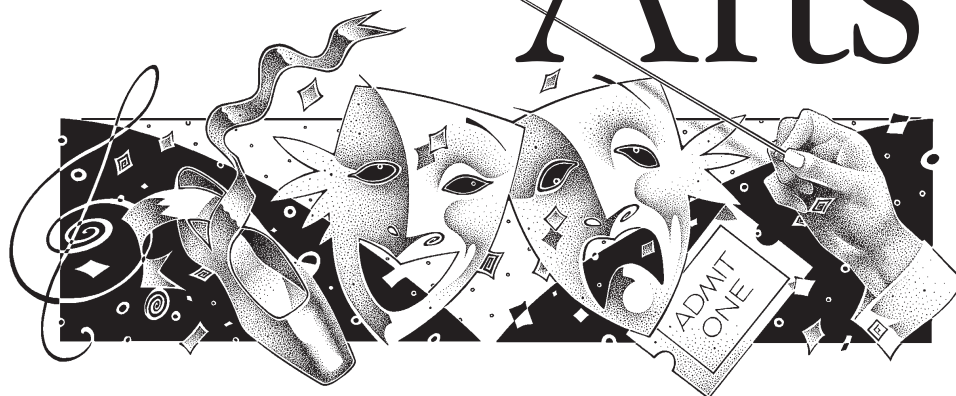




RESOURCE GUIDE

3RD-5TH CAREERS WORKSHOPS

Careers in the Arts



WORKSHOP SERIES

3rd GradeStory in Motion

4th GradeActing is Believing

5th GradeProducing the Play

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Careers in the Arts

Introduction

Dear Teachers,

The Merry-Go-Round Playhouse is pleased to bring you and your students our *Careers in the Arts Workshop Series* as part of the Sequential Dramatics Program. The Merry-Go-Round's programs are designed to assist you and your students in meeting the New York State Learning Standards. You will find the standards addressed by the workshop series notated at the back of this guide.

The *Careers in the Arts Workshops Series* is a sequence of three 50 minute workshops presented one per year beginning in 3rd grade and culminating in 5th grade. Conducted by one of our Actor/Educators, the workshop, which takes place entirely in your classroom, will engage each student allowing him or her to participate in a wide range of activities and exercises specifically selected to sharpen your students' talents and abilities as well as help them to discover how these skills relate to career opportunities both in and out of the arts.

As always, our goal is to work with you to make this an educational and entertaining experience for your students. We appreciate your feedback and ask that you please take a few moments after the workshop to share your comments with us by returning the evaluation provided to you by the actor.

We hope you and your students enjoy the *Careers in the Arts Workshop Series* and we look forward to visiting you soon.

Best Wishes,

Carole Estabrook
Educational Theatre Coordinator



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Careers in the Arts

3rd Grade Workshop – Story in Motion

Story in Motion begins the workshop series with an exploration of the structure of stories and the various means by which stories, ideas and feelings are communicated. Students will discuss how details make the difference in creating a story. Various exercises will help the students discover that stories, in all their forms, communicate ideas and feelings. The actor will explain that all good stories share four important characteristics: characters who want something, obstacles that keep the characters from what they want, setting, and a clear beginning, middle and end. Throughout the workshop, students will explore the stories pictures can tell. Working with the actor, students will create a series of pictures and effectively put the story in motion.

Note: *The Careers in the Arts Workshop Series involves active participation exercises. Prior to the actor's arrival, we ask that your classroom be cleared as much as possible with the students' desks pushed to the side of the room. We also request access to an electrical outlet and blackboard/note board space would be appreciated.*

Key Terms:

Detail – a specific characteristic of a person, place, thing or event; a piece of descriptive information

Character – the role taken on by an actor; the person who lives inside the world of a play or story

Objective – term used by an actor to describe the thing that his/her character wants

Obstacle – the person, persons or thing that keeps a character from what he/she wants

Activities to Try Before the Workshop:

- I As a class, create a list of what makes a good story. Discuss which are the most important and which are the least important.
- II How can you tell when someone is mad, hungry, tired? What clues do they give us? Discuss how people can communicate through their movements and gestures. Does the same hold true for animals? Take turns and try to tell a short story without speaking.

Fantastic Follow Ups:

- I Divide your students into small groups. Give each group a commonly known fairy tale and ask them to identify the objectives of each character in the story as well as the obstacles each character faces. Have each group create a series of Identification Cards for the characters. Be sure to include a picture.
- II Comic Strips are short stories told by a series of pictures called cells. Explain that each cell represents one moment in the story. Sometimes the characters speak while sometimes they do not. Have the students create their own three to five celled comic strips about an event in their life. Remind them of the importance of providing detail in the story.
- III Discuss with students the various performing arts careers in which creating the story is a principal function (e.g. Playwright, Screenwriter, Composer, and Choreographer). Have each student write a short piece in which they state which of these careers they find the most interesting.



