

**Your Name:** \_\_\_\_\_

# **Theatre Research Project** 400 Points as of 1/8/2018 “A Mirror to Life”

**Theatre Arts / Mr. Bengford**

**As a Group:** 20 minute oral presentation + 5 minute scene = 25 minutes

**Individually:** Each student is responsible for a completed outline & an essay.



## **The Oral Presentation = 300 Points**

*We are your students. Take charge of the class. Teach us your topic.*

### **15 Sensory Aides (to be used throughout the presentation)**

- 1) music that represents your topic (should be playing as we enter room)
- 2) food that metaphorically represents your topic (Nothing in a wrapper – must be able to be eaten *silently* during scene)  
*bring your own utensils, plates, napkins, etc...*  
Time is NOT your friend – prepare the food in advance!  
Share the food BEFORE you present your scene so they can eat & watch you at the same time  
NOTE: If you do not have the resources to use food for a Sensory Aid, you may use a 2<sup>nd</sup> Video Clip.
- 3) video clip from a DVD I gave you

### **15 PHYSICAL Activity (5 minutes)**

Remember my Fire Circle? Give the class something **physical** to do with their hands or bodies to help them connect to your topic (teach us a song, teach us a dance, give us something **to do** – must be structured / scripted activity – NO Improvisation)

### **50 Vocabulary (15 minutes)**

1<sup>st</sup> Up is due **on paper** (one complete list per group WITH definitions) to me at our class meeting on: \_\_\_\_\_

2<sup>nd</sup> Up is on your presentation day as part of your packet.

Teach us the Vocabulary I have given you for your topic. (do not add additional terms)

Provide 35 copies of your Vocabulary List. Write your first & last names on each copy.

**Make sure your definitions are in your own, easy to understand words (1-6 words MAX)**

**DO NOT use definitions straight out of the dictionary or off the internet.**

**DO NOT use the term to define the term.**

Tell us WHY we should care about these terms. Don't just tell us the vocabulary, help us EXPERIENCE the terms.

**Bring the vocabulary to LIFE! Use a sensory aide for every vocabulary term!**

### **60 Delivery**

Your Preparedness, Clarity, Energy, Movement, Vocal Delivery, Synergy will grade this percentage of your presentation.

### **160 Scene**

One 5 minute scene from a significant play within your topic. Costumes are optional but Character Tags are a MUST!

### **Tips**

- You have 2 weeks to learn about your topic but you only have 20 minute to teach it all to the class – assault their senses!
- I will give each group something: a CD of music, a video tape, or a DVD - USE IT!
- Explain why you are serving the food you chose
- Present your vocabulary in an easy to read way
- “Skit” is a bad word – don't use it in my class and for God's sake, don't present one. You're an actor, give us a good scene!
- Before you present your scene, introduce yourselves and the characters you will be playing
- If you use “volunteers” for small parts of your scene, PREPARE them! Give them character tags & easy to read scripts.

### **Recommendations**

- Divide the work evenly within your group.
- Make sure your work is shown during the presentation - don't be a “silent partner” who does all the prep work
- Spend class time on things that need to be done collaboratively (usually your scene). Do your research outside of class.
- Be as creative as possible!!!
- For your presentation, secure whatever you need before class begins. Clean up after your presentation!

**Your presentation should be engaging, enlightening, educational, and entertaining!**

## **Re: Absences and Non-responsible Members**

If any members of a group are ill or have not completed their portion of the project, the presentation must still be given. Absent students will lose points for their presentation. If no members of the group are present, Mr. B will present the topic and the entire group will lose all of their presentation points.

## **The Written Parts = 100 Points**

### **50 Detailed Outline**

**1<sup>st</sup> Draft due in two class periods: \_\_\_\_\_ 2<sup>nd</sup> Draft due the day of your presentation**

- each group **MUST** give an outline of their presentation to Mr. Bengford **BEFORE** they begin
- this must be submitted as a hard copy – not shared with me via Google Docs nor emailed
- make sure first **AND LAST** names are on the outline and the Vocabulary sheets
- the outline should show who was responsible for what & who speaks when during the presentation
- include your definitions for each term in the outline
- **LEAVE ME SPACE** to write comments on your outline – it's **NOT** a narrative script
- include a single sentence for each sensory aide explaining why you chose that item
- create a table on the bottom of your Outline (see the example on the Outline Sample page)

### **50 Essay**

**Due on the last day of everyone's presentations. Each student writes their own essay.**

- In a well-written, 5 paragraph essay, tell me what you found interesting about your topic. Use personal pronouns
- this must be submitted as a hard copy – not shared with me via Google Docs nor emailed
- Follow MLA heading format, punctuate properly, use good grammar & proofread for spelling and mechanical errors.

