

Weekly Planning for K Community Theatre Unit

Week Of Feb. 13-17 (Noon dismissal on the 16th and No School on the 17th) *100th Day of School on the 14th - Thursday Read Aloud day

KWL - what do you know about theater?

How to message to families?

In continuing with our theme of community, we are now gearing up for our unit in second semester. Communities web - "What are some ways that communities come together?" What are ways we come together on South Campus, on North Campus - putting on our own play - and then going to the KWL.

100th day

Week of Feb. 20-24 (No School on the 20th)

Continue with KWL

Prior knowledge projects

2D/3D - collages in Reflection Journals, building stages with materials

Begin research components of the theater

Week of Feb. 27-March 3 (Go North for school play-10:45-12:15 on 27th/Birthday Lunch on the 1st/Professional Day on the 3rd)

Start Design Thinking piece of stage - start interviewing community members (Sarah G., Sarah S, Miriam S, Sig Leibowitz....)

Deep dive into components of the theater

Make a dictionary of theater terms for each classroom

Use small notebooks and draw different things at the Lion King show (audience, actor community)

Hone in on script while doing deep dive of theater - child's voice in the script

Week of March 6-10 (PT Conference on the 8th/Purim Celebrations on the 10th)

Deep dive

Finishing picture dictionaries

Hone in on script while doing deep dive of theater - child's voice in the script - messages of books

In our Sequence where's the conflict

Tuesday - 1:30 - Gil Rosen coming in to look at stage

Interviews on Thursday (and next week)- gather and research info

Vas - Jennie, Gil

Lisa - Sharon G-K, Gili

Xani - Melissa, Victor

Interview people for empathy piece of Design Thinking = "Where is this play going to be performed?" "Do we need a stage/curtain/backstage area? Why?" "If we create an area for costumes/stage/curtain, what should it look like/have/need?" "What does it need to have?" They will learn more about the roles the people have in our community and their jobs.

Design Thinking Process - Empathy, Define, Ideate, Prototype, Implement

Our semester long unit is focused on theater. We are learning more about theater through a design thinking lens. Inspired by the design thinking model we are using components to the design thinking model to create our theater unit. The first stage to this model is empathy.

Read Dr Seuss - focus on his messages, make them visible "*Messages of Dr. Seuss*"

Week of March 13-17 (PT Conference on the 13th)

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Go over the parts of a stage before going to National Theater on 3/16 - Missy can teach children the terms in each class

Based on interviewing/empathy step - make sure the kids know exactly what they are looking for when we go to National Theater

- "What do you notice?" "How is this stage/theater different/same as the one on North Campus?"
- Look specifically at stage/curtains/backstage area

DEFINE: (SHARING INFORMATION WITH PARENTS)

http://waag.org/sites/waag/files/public/media/publicaties/design_thinking_process_guide-by-nc.pdf

Pulling values out for the script using Dr. Seuss's messages

Week of March 20-24

Pulling values out for the script using Dr. Seuss's messages

Finish interviews beginning of the week.

Talk about Empathy piece - want to better understand, empathize members of the community/users. What do they need from stage, costume closet, curtain. Shows how they are members of the community. - make notes after interviews when debriefing with children

Sketches of stage, curtains, costume cupboard - end of the week.

(After interview stage, make sure to define the needs based on what interviewees said before starting prototype.)

Define piece - provides focus on need, user and insight, frames the problem, offers a solution

Ideate piece - crazy ideas, transitions from define to "how might we create the..." children have to go back to the define in order to do this

Field trip on Thursday - Highwood Theater

Start brainstorming template/plans/outline for script (show what a script looks like)

- What should play be about?
- What will happen?
- What values?

Watch 3 episodes from Julie Andrews series (Xani #1- script, Vas - musical #6, Lisa - costumes#11)

Week of March 27-31

Monday - Zac Borovay presents about his Broadway work

Use graphic organizer (script map for kids) beginning/middle/end - characters, scenes, settings, values, plot (show what a script looks like)

Start prototypes with small groups

Gil works with kids

Week of April 3-7 (Birthday Lunch on 5th)

Seder am Tuesday, 4/4

Script ideas/maps started and continued

Individual Prototypes and final one prototype continued and finished by Friday

See what kind of curtain moves on the prototypes - Lisa

Gil to come in with materials

Week of April 10-14 (Pesach Break)

Week of April 17-21 (Pesach Break 17 and 18 and Field Day on the 21st)

Finish scripts

Costume designing - measure then order fabric

Sign up for characters

Week of April 24-28

Stage finished by next Friday (not painted)

Costumes

Props

Documentation for big panels - by next Friday (small posters for permanent display) -

Divide/organize who will write each one

1. Research (Experts and Field Studies)

In order to gain background knowledge about theaters and putting on a play, the children learned from a variety of experts including a children's theater director, a puppeteer, a Broadway projector designer, and a former theater teacher who taught about different types of stages. The children went on field trips to the National Theater and Highwood Theater. They saw different kinds of stages and costume areas, looked at different types of curtains, lighting and sets, and learned how each theater operates in order to put on a show.

