



# MISSION POSSIBLE: CREATING A MISSION AND UNIFIED VISION FOR YOUR THEATRE PROGRAM

## **Instructor**

AMY PATEL

## **Materials**

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

## **Course length**

7 modules  
56 minutes of video  
2 credit hours

## Course Description

Whether you're in a new school or have an existing program, you can use a Mission Statement to define your program, unify your students and let everyone know from administration, to parents, to the community why you do theatre, what you do and how you do it. Learn how to create this powerful and vital statement with your students. Mission Possible takes you through step by step from asking the right questions, to looking at your school culture and traditions, to writing and revising, to shouting your statement from the rooftops.

## About the Instructor

Amy Pugh Patel teaches Theatre at James Clemens High School in Madison, AL, and has directed and/or served as technical director for over 30 productions, earning recognition at local and statewide festivals and the International Thespian Festival. She was recently honored with the Alabama Theatre Teacher of the Year Award.

She earned her M.A. in Directing from Roosevelt University's Chicago College of Performing Arts in 2006 and her B.A. in Language Arts from the University of Alabama in Huntsville.

She has earned local Wings Awards and nominations for performances in Urinetown: The Musical and Rabbit Hole. She has performed in numerous shows, including The Laramie Project, Dinner with Friends, and the premiere of Where the Great Ones Run, and has competed at the Southeastern Theatre Conference Community Theatre Festival.

She recently completed a year-long sabbatical traveling to schools across the U.S. to observe productions and classes. She taught Theatre for 14 years at her alma mater, Butler High School, and taught part-time at the University of Alabama in Huntsville, and Hollywood Huntsville studio.

## Course Curriculum

### Lesson 1: The Importance of a Mission 9:06

Identifying what a mission statement does and how it helps your program.

### Lesson 2: The Golden Circle 5:51

Learn how to use a visual aid of a golden circle to answer the questions: why you do what you do, what you do, and how you do it.

### Lesson 3: The Essential Questions 7:19

Getting to the questions that help define your unique program.

### Lesson 4: School Culture and Program Traditions

9:49

Focus on your particular school and the traditions of your school or the traditions of your program.

### Lesson 5: Writing Your Mission Statement 6:31

Taking all of the information you've gathered you'll create, discuss, revise, and ultimately create your mission statement.

### Lesson 6: Shouting from the Rooftops 8:16

Share your mission statement with others as a way to both check that it makes sense and to share it with your community. This module includes ideas on how to share your mission statement as well.

### Lesson 7: Conclusion 9:08

This module will recap all that you've learned and remind you to check back in on your mission statement. It also explains how a mission statement will help to support your program and help you to make important decisions.

# Standards Connections

## National Core Arts Standards

### Synthesize and relate knowledge and personal experiences to make art - Grade HS Proficient

TH:Cn10.1.HSI.a - Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

### Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.c - Identify a specific audience or purpose for a drama/theatre work.

### Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.c - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

### Apply criteria to evaluate artistic work - Grade 8

TH:Re9.1.8.c - Assess the impact of a drama/theatre work on a specific audience.

### Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

### Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.c - Verify how a drama/theatre work communicates for a specific purpose and audience.

### Apply criteria to evaluate artistic work - Grade HS Advanced

TH:Re9.1.HSIII.c - Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

## Common Core

### Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## California VAPA Standards (2019)

### Prof.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

Prof.TH:Cn10 - Investigate how cultural contexts, community ideas, and personal beliefs impact a drama/theatre work.

### 6.TH:Re9 Apply criteria to evaluate artistic work.

6.TH:Re9.b - Identify a specific audience or purpose for a drama/theatre work.

### 7.TH:Re9 Apply criteria to evaluate artistic work.

7.TH:Re9.b - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

### 8.TH:Re9 Apply criteria to evaluate artistic work.

8.TH:Re9.b - Assess the impact of a drama/theatre work on a specific audience.

### Prof.TH:Re9 Apply criteria to evaluate artistic work.

Prof.TH:Re9.b - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

### Acc.TH:Re9 Apply criteria to evaluate artistic work.

Acc.TH:Re9.b - Justify how a drama/theatre work communicates for a specific purpose and audience.

### Adv.TH:Re9 Apply criteria to evaluate artistic work.

Adv.TH:Re9.b - Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.912.C.1.1 - Devise an original work based on a global issue that explores various solutions to a problem.

TH.912.C.1.2 - Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

### Skills, Techniques & Processes

TH.912.S.1.1 - Describe the interactive effect of audience members and actors on performances.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Responding

TA6.RE.1 - Engage actively and appropriately as an audience member., a. Identify the role of the audience in different environments., b. Analyze the relationship between an audience and a performer., c. Create guidelines for behaviors appropriate to a theatre experience., d. Model appropriate audience behaviors.

### Grade 6 - Connecting

TA6.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Identify similarities between theatre and other art forms., b. Draw conclusions about the relationships between theatre and life., c. Define tasks associated with a theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

### Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c.

Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

### **Grade 7 - Performing**

TA7.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance., c. Engage in various performance styles.

