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PREVENTING PANDEMONIUM: PART 1

Instructor
MARIA SMITH

Materials

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

Course length

12 modules
3 hours, 43 minutes of video
8 credit hours

Course Description

In Preventing Pandemonium Part 1, Maria Smith will share with you a classroom management tool critical to success. It's called procedures. Procedures are daily classroom management routines that are the key to classroom management success. They are the essential element of classroom management.

This course will give you straightforward, practical "this is how you do it" information, as well as procedures catered specifically to the drama classroom, to help you maintain order from start to finish, even during that chaotic group practice time.

Imagine yourself in a classroom where you can spend most of your time teaching and keep students on track without the constant lecturing. If that sounds appealing, then start the first module.

About the Instructor

Maria Smith has taught internationally and in the DC/Southern Maryland region and enjoyed (almost) every minute. During her six years of teaching, she has developed a middle school drama program, written and developed course curriculum, and directed elementary, middle school, and high school students in addition to teaching secondary students. Her favorite part of teaching drama is encouraging students and seeing them grow.

Course Curriculum

Module 1: Introduction 10:17

This module introduces procedures; everyday routines that are the key to classroom management success.

Module 2: What is Classroom Management 10:06

During this module you'll learn what a classroom management plan is, how it benefits you, and the difference between classroom management discipline and procedures.

Module 3: How to Set Up Your Classroom 25:58

This module shows how to create a seating chart, how to arrange seats and how to organize your classroom.

Module 4: Set Up Classroom Procedures 44:02

This module includes numerous easy to apply procedures for bathroom procedure ideas, tardy procedures, and procedures for missing materials or supplies.

Module 5: The First Day of School 17:25

This module guides you through how to begin the first day of school and reviews how to be in class, how to establish a classroom hallway barrier and how to use bellwork.

Module 6A: Running Activity Time 12:28

This module will give you advice to maintain order during group practice and activity time.

Module 6B: How to Regulate Volume and Work 11:29

This module covers tactics to regulate volume in the classroom through procedures and warnings.

Module 6C: How to Begin Activities 24:43

This module covers some of the best ways to begin activity work, including how to address questions and dividing students into groups.

Module 6D: Running Activity Time: Monitoring and Ending 15:27

This module wraps up the series on running activity time, and includes suggestions for controlling the activities.

Module 7A: Everyday Assessments 15:07

This module focuses on how to execute assessments on everyday classwork and written assessments.

Module 7B: Performance Assessments 20:16

This module covers how to give effective performance assessments.

Module 8: When Procedures Aren't Enough 15:52

This module covers what to do when procedures aren't enough: why to discipline, when to discipline, and how to discipline.

Standards Connections

National Core Arts Standards

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)

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

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.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Florida Sunshine State Standards

Innovation, Technology & the Future

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

Skills, Techniques & Processes

TH.912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

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 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.

North Carolina Essential Standards 2024

Beginning High School Present

B.PR.2.2 - Demonstrate appropriate theatre audience behavior with the understanding of the impact on performers and technicians.

B.PR.2.4 - Identify the responsibilities of a performer in a variety of theatrical venues.

Intermediate High School Present

I.PR.2.2 - Exhibit audience etiquette appropriate for a variety of theatrical spaces, styles, and genres.

I.PR.2.4 - Compare the effect various theatrical venues have upon performance.

Advanced High School Present

AD.PR.2.2 - Model appropriate audience, performer, and technician etiquette.

North Carolina Essential Standards 2010

Beginning High School Standards - Culture

B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.

Intermediate High School Standards - Culture

I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.

Advanced High School Standards - Culture

A.CU.2.1 - Design strategies to encourage appropriate audience etiquette.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.212 LII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

MS 117.213 LIII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.

Alberta, Canada

Junior Orientation

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

focus concentration on one task at a time

generate imaginative and creative solutions to problems
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 self-confidence
develop self-discipline
develop the ability to initiate, organize and present a project within a given set of guidelines
develop the ability to interact effectively and constructively in a group process
develop the willingness to make a decision, act upon it and accept the results
strengthen powers of concentration

Technical Theatre - Levels I, II, III - Readiness

6 - demonstrate understanding of the importance of planning and organization

Senior Goal I Objectives

demonstrate the ability to contribute effectively and constructively to the group process
extend the ability to concentrate
increase self-confidence
increase self-discipline

Orientation Drama 10

cope with success and failure in positive ways
display consideration and respect for self and others
make effective decisions or choices

British Columbia (2018)

GRADE 6 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 6 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 7 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Reasoning and reflecting

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 8 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

Take creative risks to experience and express thoughts,

emotions, and meaning

GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

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

Apply feedback to develop and refine ideas

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience
Receive and apply constructive feedback to develop and refine ideas

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

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

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

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)