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ORGANIZED CHAOS: 2ND EDITION

Instructor

MATT WEBSTER

Materials

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

Course length

10 modules
2 hours, 18 minutes of video
6 credit hours

Course Description

Organized Chaos: Discipline in the Theatre Classroom will give you tools and strategies to prepare you for challenges you may face as you step up in front of a class of students and introduce them to the art of theatre.

Whether you are a student teacher finishing college, a first-year teacher just starting out in the classroom, or an established teacher with a few years of experience under your belt, these lessons will provide insight and support as you establish discipline in your classroom.

This is a revised, 2nd edition of a favourite original course in the DTA, brought to you by experienced theatre educator, Matt Webster.

About the Instructor

Matt Webster is a Theatre Educator who has been teaching theatre students AND theatre teachers for almost 30 years. A former tenured professor of Theatre Education, Matt holds both an MA in Theatre Education and an MFA in Theatre for Youth and has taught at universities, public schools and professional theatre companies around the country. Currently Matt is the Education Consultant for the Drama Teacher Academy, and an adjunct professor at Winthrop University.

In addition, Matt is a director, actor and educator who has worked with both children and adults for professional and community theatre companies from coast to coast, including Honolulu Theatre for Youth, Seattle Children's Theatre, the Silver Bear Theatre in Albuquerque, Actors Theatre of Charlotte, Theatre Charlotte, Davidson Community Players, Mooresville Community Children's Theatre, Matthews Playhouse and Children's Theatre of Charlotte.

Matt is also the author of the book *Methods of Teaching Theatre - A Teacher Toolkit*, and is an award-winning, published playwright.

Course Curriculum

Module 0: Introduction 6:00

The overview reviews the goals of the course and outlines the modules and activities included.

Module 1: Defining the Place Where you Teach 20:10

How you set up your teaching space will have a direct impact on your ability to control your classes. In this module, you will learn how to set up your classroom to avoid conflict and chaos while teaching.

Module 2: Curriculum: A Double-Edged Sword 11:59

There is no standard curriculum for theatre. Therefore, every theatre teacher is responsible for generating the curriculum they teach. In this module, you will be given some of the standard options for generating a theatre curriculum, as well as the pros and cons of each option so you can generate the curriculum that's right for you. If your curriculum isn't set up properly, it can lead to a variety of classroom management problems throughout the year, and it may be difficult for you to identify these issues if you can't identify your curriculum as the culprit.

Module 3: Personnel, Preparation, and Pacing - The hidden issues of Discipline in the Drama Classroom 18:53

There are a lot of unseen elements at play in a Drama classroom when it comes to discipline, in module 3 we discuss the potential discipline issues associated with three common factors: Personnel, preparation and pacing.

Module 4: Rules and Boundaries in the Theatre Classroom 16:20

To the outside observer, theatre classes often appear to be chaotic and lawless. However, successful theatre teachers know how to maintain control of their classrooms. In this module, you'll be shown how to lay down the law while not turning your classroom into a police state.

Module 5: Peer-Driven Discipline 12:17

It can be frustrating and exhausting being the only sheriff in a one-horse town. The solution? Deputies. This module will lay the groundwork for including your students in the creation of rules and consequences in your classroom.

Module 6: Consistency in Discipline 15:06

Classroom discipline is built on a foundation of consistency. In module 6, you will see the importance of applying discipline equally and consistently across the classroom and throughout the year.

Module 7: The Importance of Consequences 15:23

This concept is the heart of discipline in the classroom. Once you have set the rules in your classroom, you must enforce them. This module will illustrate the value and importance of defining and applying consequences in your classroom.

Module 8: Having a Bad Day 14:13

There will be days when everything goes wrong. This module can serve as a lifeline and support group to get you through those days when you seriously reconsider your career choices.

Module 9: Expect the Unexpected 7:54

As a theatre teacher, you must always be ready for surprises. This module will give you a heads up on some of the challenges that may arise in your classroom and some suggestions on how you can deal with them without losing control of yourself or your students.

Standards Connections

National Core Arts Standards

Synthesize and relate knowledge and personal experiences to make art - Grade 6

TH:Cn10.1.6.a - Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

Synthesize and relate knowledge and personal experiences to make art - Grade 7

TH:Cn10.1.7.a - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Synthesize and relate knowledge and personal experiences to make art - Grade 8

TH:Cn10.1.8.a - Examine a community issue through multiple perspectives in a drama/theatre work.

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.

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

TH:Cn10.1.HSII.a - Choose and interpret a drama/theatre work to reflect or question personal beliefs.

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

TH:Cn10.1.HSIII.a - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HSI.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

California VAPA Standards (2019)

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

6.TH:Cn10 - Explain how the actions and motivations of

characters in a drama/theatre work impact perspectives of a community or culture.

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

7.TH:Cn10 - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

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

8.TH:Cn10 - Examine a community issue through multiple perspectives in a drama/theatre work.

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.

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

Acc.TH:Cn10 - Choose and interpret a drama/theatre work to reflect or question personal beliefs.

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

Adv.TH:Cn10 - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural contexts.

6.TH:Cr2 Organize and develop artistic ideas and work.

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

7.TH:Cr2 Organize and develop artistic ideas and work.

7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

8.TH:Cr2 Organize and develop artistic ideas and work.

8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Prof.TH:Cr2 Organize and develop artistic ideas and work.

Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

Acc.TH:Cr2 Organize and develop artistic ideas and work.

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Adv.TH:Cr2 Organize and develop artistic ideas and work.

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.1.2.b - Students Can: Contribute ideas and accept and incorporate the ideas of others in preparing or devising a drama/theatre work.

DT.6.1.3.a - Students Can: Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of self, community, or culture.

Seventh Grade

DT.7.1.2.b - Students Can: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

DT.7.1.3.a - Students Can: Consider incorporating multiple perspectives and diverse community ideas in a drama/theatre work.

Eighth Grade

DT.8.1.2.b - Students Can: Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

DT.8.1.3.a - Students Can: Examine and analyze community issue through multiple perspectives in a drama/theatre work.

High School - Fundamental Pathway

DT.H1.1.2.b - Students Can: Investigate the collaborative nature of the actor, director, playwright, and designers to explore their interdependent roles in a drama/theatre work.

High School - Advanced Pathway

DT.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.

High School - Professional Pathway

DT.H3.1.2.b - Students Can: Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

DT.H3.1.3.a - Students Can: Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

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 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 - Responding

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

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 - Performing

TA8.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement)., b. Demonstrate appropriate ensemble skills throughout a performance., c. Use appropriate listening and response skills during performances.

Grade 8 - Responding

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles)., d. Demonstrate appropriate audience behaviors.

Grades 9-12 - ACTING LEVELS I-IV - Performing

TAHSA.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the voice, body, observation, and imagination as tools of the actor in presentations of formal and informal theatre., b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences., c. Act by developing, communicating, and sustaining roles within a variety of situations and environments., d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew., e. Use the skills and tools of a director to conduct rehearsals for performance.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing

TAHSFT.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement)., b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters.,

c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development., d. Perform acting choices for an audience based on critiques.

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).