

Resources for the Wisconsin Standards For Theatre



February 25, 2019 at 6pm CST
WI Department of Public Instruction



JULIE: Hi. I'm Julie Palkowski. I'm the Fine Arts & Creativity Education Consultant and I am here with two distinguished guests who also served on the Wisconsin standards for Theatre Writing Committee.

We have Kristi Ross-Clausen and Adam Jacobi, and both of my guests will be supporting us in this webinar today by sharing resources that were developed for the standards and will be accompanying many of the things that you are able to do with the standards.

Let's give a little more formal shout out to our presenters.

(Slide Link-

<https://docs.google.com/presentation/d/13QBqbQ3rZxHrQuzil0dlvcFKw-BcRNze5vbKohXT33o/edit?usp=sharing>)

Presenters



Kristi Ross-Clausen,
AWTE President



Adam Jacobi,
Executive Director
Wisconsin High School
Forensic Association



Julie Palkowski, Education Consultant
Wisconsin Department of
Public Instruction



JULIE: Kristi Ross-Clausen is the Alliance for Wisconsin Theatre Educators President. Hi Kristi.

KRISTI: Hello.

JULIE: Adam Jacoby is the Executive Director of the Wisconsin High School Forensics Association. Hi Adam.

ADAM: Good evening everyone .

JULIE: So including myself, the presenters and I, Adam and Kristi, will be sharing some information for you today.

We hope you find it useful. It all complements the wonderful work of the writing team, the work that was recently adopted by the Wisconsin Department of Public Instruction through our State Superintendent's Office in December 2018. That is the Wisconsin Standards for Theatre and we are very excited.

Wisconsin Standards for Theatre



The Wisconsin Department of Public Instruction Wisconsin Standards for Theatre provides a foundational framework that identifies what students should know and be able to do in theatre. ([Link to adopted standards](#))



JULIE: That particular work provides a foundational framework. It identifies what students should know and be able to do.

I am going to hand this over to Adam to tell us a little more about the standards, as far as the philosophy and documents to support the work.

ADAM: Absolutely. This was a really dynamic team that we had the privilege to work with. For more on that you can consult the last pre-recorded webinar that we did last month, January 19. Just as a quick summary we are really lucky in Wisconsin to consider theatre as part of the arts in general and something that our department of public instruction embraces. We talk about how theatre is part of that comprehensive education that we want Wisconsin students to have. Not all school districts and schools have formal classes in theatre, but most empower kids in some which way of form to experience theatre and these standards are meant to help any teacher that is advising students even in an after school play or a one-act with an interscholastic, one-act Wisconsin Festival contest series for all.

(3 minutes 20 seconds)

The standards really seek to help students to build their skills and knowledge through experience, theatrical activities with the artistic processes of creating, performing, responding, and connecting, which come directly from the

National Core Arts Standards. The artistic processes really are the foundational set of skills and knowledge that will help make students college and career ready through their experiences in theatre.

Two Theatre Strands



The **Theatre Performance** strand identifies formal courses that focus on technique.



The **Theatre Production** strand focuses on behind the scenes activities such as lighting, sound, stage management, and costume design to name a few.



JULIE: Kristi, I going to move our.... I will go back a slide. I will try to move this (presenter pictures) over so that people can see exactly what you are going to share with us in a few seconds. There you go.
. the slide.

KRISTI: OK, so we have two strands to our theatre standards, one is Theatre Performance, which the old standards talked about in great depth,. We also felt production, the behind the scenes things done like PR, and with house management, those are equally important to having a successful theatrical production. So we included a Theatre Production strand that talks about things like lighting, sound, stage management, and costume design amongst other things.

Theatre Standards Resources

Lesson Plan Templates

- [K-2, 3-5, 6-8, & 9-12th Grade Tabs](#)
- [9-12th Production Lesson Example](#)

THEATRE		Teacher Name		
K-2 Lesson Plan		School		
PERFORMANCE		Grade	Class	
		Date	Date	Date
Lesson Objective - What do you want students to know and be able to do?				
Essential Question for learning and an "I Can" statement for student focus				
Vocabulary for the lesson				
Standard #1 - Create				
Standard #2 - Perform				
Standard #3 - Respond				
Standard #4 - Connect				
Disciplinary Literacy Connection	<input type="checkbox"/> Reading (single texts, novels)			
	<input type="checkbox"/> Writing (single texts, novels)			
	<input type="checkbox"/> Speaking	<input type="checkbox"/> Speaking	<input type="checkbox"/> Speaking	<input type="checkbox"/> Speaking
	<input type="checkbox"/> Listening	<input type="checkbox"/> Listening	<input type="checkbox"/> Listening	<input type="checkbox"/> Listening
	<input type="checkbox"/> Thinking	<input type="checkbox"/> Thinking	<input type="checkbox"/> Thinking	<input type="checkbox"/> Thinking
Lesson Procedure - What is the lesson order?				