### **Grade 7 - Connecting**

TA7.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Compare and contrast theatre with other art forms., b. Articulate relationships between theatre and life., c. Utilize a multi-disciplinary approach to create original theatre., d. Describe the careers and professional responsibilities associated with theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

### **Grade 8 - Creating**

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

### **Grade 8 - Connecting**

TA8.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Investigate and prove common themes and structure among theatre and other disciplines., b. Defend how theatre reflects life., c. Incorporate multi-disciplinary aspects into theatre performance., d. Identify and analyze professions associated with different forms of production (e.g. director, stage manager, designer, technician, playwright, actor).

### **Grades 9-12 - ACTING LEVELS I-IV - Connecting**

TAHSA.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Examine multiple facets of the business of theatre., b. Examine the methods of pursuing various acting careers, including demonstrating audition etiquette and techniques.

### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Responding**

TAHSAD.RE.1 - Engage actively and appropriately as an audience member., a. Examine the relationship between actor and live audience in history and contemporary performance.

### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Connecting**

TAHSAD.CN.1 - Explore how theatre connects to life

experience, careers, and other content., a. Explore the relationship between theatre and other non-arts disciplines to synthesize concepts and skills from other disciplines to create theatre., b. Explore careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational theatre.

TAHSAD.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Explore the impact of theatre on the quality of life in various societies.

### **Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Connecting**

TAHSFT.CN.1 - Explore how theatre connects to life experiences, careers, and other content., a. Examine how theatre reflects real life., b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience., c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre., d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).

## **North Carolina Essential Standards**

### **Advanced High School Standards - Culture**

A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.

## **Texas Essential Knowledge and Skills for Theatre Arts**

### **HS 117.317 LIII - Critical evaluation and response**

C.5.B - recognize theatre as an art form and evaluate self as a creative being.

## **Alberta, Canada**

### **Junior Orientation**

demonstrate trust by becoming comfortable, physically and emotionally, with others

- listen effectively
- meet deadlines and follow through on individual and group commitments
- share ideas confidently with others
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

### **Junior Goal I Objectives**

- develop a sense of responsibility and commitment
- develop the ability to interact effectively and constructively in a group process
- develop the ability to offer and accept constructive criticism
- develop the willingness to make a decision, act upon it and accept the results
- extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences

### **Senior Goal I Objectives**

- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate respect for others-their rights, ideas, abilities and differences
- demonstrate the ability to considered decisions, act upon them and accept the results
- demonstrate the ability to contribute effectively and

constructively to the group process

demonstrate the ability to initiate, organize and present a project within a given set of guidelines

demonstrate the ability to offer, accept, and reflect upon, constructive criticism

### **Orientation Drama 10**

concentrate on the task at hand

display consideration and respect for self and others

make effective decisions or choices

positively support the work of others

share ideas confidently

work cooperatively and productively

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Exploring and creating**

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Explore relationships between identity, place, culture, society, and belonging through the arts

### **GRADE 6 - ARTS - Reasoning and reflecting**

Examine relationships between the arts and the wider world

### **GRADE 7 - ARTS - Exploring and creating**

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Explore relationships between identity, place, culture, society, and belonging through the arts

### **GRADE 8 - ARTS - Exploring and creating**

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

### **GRADE 9 - DRAMA - Exploring and creating**

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama

### **GRADE 9 - DRAMA - Connecting and expanding**

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

### **GRADE 10 - DRAMA - Reason and reflect**

Examine the influences of social, cultural, historical, environmental, and personal context on drama

Reflect on dramatic works and make connections with personal experiences

### **GRADE 10 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and the audience

Make connections with family and community through drama and theatre

### **GRADE 11 - DRAMA - Explore and Create**

Create dramatic works for an intended audience

### **GRADE 11 - DRAMA - Reason and reflect**

Demonstrate awareness of self, others, and audience

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

Reflect on aesthetic experiences and how they relate to a

specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

### **GRADE 11 - DRAMA - Connect and expand**

Demonstrate awareness of self, others, and audience

Explore the impacts of dramatic works on culture and society

### **GRADE 12 - DRAMA - Explore and Create**

Develop dramatic works for an intended audience

### **GRADE 12 - DRAMA - Reason and reflect**

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

### **GRADE 12 - DRAMA - Communicate and document**

Express personal voice, cultural identity, and perspectives using dramatic techniques

### **GRADE 12 - DRAMA - Connect and expand**

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works

Demonstrate respect for self, others, and audience

Examine the impacts of dramatic works on culture and society

Make connections through drama with family and community on local, national, and global scales

## **Ontario, Canada**

### **Grades 9 & 10 - Foundations - Responsible Practices**

C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)

B.3.3 - identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors (e.g., production and/or performance roles in community theatre, television/radio)

broadcasting, filmmaking)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society**

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

B.2.4 - identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions (e.g., identify insights they gained through exploring the role of ritual in Greek theatre and/or Aboriginal ceremonies)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process**

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g., identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)

B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)

### **Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.1 - identify and use a variety of techniques to influence the audience in specific ways (e.g., have actors enter the performance space from the audience to increase audience connection to the drama; use blocking to focus audience attention on key characters or relationships between characters)

### **Grades 9 & 10 - Creating and Presenting - The Creative Process**

A.1.1 - develop interpretations of issues from contemporary or historical sources (e.g., photographs, videos, music, newspaper/magazine articles, an eyewitness account of a historical event) as the basis for drama

A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)