NOTE: A "well-written paragraph" usually consists of about 5-9 well-written sentences.

### **Evaluation**

- Presentations will be given in chronological order. Those that go first will be evaluated on a more lenient scale. Those that go last, will be expected to have learned from example and used their "extra time" to perfect their presentations and scenes.

### **Test**

- All students will take a test covering ALL the topics presented for this project (including the ones I present) This will be an OPEN NOTE test primarily based on the Vocabulary from each topic – so the notes you take.

### **Research/Rehearsal Days**

- Your group will have some class time to work together on your project and on your scene.
- Each group **should** meet with me regularly to evaluate the group's progress and ask me questions. Use me!

### **Schedule**

<b>A Day</b>	<b>B Day</b>	<b>Topic</b>	<b>Vocabulary / Schedule</b>	<b>Due</b>
Jan 10	Jan 11	Project Intro	”	
Jan 12	Jan 16	Topics Chosen		
Jan 17	Jan 18	Origins of Theatre	Fire Circles, Theatres Roots, The 3 Requirements To Have “Theatre	
Jan 19	Jan 22	Materials distributed		
Jan 23	Jan 24	Greeks: 1184BC–250BC  Romans: 250BC-48BC	Theatre, Drama, Theater: <i>Orchestra, skene, Altar</i> , Dionysus: 534 BC, Chorus, Thespis, Masks, <b>TRAGEDY</b> : <i>Prologue, Parados, Epirodes, Exodus</i> , Tragedy Playwrights: Aeschylus, Euripides, Sophocles, Oedipus, <b>COMEDY</b> : Aristophanes, dues ex machine  Emperor Nero, Low Comedy, Roman Pantomimes, Serious Roman Plays, Roman “Entertainments”	
Jan 25	Jan 26	Rehearsals	Rehearsals	Vocabulary Definitions
Jan 29	Jan 30		Rehearsals	Outline Draft #1
Feb 1	Feb 2		1 & Discuss	
Feb 5	Feb 6		2, 3	
Feb 7	Feb 8		4, 5, 6	
Feb 9	Feb 12		7, 8, 9	
Feb 13	Feb 14		10, 11 & Vocab Review	
Feb 15	Feb 16		Test	Essay Due

# Theatre Research Project Group Evaluation

Your Name: \_\_\_\_\_ Period: \_\_\_\_\_

Topic: \_\_\_\_\_

<b>The Oral Presentation</b>	What did <b>YOU</b> do?	Score
Sensory Aides: Music (5) Food (5) Video (5)		/15
Physical Activity Creation (10) Instruction (5)		/15
Vocabulary Research (15) Power Point (10) Completeness (20) List for class (5)		/50
Delivery Preparedness (10) Clarity(10) Energy(10) Movement(10) Vocal Delivery(10) Synergy (10)		/60
	<b>TOTAL</b>	/140

<b>Scene Work</b>	What did <b>YOU</b> do?	Score
<b>Blocking</b> (50) A = 50 / B = 42 / C = 37 / D = 32		
<b>Memorization</b> (50) A = 50 / B = 42 / C = 37 / D = 32		
<b>Characterization</b> (60) A = 60 / B = 51 / C = 45 / D = 39		
	<b>TOTAL</b>	/160

# Partner Evaluation

<b>Oral Presentation</b>	Comments on:		Comments on:		Comments on:	
	_____	Score	_____	Score	_____	Score
	<i>Partner #1</i>		<i>Partner #2</i>		<i>Partner #3</i>	
Sensory Aides: Music (5) Food (5) Video (5)		/15		/15		/15
Physical Activity Creation (10) Instruction (5)		/15		/15		/15
Vocabulary Research (15) Power Point (10) Completeness (20) List for class (5)		/50		/50		/50
Delivery Preparedness (10) Clarity(10) Energy(10) Movement(10) Vocal Delivery(10) Synergy (10)		/60		/60		/60