JULIE: And so along with the incredible standards that were developed we have continued to develop some resources that go with those standards. We have some example lessons. We have a set of lesson templates that were created for you to consider in your use with the Wisconsin Standards for Theater 2018. As well as some disciplinary literacy tools which we think would be very helpful in what you do with students in your classrooms. There are pull downs for the standards in the disciplinary literacy tools for you to identify in your lesson plan. And we have several templates, as I said, which are posted on this slide and linked to the specific areas. Let's go to see some examples.

Theatre Lesson Example

Here are examples of Theatre
Production lesson using the
resources. ([LINK](#))



(5 minutes 5 seconds)

JULIE: Adam can talk a little bit about some things here. I'm going to move us (online pictures on screen) over so we don't block the slides. Go ahead, sorry.

ADAM: Can we move a slide forward?

JULIE: Yes. Absolutely.

Resources

<https://dpi.wi.gov/fine-arts/theatre/education-standards>

The screenshot shows the Wisconsin Department of Public Instruction website. At the top, there is a navigation bar with links for Home, Families & Students, Schools & Educators, Libraries, and Data & Media. Below this is the Wisconsin Department of Public Instruction logo and a search bar. The main content area is titled "Wisconsin Standards for Theatre" and features a sub-header "Introducing the Wisconsin Standards for Theatre". The text below the sub-header states: "We are pleased to introduce this new set of theatre standards. The Wisconsin Standards for Theatre has been adopted by the Wisconsin State Superintendent for school districts to consider in their work with theatre education programs. This site provides a video which highlights the standard's framework and links to a full standards document, as well as individual strand versions. Additional resources will be added over time to support the implementation of the standards. We encourage you to visit this site often to see what is new. Check the Fine Arts Professional Development Calendar for online and face to face standards sessions." Below the text is a video player showing a thumbnail of a person in a green shirt. On the left side of the page, there is a sidebar menu titled "Fine Arts & Creativity" with sub-sections for Art and Design, Creativity, Dance, Media Arts, Music, Theatre, Wisconsin Standards for Theatre, and Fine Arts Professional Development. The "Theatre" section is currently selected. In the bottom right corner of the page, there is a circular logo featuring a stylized figure of a person sitting on a globe.

(5 minutes 27 seconds)

JULIE:..Here we go. Is that OK?

ADAM: One more. OK, so if you go to this amazing web page that Julie put together for theatre educators around the state.

Resources

<https://dpi.wi.gov/fine-arts/theatre/education-standards>

Resources

- [Wisconsin Standards for Theatre - Full](#)
- [Theatre Performance Strand K-12](#)
- [Theatre Production Strand K-12](#)
- [Theatre Lesson Plan Templates](#) - Aligned to the Wisconsin Standards for Theatre and the Wisconsin Department of Public Instruction Disciplinary Literacy Tools. Theatre Performance and Theatre Production strands in each grade band is available within the online resource. Click the link to make a copy and then store and edit on your own device.
- [Wisconsin Academic Standards for Literacy in All Subjects](#)
- [Wisconsin Disciplinary Literacy in the Arts](#)
- [Universal Design for Learning \(UDL\); Universal Design for Learning in the Arts \(Video\)](#)
- [Wisconsin Guiding Principles for Teaching and Learning](#)



ADAM: So when I say theatre educators, I am including the music teacher who might be asked to direct a play or the math teacher who is helping with the one-act contest and these resources not only help with curricular guides for theatre and lesson plan templates, but all kinds of other links and valuable resources.

The first time I visited the page, I just kind of got lost in the learning. It's kind of like when I was a kid and I would page through the encyclopedia and I would be looking for one thing, but I would stop along the way to look at other things and Julie has done a fantastic job with that.

The thing with lesson plans is we don't always have to think of them as being for formal classroom lessons in a class titled theatre, acting, or tech. It could be just something elements that a teacher might pick up and introduce students to as part of after school theatre. If we actually look at the example that Kristi put together, we can probably kick it over to her to talk a little about how she used the template and that whole process and how easy it was to link to the standards.

Resources

	A	B	C	D	E	F	G
1	THEATRE 9-12 Lesson Plan PRODUCTION	Kristi Ross-Clausen					
2		Anytown HS					
3		9-12 Intro Tech Theatre					
4		Wednesday		Thursday		Friday	
5		Lesson Objective - What do you want students to know and be able to do?	Program a sequence of 5 cues on the ETC ION	Tech a sequence of 5 cues using the ETC ION	Demonstrate a sequence of 5 cues using ETC ION		
6		Essential Question for learning and an "I Can" statement for student focus	I can program a sequence of cues on the ION	I can run a sequence of cues on the ION	I can run my cues for others and others can do it		
7		Vocabulary for the Lesson	Cue, record, go-to, out, full, channel, intensity		OOI, Hold		
8		Standard #1 - Create	Collaboration - Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.	Collaboration - Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.			
9		Standard #2 - Perform	Tools & Technology Use - Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.	Tools & Technology Use - Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.	Design Execution - Execute a specific production role safely and within overall script/technical requirements for a school or public performance.		
10		Standard #3 - Respond		Analyze - Critically analyze the effectiveness of design and technical elements for a theatrical production.	Reflection - Assess personal participation in a production through constructive critique using precise theatre vocabulary.		
11		Standard #4 - Connect					

JULIE: Excellent. Here you go Kristi.

