

Teacher: Taylor Meng	Date: 4/7/22	Subject: Theatre Management	Grade Level: 11 th
Common Core Theatre Standards:			
<ul style="list-style-type: none"> - TH: Pr4.1.I: Select, analyze, and interpret artistic work for presentation. - TH: Re8.1.I: Interpret intent and meaning in artistic work. 			
Materials Needed: <ul style="list-style-type: none"> - dry erase markers - white board - projector - Google Slides - notebook or binder with loose leaf - something to write with - laptops/computers - index cards 			
Student Friendly Lesson Objective (Purpose) I can...	Teacher Activities (Teacher Strategies)	Student Activities/Differentiated Instruction	Assignments
<ul style="list-style-type: none"> - I can identify the expected demographic of my theatre's audience. - I can build a theatre season that is appropriate to the location and demographic of the theatre company's expected audience. - I can share and discuss my work with my peers. <p>Abbreviation Key:</p> <ul style="list-style-type: none"> - TSW – the students will - TTW – the teacher will - TS – the students - TT – the teacher 	<p>Anticipatory Set:</p> <p>TSW enter the classroom and take out their notebooks or binders in order to answer the journal prompt that will be found on the board. This prompt will read:</p> <p><i>If you were to establish a theatre company anywhere, where would it be? What sort of people do you think would be your "audience?"</i></p> <p>Once all students have made it into the classroom, they will have 5 minutes to write a page-length journal entry answering the aforementioned question. Once the five minutes is up, TTW lead TS in a class discussion of what</p>	<p>Guided Practice / Strategies:</p> <p>TTW explain that students are to work in pairs to complete the Season Building Activity.</p> <p><i>Season Building Activity: In pairs, you will choose a location for your theatre company, research what your target demographic will be, and create a season of at least 4-5 shows or events that are appropriate for your chosen location and audience. Be prepared to discuss with the class your choices!</i></p> <p>After explaining the directions, TTW show TS an example of a show that would be appropriate for a local theatre company's season and why it would be an appropriate choice for that theatre company.</p>	<p>Bell Ringer:</p> <p>The journal at the beginning of class will serve as the Bell Ringer assignment.</p> <p>Remediation:</p> <p>TTW circulate the room as TS work in pairs and step in to offer assistance when needed. TTW also pull aside students or groups that may need extra assistance into a teacher-led small group.</p> <p>Enrichment:</p> <p>TS who finish early will have a lesson-related bonus assignment to complete for extra points.</p>

<p>they wrote. TTW then use this discussion to segway into the discussion of the chapters TS were to have read for homework.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What is a demographic? - How does the demographic and location of a theatre company impact its season? <p>Input:</p> <p>TTW lead a TS through a Google Slides discussing demographics, location, and season building tips based on these two factors. TTW write important conversation points or guiding questions on the board. TSW take notes in their notebooks or binders asking questions as needed.</p> <p>Model:</p> <p>During the class discussion of the Slides, TTW show TS several examples of theatre season in the area (Columbia Theatre, 30 by Ninety, Saenger Theatre of New Orleans, etc.). TTW explain how each season is different and what impact demographic and</p>	<p>Independent Practice / Activities:</p> <p>TSW work in pairs to complete the Season Building Activity. Once TS have completed the activity, TTW lead the class in a discussion round robin discussion of where the theatre would be located, what its target audience would be, and what shows the students chose for their season. TSW then discuss if they think this would be an effective season.</p>	<p>Daily Writing Assignment: The journal and exit ticket will be TS daily writing assignment.</p> <p>Assessment / Evaluation: The Season Building Activity and Exit Ticket assignment will both be formative assessments.</p> <p>Homework:</p> <ul style="list-style-type: none"> - TS who did not finish their work by the end of class will be expected to return to school the following day with the work completed in order to turn it in for a grade. - Read Chapter 14 of <i>Theatre Management</i> before next class period
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	<p>location have on these different theatre companies.</p> <p>Check for Understanding:</p> <p>After completing the Season Building Activity, the discussion will allow TT to assess TS understanding as will the Exit Ticket at the end of class.</p> <p>Closure:</p> <p>As the discussion comes to a close, TTW hand out index card for TS to complete their exit tickets on. The Exit Ticket will ask:</p> <p><i>What key elements impact a theatre's season?</i></p> <p>TSW turn in their Exit Tickets as they leave the classroom.</p> <p>Time Duration: 50 min.</p>		
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Google Slides Link:

https://docs.google.com/presentation/d/115edgHYCB4xuT0gsElZ-MYZyIaS13rZHV2meYF_Dvtk/edit?usp=sharing