Careers in the Arts

4th Grade Workshop – Acting is Believing

Acting is Believing will introduce students to the profession of acting and the training necessary to become an actor. Your students will learn that an actor must become a master of three specific skills: Concentration, Observation and Cooperation. Lead by our actor, the class will participate in a series of exercises designed to hone these acting skills. Time will also be dedicated to learning how an actor obtains a job and the tools necessary to work as a professional actor.

Note: *The Careers in the Arts Workshop Series involves active participation exercises. Prior to the actor's arrival, we ask that your classroom be cleared as much as possible with the students' desks pushed to the side of the room. We also request access to an electrical outlet and blackboard/note board space would be appreciated.*

Key Terms:

Resume – a document that outlines a person's work experience, education and skills; for an actor, this is a list of past roles portrayed

Concentrate – to focus your thoughts upon something; to think really hard; to pay extremely close attention

Observe – to notice something; to look for detail; to watch

Cooperate – to work together; to act as a team

Audition – the method by which an actor obtains a job (n); to try out for a role or play (v)

Activities to Try Before the Workshop:

- I Ask the students to briefly create a list of things used by actors when performing a play. As a class, create a chart tallying the responses. Discuss which items on the chart are the most popular and why. Ask the students to consider devices that actors might use that they can't necessarily see or touch. Have the students decide which devices should be considered essential and write a persuasive piece supporting their choice(s).

Fantastic Follow Ups:

- I Think about your best friend. What have you observed about him or her? What does he or she look like? Act like? Pretend you are an actor and write a character description of your best friend. Next turn your character description into a poem using the letters in your best friend's name as below:
Examples: Makes a good friend, Is Honest, Kind, and Energetic
- II Working together is critical to a play's success. To tell a story, an actor must cooperate with the other actors. Many careers require people to work together to accomplish tasks. Professional athletes, policemen and doctors are just a few good examples. In small groups, write and then perform a commercial for the product of "cooperation."
- III Actors often seek out roles in plays whose themes they feel strongly about. For instance, an actor who feels that understanding another person's cultural heritage is important might look for an opportunity to perform plays that promote cultural diversity and understanding. If you were an actor, what themes would you search for in plays? Discuss what topics you feel are important for theatre companies to produce. Write a letter to a theatre producer in support of your opinions.

Careers in the Arts

5th Grade Workshop – Producing the Play



Producing the Play is the culminating experience of the *Careers in the Arts Workshop Series*. With guidance from one of our actors, students will produce their own version of the short play, *Lewis and Clark* (on the following page). The actor will discuss theatrical production and the many jobs that are involved in bringing a play to life. Serving as Producer, the actor will assign job responsibilities to the students. The students will rehearse the piece, create the props and small costume items and ultimately perform the play. A discussion of how each person is important to the process and the need for cooperation concludes the workshop.

Note: *The Careers in the Arts Workshop Series involves active participation exercises. Prior to the actor's arrival, we ask that your classroom be cleared as much as possible with the students' desks pushed to the side of the room. We also request access to an electrical outlet and blackboard/note board space would be appreciated.*

Key Terms:

Director – the person responsible for conducting the rehearsals and staging of the play

Lighting Operator – the person responsible for controlling the lights during the production

Sound Operator – the person responsible for controlling the sound during the production

Property (prop) – an object handled by an actor while on stage

Running Crew – the people responsible for changing the scenery during the production

Script – the written version of the play

Blocking – term used to describe the movements of the actors during the play

Cue Line – the line immediately before an actor speaks

Stage Direction – usually indicated by parenthesis, these are specific activities to be performed by the actor

Activities to Try Before the Workshop:

- I As a class, make a list of careers involved in producing a play. Ask the students to consider which job they would want and why? Have the students write a letter to the Producer applying for the job.
- II Read aloud the play *Lewis and Clark*. Tell the students that during the workshop they will cooperatively produce this script. Explain that this script represents one version of the story. The playwright selects what parts to present and which parts to skip over. Have the children pick up where the playwright has left off and dramatize a scene in which the Shoshone people host a feast for Lewis and Clark.