<b>TOTAL</b>		/140	<b>TOTAL</b>		/140	<b>TOTAL</b>		/140
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## Scene Work

<b>Blocking (50)</b> A = 50 / B = 42 / C = 37 / D = 32		/50		/50		/50		
<b>Memorization (50)</b> A = 50 / B = 42 / C = 37 / D = 32		/50		/50		/50		
<b>Characterization (60)</b> A = 60 / B = 51 / C = 45 / D = 39		/60		/60		/60		
<b>TOTAL</b>		/160	<b>TOTAL</b>		/160	<b>TOTAL</b>		/160

# Theatre Research Project Outline Example

**DEFINITION:** A numbered list describing who speaks when and what they will teach the class

**NOTE:** Outline is to be a single page using the classic outline format: Roman Numeral, Capital Letter, Number, Small Letter

Rachel Green, Chandler Bing, Phoebe Buffay & Monica Gellar  
 Mr. Bengford  
 Theatre Arts I Period 4  
 Monday, February 14, 2018

## Topic Name

- I. Set Up (1 minute)**
  - A) We will transform the room by.....
  - B) We will play \_\_\_\_\_ music
  - C) We will open the room by.....
- II. Introduce (3 minutes)**
  - A) Rachel & Chandler will share world events that **INFLUENCED** our topic
    - 1) Example using sensory aid #1
    - 2) Example using sensory aid #2
  - B) Phoebe & Monica will discuss the theatrical developments of our topic
    - 1) Example using sensory aid #3
    - 2) Example using sensory aid #4
- III. Physical Activity (3 minutes)**  
 We will lead a physical activity which will be...
- IV. Vocabulary (10 minutes)**
  - A) 1<sup>st</sup> Part of Vocabulary: term = definition, term = definition, term = definition
  - B) 2<sup>nd</sup> Part of Vocabulary: term = definition, term = definition, term = definition
  - C) 3<sup>rd</sup> Part of Vocabulary : term = definition, term = definition, term = definition
  - D) 4<sup>th</sup> Part of Vocabulary : term = definition, term = definition, term = definition
- V. Food (2 minutes)**  
 Phoebe & Monica will explain the food metaphor as Rachel & Chandler pass it out
- VI. Scene (5 minutes)**  
 We will perform a scene from...  
 Rachel will play... Chandler will play... Phoebe will play... Monica will play...
- V. Conculsion (1 minute)**  
 We will conclude the presentation by...

Actor	Music	Food	Video	Activity	Vocabulary	Delivery	Blocking	Memorized	Character	TOTAL
Rachel Green										
Chandler Bing										
Monica Gellar										
Phoebe Buffay										
	/5	/5	/5	/15	/50	/60	/50	/50	/60	/180

# Theatre Research Vocabulary by Topic

## The plays listed are part of the Vocabulary

\* = MUST READ WHOLE PLAY

### 1 MEDIEVAL DRAMA 930 A.D. - 1500 A.D.

#### 3-4 people

use candles & music (Gregorian Chants)

Activity Idea: have kids create allegorical characters for a short morality scene – like “The Tortoise and the Hare”  
use desks to create Pageant Wagons in a circle around the room to present your scene on top of

#### 10 Vocabulary Terms

- The Dark Ages
- Feast Of Fools (play “Topsy Turvy” from Disney’s *Hunchback of Notre Dame*)
- Pageant wagons
- Secular Drama: *The Robin Hood Plays*
- Religious Drama / Passion Plays
- Miracle Plays •Mystery Plays •Morality Plays
- Allegory
- Everyman*\* (do the ending revelation & make your staging of the ascension **spectacular**)

### 2 THE RENAISSANCE IN ITALY 1400 - 1700

#### 3 people

create a structured improvised activity to move us outside  
present your scene outside & use a disguise for Beatrice  
**MUST** use minimum 4 bits of lazzi per character

#### 9 Vocabulary Terms

- Commedia Dell’arte • Scenarios
- Lazzi (show a clip of The Three Stooges)
- Stock Characters:
  - Misers: Pantalone & Geronte
  - Zanni: Arlecchino, Truffaldino, & Scapin
- Opera
- Scenic Developments: Proscenium Arch & Trap Doors
- The Servant of Two Masters*\* – do the “postal scene”