2. Design Thinking - Children used the Design Thinking Process to build and create a South Campus Community Theater. Each class began by interviewing users of the Kikar in order to empathize with and understand the needs of the community. Next each class defined

the need and problem for the part of the theater they would create (Gan Anavim-curtain, Gan Rimonim-stage, Gan Tmarim-costume closet). Later each class had an ideate session where children and teachers brainstormed all of the possible solutions to the problem they defined. Individually and in small groups children prototyped their ideas. Based on prototypes, the final step was to implement their ideas into a final piece.

3.Prototypes - Xani

Through the experience of constructing prototypes, the children tinkered with materials to test their ideas on how to design functional pieces. Each class implemented their prototype ideas into the final designs.

4FOUNDATIONS- A Multi-Disciplinary Approach - all

- Sadnah: Children collaborated in mixed groups from all three classes as they drafted sketches of backdrops and transferred these images onto canvases. Additionally children were challenged to create 3-dimensional representations of flats (set pieces) using various materials.

- Language Arts: The children learned what a biography is and about writing a bio in 3rd person for a Playbill. Skills that children learned in Language Arts this year were reinforced during Project Work when each class wrote their scripts.

- Science: As part of their unit on simple machines, the children explored different kinds of pulleys. During the theater project, they learned that pulleys are used to open and close many curtains although we made a different kind of curtain for the theater. Instead, the children used pulleys to fly their props across the stage.

- Math: Students designed and created a concession area for Kindergarten South Campus Community Theater, embedding foundational maths skills of 3D shapes, coins, and measurement.

- Mischak: This Foundations class provides an opportunity to reenact chagim and Bible stories, enabling the children to portray many different characters.

5.Overview with guiding questions, theme for the year to continue developing our curriculum under our theme of community using design thinking process - empathy, saw a need for a stage based on a community that values performance - Bible stories, stories from chagim, productions at Kabbalat Shabbat. After much research, each class took on a different aspect to focus on. We start with our essential/guiding questions. Add children's voices. - all

Learning about our community through the study

Theater brings the community together

The children's voice

The South Campus Community Theater was inspired by the Kindergarten theme of Community. Throughout the year the Kindergarten children put on plays and performances in both Hebrew and Judaic Studies and General Studies, during Kabbalat

Shabbat and in their everyday play. Because performance is a value of our community, as teachers we thought about highlighting it through the essential question: How can theater be the vehicle to help us represent our community? We then developed our curriculum around theater with four guiding questions: How can we learn more about our community by studying theater? How does theater give us a voice in our community? How does community theater promote dialogue in a community? How does learning about the different components of the theater strengthen our community? Using the Design Thinking Process the children built a South Campus Community Theater. In addition each class wrote their own play, developed characters, designed costumes, and built sets.

+++Major Action Items: red means completed

Where will everything be?

1. Documentation panels for Design Thinking and Prototyping in Kikar - with one final prototype from each class

Rest of prototypes with documentation panels for Research and Foundations and children's work in Sadnah or Ulam (rain plan)

Overview panel is outside of Kikar on a large easel

2. Concession stand outside - Xani

Improv basket on outside stage, puppets, popsicle sticks charades, Shadow puppets, library of books (research library), theater dictionaries

3. Sewing atelier?

4. **8X10 Black and white headshots** photos with sharpies - AUTOGRAPHS! - after play at a table in Kikar- Lisa

5. Create a photo op backdrop (step and repeat) with red carpet - Lisa (outside)

6. HJ in classrooms

Week of May 1-5

Action Items

Pick up stage rug-Missy

Order food for concessions-Lisa double checking with Miranda

Finish doc panels-Laura cuts and pastes--need photos from team

Paint stage edge white - vas

Decorate curtains - Lisa

Hanging Curtains-Missy and Graham and everyone

Organizing Costume Closet-Xani

Concession Stand signs- Xani and Netali (foam board)

Finish Backdrops and Flats-Judy and Laura

Wood Sign "South Campus Community Theater" - Vas

Buying wood for signs-Xani

Step and Repeat & Red carpet-Lisa

Clay pieces and documentation

Send tickets home as order comes in

Ticket website - send home

Tickets - Xani -

Programs - 1 page with info (title, cast/backstage names) for each play, headshots and bios - Vas

Poster with all 3 plays listed "JPDS Presents" - overview outside Kikar - Lisa

Finish stage

Website for ordering tickets

Table for autographs with silver, gold sharpies - fancy tablecloth?

Schedule with rotations - do with HJ

Will call sign for Amber's desk

Replant playground planters and garden boxes - Lisa

Hang sign for theater behind stage - Victor?

Practice play

Costume design and creating

Week of May 8-12 (Bayit Patuach is May 11)