Fantastic Follow Ups:

- I After theatrical productions, theatre companies often hold a meeting, called a Post-Mortem, to evaluate the successes and failures involved in producing the play. Hold a “Post-Mortem” and discuss with the class what they felt was good about their play. Allow students to critique the play making sure to support their arguments. As a rule, for any failure mentioned, you should suggest a means to improve in the future.
- II The workshop lasted only a short period of time and utilized limited resources, but despite this, an entire play was produced. Have the students think about how the play might have been produced differently with unlimited resources. Ask the students to assume the role of Costume Designer, Set Designer or Director and create an illustration of a moment in the play if produced with unlimited resources. What would you change and what would you leave the same?
- III Tell the students that the script for *Lewis and Clark*, written by Mike DeForrest, John Turner, Jennifer Steck and Johanna Kiley represents one version of historical events. Explain that in order to more accurately portray the historic expedition, the playwrights first had to research the lives of Lewis and Clark to understand the events of their journey across America.

Divide the students into groups. Either assign or have each group select a historical figure or event. Have the students research and then adapt a short play based on historical fact.



Careers in the Arts

Lewis and Clark Script

Scene I (Great Falls of the Missouri River)

NARRATOR: (enters) The year is 1805. The place is the Great Falls of the Missouri River.

(LEWIS and CLARK enter. They mime climbing over rocks and act as if they are involved in serious hiking.)

NARRATOR: (continues) Meriwether Lewis and William Clark, the great American adventurers, are making their way westward when they come across a problem.

(LEWIS and CLARK stop at the falls.)

LEWIS: Look at the size of these falls!

CLARK: Great Scott! However will we get across?

NARRATOR: Fortunately for the explorers help is not far away. (exits)

(TOUSSAINT CHARBONNEAU and SACAGAWEA enter and approach LEWIS and CLARK)

CHARBONNEAU: Good afternoon gentle strangers. I am Toussaint Charbonneau and this is my lovely wife Sacagawea.

LEWIS and CLARK: Good afternoon.

SACAGAWEA: Pleased to meet you.

CLARK: We are on a quest to expand this glorious new nation, but we seem to have run into a problem

LEWIS: Do you happen to know a way across these treacherous falls?

CHARBONNEAU: Indeed we do.

SACAGAWEA: My people have lived along the banks of this mighty river for many years. There is a passage to the north. Come, my husband and I will show you.

Scene II (the Shoshone Village)

(Native American music is heard. We see CHIEF CAMEAHWAIT and the Shoshone engaged in a celebration. As the lights dim, a spot comes up on CHIEF CAMEAHWAIT.)

CHIEF: We thank the Great Spirit for the blessings granted to us during this past season. We thank him again for our friends and family. May he continue to bless us this coming season.

NARRATOR: (entering) Suddenly there are unfamiliar voices outside the village. The Shoshone people are about to receive visitors.

(As the NARRATOR exits, the music fades out.)

CLARK (offstage): Thank you for guiding us around the river.

ODANKOT: Chief Cameahwait, I hear strangers approaching our village.

CHIEF: My people, we must hide!

(The Shoshone hide. CHARBONNEAU, LEWIS, CLARK and SACAGAWEA appear at the entrance to the village.)

LEWIS: We'll never be able to repay you, but would you like to join us on our grand adventure?

CHARBONNEAU: That would indeed be an honor. However we will need more provisions.

SACAGAWEA: My brother, Cameahwait, is chief of this village. Perhaps he can help.

CLARK: Excellent. I have these furs. Maybe we can trade for food and horses.

(The group enters the village.)

SACAGAWEA: Greetings my fellow Shoshone! Chief Cameahwait, I have brought guests.

(The Shoshone people come out from hiding and gather around the newcomers.)

CHIEF CAMEAHWAIT: (stepping toward SACAGAWEA) It is good to see you my sister. Greetings brother Charbonneau. Please introduce us to your friends.

SACAGAWEA: This is Meriwether Lewis and William Clark. They are American explorers hoping to expand their territory and make new friendships.

(The actors onstage freeze. The NARRATOR enters and crosses to center while delivering the final speech. A spot comes up on the NARRATOR and music begins.)

NARRATOR: That night Chief Cameahwait declared a feast. The Shoshone people welcomed their distinguished visitors. (Two Shoshone take a flag that they have been concealing and hold it up behind the NARRATOR.) A ground breaking alliance was formed that would one day allow our glorious nation to stretch from sea to shining sea.

(The NARRATOR sits leaving the spot to rest on Old Glory. Music continues as the light fade.)



The workshops and production guide for the *Careers in the Arts Workshop Series* builds skills as defined by the Learning Standards indicated below:

Workshops

CDOS 1: Career Development: Becoming knowledgeable about the world of work, exploring career options and relating personal skills and abilities to future career decisions.

CDOS 2: Integrated Learning: Academic knowledge and skills as they are applied in the workplace and other settings.

