THEA 401: Directing I
Planned Teaching & Learning Activities

- **Written/Verbal Assignments** – (5 pts each = 35 pts. total)

The following projects are aimed at play-text analysis, verbal presentation skills, and team building skills to prepare for the design and rehearsal process. All written assignments are to be typed, using 12pt. font and double spaced. You will be asked to discuss your choices in class discussion, as well as in verbal presentations and exercises. Instructor as well as peer evaluation will determine grade.

1. **Story Structure**: identify the key moments that form the structure of the play.

2. **Characters Super Objective**: a one sentence choice for the character spine using the formula discussed in class for characters TBA.

3. **Play Spine**: name the play’s spine.

4. **World of the Play**: Supply a paragraph that details your ideas for the visual world of the play and how your choice of an “AS IF” location choice exerts pressure on the action. To help illustrate your thinking bring in: 1 image of a painting, a photo, an object, a sound, and one piece of music.

5. **Casting**: cast the roles of characters TBA with current famous actors – supply an image of each actor and be able to tell us what “essence” or “energy” they have that would make for a strong casting choice and how that choice might raise the stakes of the text and “play” in your production.

6. **Use of Time**: A. Assuming a 4 week rehearsal period, describe your goals for each of the 4 weeks, and B. Assuming a 5 hour day, show your precise call for the first day of week 2 – include times, actors called, and what is to be worked.

7. **The Big Idea or Emotional Core**: What is the course play about? Why do you want to do it? Why should we buy a ticket and experience this play? To answer these questions student will create a web ad/”trailer” with moving images/slide show with music – if technology is not available to compete this assignment the student will use a series of story boards and music to communicate the idea.

- **The First 2 Minutes with your Design Team** (20 pts.)

What do you do? What do you say? What do you show? You will have 2 minutes to make a presentation to the class – as if we were your design team and this was your first chance to communicate with them/us about the play. Grade is based on how well you communicate the action of the play within its location pressure. Instructor as well as peer evaluation will determine grade. The class will de-brief after each to determine what worked well and what can be improved.

- **Four Minutes with Actors** (20 pts.)

You are each given a brief scene from our play and an agreed upon ground plan in advance and you have 4 minutes to work it with actors in front of the class. The work session must include two run throughs. Grade is based on how effectively you can communicate and get the actors into truthful behavior within the circumstances of the play. Instructor as well as peer evaluation will determine grade. The class will de-brief after each to determine what worked well and what can be improved.
• **Strategic Improvisations (10 pts. Total):**

In these acted out situations we simulate moments often encountered in the play production process. Grades are based on how well the student communicates while at the same time creating a positive, productive sense of team work. Instructor as well as peer evaluation will determine grade. Entire class will de-brief after each to determine what worked well and what can be improved.

- Giving Notes – how to be concise and efficient while answering all questions and guiding the artists to high stakes choices
- Problem Solving – the student is put in a series of situations in which conflict or tension arises.
- Interviews – effective communications skills as they relate to job interviews, post show discussions and press events are explored
- Comments at First rehearsal – what to say when confronted with the full company at the first rehearsal.
- Rehearsal games – student will create and do a rehearsal game. The student will explain the value of the game to the rehearsal process
- Articulate the given circumstances of the play to assist actors – working with actors.