### 3 RESTORATION COMEDY

#### 2-3 people: 2 women or 2 women + 1 man

Activity: have kids make paper fans then teach us fan gestures  
use fan gestures meaningfully in scene  
set up room in Tennis Court Theater configuration

#### 10 Vocabulary Terms

- King Charles II & King Louis XIV
- Tennis Court Theater (use it!)
- Raked Stages (upstage / downstage)
- Comedy of Manners
- The Fop • The Rake • Screen Scene
- Props: Fans, Hankies, Canes/Parasols, Gloves (**MUST USE!**)
- Oscar Wilde
- *The Importance of Being Earnest* WATCH Westmont’s production (hair up, skirts, shoes –**MUST USE!**)

### 4 REALISM 1800 - 1914

#### 3 women

Activity: have kids do a subtext or method acting exercise

#### 9 Vocabulary Terms

- Henrik Ibsen
- A Doll’s House* (explain title & show end of DVD w/slam)
- Moscow Art Theatre
- Realism
- Anton Chekhov
- The Three Sisters* use pgs 289-291
- Subtext
- Stanislavski
- The Method

### 5 EARLY AMERICAN THEATRE 1914 - 1943

#### 3 People: 2 women + 1 man or 2 men + 1 woman

use as *Pay the Rent* as activity: you play characters / teach audience to do scripted sound effects: **Yays! & Boos**

#### 11 Vocabulary Terms

- Gas Lighting & Electricity
- Melodrama
- Pay the Rent*
- The Barrymores (family + include descendants)
- Edwin Booth
- Federal Theatre Project - *include why it went away*
- Cradle Will Rock* (Google the movie trailer & show it)
- Vaudeville
- The American Musical
- Show Boat*
- Oklahoma*\* (show clip of dance telling story & do scene)

### 6 TRAGEDY

#### 2 women or 2 men + 1 woman

#### 10 Vocabulary Terms

- Aristotle
- Aristotle’s Poetics
- Tragedy
- Hubris (use *Oedipus* example)
- Pathos
- Catharsis
- Romeo and Juliet* (Greatest Tragedy)
- A Streetcar Named Desire* (Sexual Tragedy – show YouTube clip “Stella!”)
- Death of a Salesman* (“American Dream” Tragedy)
- All My Sons*\* (end of play + sound effect @ end)
- OR *’Night Mother*\* (pgs 13-15 & 55 to end)

## 7 FARCE

**2 women + 1 man**

*use 2 boy volunteers for Jack & Charley*

### 12 Vocabulary Terms

- Farce is Mathematical
- Chase Scene
- Mistaken Identity
- Silly Voices
- Cross Dressing
- Some Like it Hot* (show YouTube clip of ending & relate the clip to the next term)
- 3 Step Process of Telling a Joke
- Running Gag
- Noises Off*
- Charley's Aunt\** (pgs 102-107)
- TV Shows like *The Carol Burnett Show* (show clip & relate to FARCE)

## 8 TRADITIONS & ESSENTIALS

**3-4 people**

*give class a fairy tale split into plot parts – have groups present plot parts of a fairy tale show clip of whichever script not doing*

### 12 Vocabulary Terms

- Protagonist
- Antagonist
- Plot
- Three Act Structure:
  - Exposition
  - Climax
  - Falling Action
- Soliloquy versus Monologue
- Proscenium Arch
- Box Set
- Fourth Wall
- The Man Who Came to Dinner\** or *\*The Matchmaker*

## 9 THEATRE STYLES June 28, 1914 - ?

**2 people**

*the room must be set up to reflect the Absurd use lazzi – minimum 3 bits per character*

### 12 Vocabulary Terms Must present in this order to build to Absurdism

- Bertolt Brecht – Epic Theatre
- Hiroshima (made us Questioning our Humanity)
- Surrealism
- No Exit* by Jean-Paul Sartre
- October 26, 1929 – how did this date affect us? Theatre?
- Existentialism
- Samuel Beckett
- Waiting For Godot\** (do beginning scene & do ending scene - play the silence – what do “we” do while we wait? – don’t forget the tree)
- Cyclical Repetition, Repetition, Repetition
- Absurdism
- Eugene Ionesco
- Rhinoceros*