CDOS 3a: Universal Foundation Skills: Skills and competencies essential for success in the workplace

ARTS 1: Creating, Performing and Participating in the Arts – THEATRE

ARTS 2: Knowing and Using Arts Materials and Resources – THEATRE

ARTS 3: Responding to and Analyzing Works of Art – THEATRE

ARTS 3: Responding to and Analyzing Works of Art –VISUAL ARTS (3rd Grade-Story in Motion)

ARTS 4: Understanding the Cultural Dimensions and Contributions of the Arts – THEATRE

ELA 1.1 & 1.2: Language for Information and Understanding

ELA 4.1: Language for Social Interaction – Listening and Speaking

SS 1.3: History of the United States and New York: Roles and contributions of individuals and groups to social, political, economic, cultural and religious activities (5th Grade-Producing the Play)

SS 5.4: Civics, Citizenship and Government: Probe ideas and assumptions, evaluate evidence, formulate rational conclusions and develop participatory skills. (5th Grade-Producing the Play)

Production Guide

– standards addressed by the suggested activities

CDOS 1: Career Development: Becoming knowledgeable about the world of work, exploring career options and relating personal skills and abilities to future career decisions.

CDOS 3a: Universal Foundation Skills: Skills and competencies essential for success in the workplace

ARTS 1: Creating, Performing and Participating in the Arts – THEATRE

ARTS 2: Knowing and Using Arts Materials and Resources – THEATRE

ARTS 3: Responding to and Analyzing Works of Art – THEATRE

ARTS 4: Understanding the Cultural Dimensions and Contributions of the Art – THEATRE

ELA 1.1 & 1.2: Language for Information and Understanding

ELA 2.1 & 2.2: Language for Literary Response and Expression

ELA 3.1 & 3.2: Language for Critical Evaluation and Analysis

ELA 4.1: Language for Social Interaction – Listening and Speaking

SS 1.3: History of the United States and New York: Roles and contributions of individuals and groups to social, political, economic, cultural and religious activities.

SS 5.4: Civics, Citizenship and Government: Probe ideas and assumptions, evaluate evidence, formulate rational conclusions and develop participatory skills.



Careers in the Arts

Additional Resources

Resources:

Websites

www.edgate.com/lewisandclark — part of the Smithsonian National Museum of Natural History, site contains maps, biographies of historical figures involved, learning activities and lesson plans.

www.visualnation.com/arts/197artcareers.html — a listing of 197 careers related to or utilizing skills from Visual Arts.

www.bls.gov/k12/ — U.S. Bureau of Labor Statistics site designed to inform students of careers and the educational requirements for them. Easy access by area of interest. Kid friendly.

www.education-world.com/a_curr/curr395.shtml — an article for teachers entitled: "Preparing Kids for Careers." Includes 14 skill areas with skill building exercises.

Books

DeVoto, Bernard. *The Journals of Lewis and Clark*. Mariner Books, 1997.

Duke, Mary Ann, Ed.D. *Writing for Read-World Reasons: A Ten Week Step-By-Step Outline For Teaching Playwriting From Primary To Pre-Teens*. Sarasota: Cognitive Press, 1993.

Walker, Pam. *Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms*. Portsmouth: Heinemann, 1993.

Friedman, Lisa, et al. *Break a Leg!: The Kids Guide to Acting and Stagecraft*. Workman Publishing Company, 2002.

Heining, Ruth Beall. *Improvisation with Favorite Tales: Integrating Drama into the Reading/Writing Classroom*. Western Michigan University, 1992.

Bany-Winters, Lisa. *On-Stage: Theater Games and Activities for Kids*. Chicago Review Press, 1997.

Fennessey, Sharon. *History in the Spotlight: Creative Drama and Theatre Practices for the Social Studies Classroom*. Portsmouth: Heinemann Educational Books, Inc., 2000.

Playwriting Competitions

Young Playwrights Inc. — theater company devoted to the works of playwrights 18 years or younger who annually sponsors the Young Playwright Festival, a nationwide competition for new works by writers 18 years or younger. Visit them at www.youngplaywrights.org or call 212-594-5440.

Child's Play Touring Theater — Chicago based touring theatre accepting material by writers aged 5-13 to be adapted by theater. For information, send self-address stamped envelop with letter to Child's Play Touring Theater, 2650 W. Welden, Suite 201, Chicago, IL 60647, c/o Victor Podagrosi, Artistic Director.

Videos/DVD

Lewis and Clark - The Journey of the Corps of Discovery
PBS Home Video (1997) Directed by Ken Burns. Written by Dayton Duncan. Narrated by Hal Holbrook.

Production guide created by Timothy Fox & Designed by Beth Culver, Coburn Design

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