

**Honoree Name: Monique Coleman**

**Subject:** Theatre

**Grades:** 2<sup>nd</sup> -5<sup>th</sup> grades

**Standards/Indicators:** Grades 2<sup>nd</sup> – 5<sup>th</sup>

**Standard 2:** The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

**T2-2.1** Create a variety of characters, emotions, and conditions in theatre activities by using his or her body and/or voice.

**T2-2.4** Demonstrate cooperation and support as a member of an ensemble.

**Standard 4:** The student will demonstrate an understanding of the role and responsibilities of the **director**.

**T2-4.1** Listen and respond appropriately to directions and **side coaching** and recognize both of them as part of the directing process.

**T2-4.2** Identify and explain the role of the **director** in theatre.

**Standard 5:** The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

**T2-5.1** Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.

**Standard 6:** The student will make connections between theatre and other arts disciplines, other content areas, and the world.

**T2-6.1** Identify similarities and differences between theatre and other art forms.

**Goals and Objectives:** The student will study the role of the director and the audition process.

The student will work with an ensemble to create, rehearse and perform theatre pieces based on how to work with a director.

**Connections to Other Subjects:** Connection to English Language Arts and Communication Skills. ELA Standards found at <http://ed.sc.gov/agency/programs-services/59/>

**Essential Questions:** Why is it necessary for actors to explore the role of the director? Why is it necessary for an actor to prepare for an audition? How can an actor prepare for an audition?

**Resources and Materials:** Books on the audition process, web search on the audition process, interviews with local directors and actors on the audition process.

**Literature Connections:** Students can create journal entries based on how they feel about an audition. Students will write short monologues and scenes based on the audition process. Students can create a class list of auditioning tips. ELA Standards found at <http://ed.sc.gov/agency/programs-services/59/>

**Instructional Activities:** Students will study the role of the director and the audition process. Students can participate in a class mock audition. Students can compare and contrast the audition process of theatre to a job interview. Compare an actor's reputation to a flashing neon sign over their head. Ask them to think of what they would or would not want their signs to say. Students will brainstorm. Have them bring their sign to life as a line with gesture, feeling, and expression. Students will write short scenes and monologues based on the audition process.