**GROUPS 10 & 11 will have 10 extra minutes for more video clips**

## 10 THEATRE IN CHINA & JAPAN

**2 women + 1 man**

*Use traditional music throughout presentation & scene Set up room as a Tea House & serve tea (NOTE: this does not count as your metaphoric food)*

*Activity: Use Video Clip to teach us how to ride a horse & other symbolic gestures or movements*

### 10 Vocabulary Terms

- Tea Houses = Theaters
- No(h) Drama
- Kabuki
- Chinese Opera
- The Monkey King
- Lady White Snake\** (*Bai She Zhuan*)
- The following terms should also be used in your scene:*
- Symbolic Movement (show clip of riding a horse)
- Symbolic Gestures (show clip)
- Symbolic Props & Costumes
- Symbolic Colors (show clip applying makeup)

## 11 PUPPET THEATRE

**3-4 people**

*use sock puppets on ALL actors present your scene in Avenue Q style – Must make the puppet ACT*

*Activity: use yarn to have students make marionettes of each other*

### 10 Vocabulary Terms

- Bunraku (must show clip)
- Wajang Kulit Plays: Shadow Puppets (must show clip)
- Hand Puppets
- Rod Puppets
- Marionettes
- Mummenschanz (MUST show a YouTube clip)
- Julie Taymor’s Work on stage & film (new style)
- 3 Types of Puppetry: 1) Invisible 2) Visible 3) Active
- The Lion King\** (script is easy – the technique is hard – you must make the audience watch the puppet & believe the puppet is real – PLAY CLIP – present song that’s in show NOT in movie)
- Avenue Q* (PLAY CLIP)

## X MONODRAMA (only used for special circumstances)

### Artists

Eric Bogosian  
*Talk Radio*  
Billy Crystal  
*700 Sundays*  
Pamela Gein  
*The Syringa Tree*  
Lily Tomlin  
*Search For Signs of Intell. Life in the Universe*  
Anna Devere Smith  
*Twilight, Los Angeles*

# Theatre Research Materials

## Medieval Drama

*Everyman* DVD  
From Sanctuary to Stage DVD  
Middle Ages folder  
*Everyman* folder  
*Everyman* book

## Renaissance in Italy

Commedia DVD  
*Scapino* WVC DVD  
*Servant of Two Masters* Book  
Lazzi folder  
Italians folder

## Restoration

*The Importance of Being Earnest* WHS  
DVD  
*The Importance of Being Earnest* movie  
DVD  
*The Importance of Being Earnest* folder  
Comedy of Manners folder  
Restoration folder

## Early American Theatre

*Oklahoma* DVD  
Changing Stages #3 DVD  
*Cradle Will Rock* DVD  
*Oklahoma* folder  
Early American Theatre folder  
“Oh What a Beautiful Mornin’” karaoke  
CD

## Realism

*A Doll's House* DVD  
*Three Sisters* DVD  
*Three Sisters* folder  
Realism folder  
Changing Stages #2 DVD

## Farce

*Charlie's Aunt* DVD  
*Charlie's Aunt* book  
*Charlie's Aunt* folder

## Tragedy

*All My Sons* DVD  
*Death of a Salesman* DVD  
*'Night, Mother* DVD  
*'Night, Mother* folder  
*All My Sons* folder

## Drama of China & Japan

Theatre of China & Japan DVD  
*The White Snake* by Mary Zimmerman  
*Lady White Snake* book  
Early Asian Drama folder

## Surrealism

*Waiting for Godot* DVD  
Changing Stages 5 & 6  
*Waiting for Godot* folder  
Theatre of the Absurd folder

## Traditions & Essentials

*The Matchmaker* DVD  
*Hello, Dolly!* DVD  
*The Matchmaker* book  
*The Man Who Came to Dinner* DVD  
*The Man Who Came to Dinner* Script

## Puppet Theatre

Puppet Origins folder  
*The Lion King* folder  
*The Lion King* Broadway Soundtrack  
“Hakuna Matata” karaoke CD  
Mummenshanz DVD  
Julie Taymor DVD  
Jim Henson Salute DVD  
Famous People Players DVD