for post-secondary plans</p>	<p><u>Intro to Portfolio Project & Resources Students Gain: Budgeting</u> - Check in - Look back at your ideal career and the annual income that position might offer. Create a budget for how much living costs might compare to your potential income - In groups of -6, compare your boddgets. <i>What do you have on your budget that is</i></p>	

			<p><i>similar/different from your peers'?</i></p> <ul style="list-style-type: none"> -DAR observations - Check out 	
<p>Week 4 Day 2</p>	<ul style="list-style-type: none"> - How can you budget a sustainable lifestyle as a theatre professional? - How can young artists practice long term planning and goal-setting? -How is portfolio building a skill in itself? 	<ul style="list-style-type: none"> - Identify the various career paths in theatre - Construct a personal career plan 	<p><u>Organizational Skills in Reference to the Portfolio</u></p> <ul style="list-style-type: none"> - Check in - Group activity - Finish budget if necessary -Discuss importance of budgeting and time management through word wall -- 1) as it applies to day-today life 2) as it might apply to the portfolio building process - Introduce importance of timeline, popcorn out ideas of why creating timelines and goals are important to theatre professionals, to artists, or people in general. - What are organizational skills? Group game 	

Week 4 Day 3	- How can young artists practice long term planning and goal-setting?	- Construct a personal career plan	<u>Time Management</u> - Check in -Timed intro to peers using personal objects - Minimizing the monster: breaking down the process of time management into 3 parts - Tableaux comparison (each group has one of the three parts) -With a partner, brainstorm time management tactics you'd like to incorporate into your weekly schedule, monthly schedule, and perhaps even a year-long timeline (first year taken from the 5 year plan you made last week) - Journal: <i>Write these</i>	

			<p><i>timeline ideas down! Apply them to your daily/weekly/monthly routine</i></p> <p><i>Discuss: In what ways might this practice or organizing help you with your portfolio?</i></p>	
<p>Week 5 Day 1</p>	<p>- What is a presentation that best highlights a student's strengths as a performer and/or designer?</p>	<p>- Develop materials to be used in auditions or applications for post-secondary plans</p>	<p><u>Portfolio Workshop</u></p> <p>- Check in</p> <p>- Now that we've looked at skills, timelines, and careers, let's consider what you would like to present in our showcase at the end of next week.</p> <p>-How to make a portfolio: Look at example portfolios such as physical portfolios for designers, videos of showcase performances from various actors, etc.</p> <p>-Discussion: observations, feedback, how to give constructive criticism (using "and" instead of "but")</p>	<p>Next class, have in mind either a monologue or design concept you've previously worked on.</p>

			<p>-Wordwall: <i>why might critical analysis be beneficial for you as a performer? As an audience member?</i></p> <p>-Portfolio drafting exercise: Practice organizing your own portfolio. What will go in it? How will you present it? How long will it take? Organize a plan! - Check out</p>	
<p>Week 5 Day 2</p>	<p>- What is a presentation that best highlights a student's strengths as a performer and/or designer?</p>	<p>- Present a monologue or design pitch that meets college audition standards</p> <p>- Develop materials to be used in auditions or applications for post-secondary plans</p> <p>-Provide constructive and critical feedback for peer</p>	<p><u>Portfolio Workshop</u></p> <p>-Check In</p> <p>-Journal: What did you choose to put into your portfolio for showcase? Why? How does it display your skillset and experience?</p> <p>-Pull out the monologue or design concept that you've previously worked on and start planning a presentation</p> <p>- Pair with a partner and explain your presentation and why you're doing it. How does it best represent your skills and abilities? (For actors, this will be two monologues, for musical</p>	

			<p>theatre performers, this will be two monologues and a song, for designers it will be an articulate presentation on a design already made for a previous production OR a design concept prepared over the course of this week.</p> <p>- check out: discuss next class</p>	
<p>Week 5 Day 3</p>	<p>- What is a presentation that best highlights a student's strengths as a performer and/or designer?</p>	<p>- Present a monologue or design pitch that meets college audition standards</p> <p>- Develop materials to be used in auditions or applications for post-secondary plans</p> <p>-Provide constructive and critical feedback for peers</p>	<p><u>Portfolio Workshop</u></p> <p>-Check in</p> <p>-In groups of 4-6 share details for portfolio, practice a mock-presentation, give constructive feedback, take notes (turn them in at the end of the day)</p> <p>-Whole class chalk-talk: <i>what was challenging about giving critical feedback?</i></p>	

<p>Week 6 Day 1</p>	<p>- What is a presentation that best highlights a student's strengths as a performer and/or designer?</p>	<p>- Present a monologue or design pitch that meets college audition standards</p> <p>- Develop materials to be used in auditions or applications for post-secondary plans</p>	<p><u>Prepare Portfolio</u></p> <p>- Check-in with vocal and diction warm ups</p> <p>- Start presenting portfolio presentations in class with 2-5 minutes of constructive feedback in between each</p>	
<p>Week 6 Day 2</p>	<p>- What is a presentation that best highlights a student's strengths as a performer and/or designer?</p>	<p>- Present a monologue or design pitch that meets college audition standards</p> <p>- Develop materials to be used in auditions or applications for post-secondary plans</p>	<p><u>Prepare Portfolio</u></p> <p>- Check in with diction and vocal warm ups</p> <p>- In-class portfolio Presentations with final class feedback</p> <p>-Discuss portfolio presentations/showcase plans for the evening (after school with family and friends invited)</p>	<p>Portfolio presentation/showcase after school!</p>

<p>Week 6 Day 3</p>	<p>- What is a presentation that best highlights a student's strengths as a performer and/or designer?</p>	<p>- Present a monologue or design pitch that meets college audition standards</p> <p>- Develop materials to be used in auditions or applications for post-secondary plans</p>	<p><u>Portfolio Reflection</u></p> <p>- Check in</p> <p>- Discuss the process with a partner, with a group of 4, then as an entire class.</p> <p>-DAR on the process of sharing work</p> <p>-Diagram activity: looking back on skills highlighted and career goals, develop an artist mission statement based what you know about <i>what you have</i> (your skills), <i>where you want to go</i> (professional careers), and how you can get there (college research). Make these diagrams unique and visually fun! Use crafts in classroom.</p> <p>-Share</p> <p>- Check out</p>	
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