***Marissa Thurman***

***Theatre Pacing Calendar***

***Weeks of April 6 - May 15, 2020***

**WEEKS OF APRIL 6-17** (*Students will have two weeks to work on this assignment, time capsule due on the 10th and virtual poster due on the 17th*.)

**OBJECTIVE**: Students will assess their current situations, along with the current state of the world, and create a virtual time capsule, and fictitious movie poster based on their quarantine experience.

**I Will**: Create a virtual collage filled with pictures, newspaper articles, paintings, drawings, and journal writings, depicting my time at home in quarantine. I will turn my personal thoughts and feelings into a fictitious movie poster based on the pandemic of 2020. I will use online tools and create a virtual poster describing a movie that I would create based on my experiences.

**We Will**: Review each other’s collages and movie posters, and discuss how we could build a storyline, characters, and incorporate Aristotle’s 6 Rules into this poster we each created.

**Tools used**: Paper, markers, pictures, online resources such as canva.com, and adobe spark post

**WEEK OF APRIL 20-24**

**OBJECTIVE**: Students will review what a playbill is, and then re-create their own digital version of their favorite Broadway Show.

**I Will**: Define playbill: A poster or magazine that announces a theatrical performance (play or musical). The playbill contains information about the production, the names and bios of the actors (sometimes pictures), and ads for upcoming performances in the area. This week, we are going to take a quick look at Playbills and their history, and then you get to recreate one.

1. Read the following article and view the slideshow to see how playbills have progressed over time. <https://www.playbill.com/article/glimpse-back-through-the-history-of-playbill>
2. Recreate a playbill, follow these steps:
3. Screenshot/save the original Playbill. (you can choose a Playbill from any Broadway show)
4. Create a google slides presentation and import the image twice (side by side) on a single slide.
5. Recreate the image yourself and insert it on top of the playbill to the right. (You may include other family members if needed.)

**We Will**: Re-create famous Broadway Playbills and submit them side by side with the original, and as a group, analyze how close each creation is to the original, as well as, level of creativity used in each other’s re-creations.

**Tools used**: Google slides and any at home props needed to re-create playbill.

**WEEK OF APRIL 27-MAY 1**

**OBJECTIVE:** Students will view attached files on google classroom, files dealing with Modern Theatre and Musical Theatre. These two worksheets will be used as reading comprehension exercises.

**I Will**: 1) Open attached musical theatre worksheet, read through till the end, and answer corresponding questions using complete sentences. 2) Open attached modern theatre worksheet, read through till end, answer corresponding questions using complete sentences.

**We Will**: Use our new found knowledge of both of these topics and use this info on upcoming assignments.

**Tools used**: Files attached to google classroom

**WEEK OF MAY 4-8**

**OBJECTIVE**: Students will use the UIL One Act Play webpage (link provided to students on google classroom). They will click on the tab called Approved Plays (Full Length Plays). From there, students will select 3 play titles that interest them and research each, choosing their favorite 1. From here, students will begin a plot synopsis, character description, etc… for their chosen play.

**I Will**: Search the list of UIL approved plays provided. Based on title alone, I will select three plays and research plot and characters involved in the stories. Based on that research, I will select the one that interests me the most, and continue my research using rubric provided.

**Tools used**: UIL one act play website, google search, provided rubric.

**WEEK OF MAY 11-15**

**OBJECTIVE**: Students will use the play information previously researched, and using the rubric from last week, turn the play into a pandemic story. Using the same plot, storyline, and characters, students will add elements of recent events playing out in today’s world to revamp the story and set it in a current timeline. EX: Shakespeare’s HAMLET, basic storyline dealing with incest, love, jealousy, revenge, and murder, set in modern day, battling Covid, maybe the dead king appears to not only tell Hamlet of his murder, but maybe Claudius poisoned him with the virus that he caught on a royal business trip to China upon his return to Denmark????

**I Will**: Use the rubric provided to me and begin adding in modern elements to the play’s original storyline.

**We Will**: Turn in our final draft of our new take on an old play, this final project will have taught us about story writing, character analysis and development, as well as, researching modern tragedy and turning it into something positive and artistic.

**Tools used**: Play research, rubric provided, research on the current status of this pandemic.