KRISTI: The template is a little confusing when you first look at it. It is actually eight templates in one. So you want to go down to the bottom of the page and make sure that you choose the correct template that covers the grade range you are working with and whether its for production or performance.

So, I talked earlier about there being two strands, performance and a production strand, those are further broken down in four different grade bands.

So, this is for theatre high school level and this is a sample introductory. The students are working on programming light boards. They already know how to do basic cues. This is a chance for them to write a mini show, do the tech on it, and then demonstrate to their peers and to evaluate each other. A big part of theatre is working together with the other people in the room. So, you may think you have a great light sequence, but the scenic designer may see that you don't. Your costume designer might have a suggestion for a color you haven't thought about. This gives them a chance to incorporate a variety of collaborative elements along with the simple plugging into a computerized light board.

So, I have it divided up into three separate days, a Wednesday, Thursday, and Friday, or Monday, Wednesday, Friday, or however your school works. Often, theatre courses are taught in a semester basis or a trimester basis, so, again it's flexible.

The blank boxes you got here, can anything in them really. You can go into them and edit them to be whatever you want. That is one of the great things of how this thing got put

together.

On the first day, they are going in to programming a sequence of five light cues and so this doesn't have to be fancy. It's just lights up; three different things happen; lights fade out. I like putting kids in pairs when they are working on a lighting board because they can help each other, look at things, while the other person is typing in the numbers and the board's big enough so it can be shared comfortably between two people, unlike a laptop where it's just individual. I'll also say that ETC has software that you can download for free that emulates this, so you could do this as individual projects and then have them put it together on the board later.

Example of what the Essential Question is: Can I program a sequence of cues? Vocabulary, and then the standards themselves, and these are in pull down menus. I mentioned before that this is collaborating. (audio break)

There is a text, but there is text. They are not managing anything, so it's just collaboration for that one. Performance - they are using tools in technology. If you click on the drop down for that, you will see that we have the different items that you can possibly suggest. It's not a public presentation, but you could say that on Friday it could be, because Friday might be an evaluation in the classroom setting.

So, you pick the things that are there This saves you time as a teacher. We know time is your most precious resource, so you can go in, enter the information, highlight the standards you want, and you have all that information you can use as your reference or give to your principal or superintendent or whoever is looking at the information from your lesson plans.

So, that is how the format works. Pretty simple, there are three days worth in each, but it's very easy to make copies of it and you can just cut and paste or add additional lines to it if you want to do it a week at a time.

Resources

	A	B	C	D	E	F	G
1	THEATRE 9-12 Lesson Plan PRODUCTION	Kristi Ross-Clausen					
2		Anytown HS					
3		9-12 Intro Tech Theatre					
4		Wednesday		Thursday		Friday	
5	Lesson Objective - What do you want students to know and be able to do?	Program a sequence of 5 cues on the ETC ION	Program a sequence of 5 cues on the ETC ION	Program a sequence of 5 cues on the ETC ION	Demonstrate a sequence of 5 cues using ETC ION		
6	Essential Question for learning and an "I Can" statement for student focus	I can program a sequence of cues on the ION	I can run a sequence of cues on the ION	I can run a sequence of cues on the ION	I can run my cues for others and others can do the same		
7	Vocabulary for the Lesson	Cue, record, go-to, out, full, channel, intensity			GO!, Hold		
8	Standard #1 - Create	Collaboration - Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.	Collaboration - Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.	Collaboration - Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.			
9	Standard #2 - Perform	Tools & Technology Use - Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.	Tools & Technology Use - Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.	Tools & Technology Use - Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.	Design Execution - Execute a specific production role safely and within overall script/technical requirements for a school or public performance.		
10	Standard #3 - Respond		Analyze - Critically analyze the effectiveness of design and technical elements for a theatrical production.	Reflection - Assess personal participation in a production through constructive critique using precise theatre vocabulary.			
11	Standard #4 - Connect						

JULIE: There are some other components within the lesson plan template to use. So, if your district is heavily involved with literacy components, disciplinary literacy is the particular focus that the state of Wisconsin promotes. It's basically looking at reading, writing, speaking, listening, thinking, and performing within the context of whatever content area you are exploring. So, whether it's theatre, art, music, science, the reading would include the notations which may include lighting cues, words, images, scripts, whatever. We put that in there, For example, students may be responsible for writing staging cues or blocking, and so those tend to look a little different than just the words on a page. We wanted to make sure we accounted for that in disciplinary literacy connections.

Teachers can also put in your procedure, lesson order, your assessment methods, which Kristi has done, as far as what students will be able to know and do and how they will demonstrate their knowledge.

The reflections at the very end of the lesson, allows you to think about the lesson and what you may modify in the future and it's also a great tool, that if you need to show evidence of your practice to your principal or your administrator, or your coach, this could be used as that kind of tool, especially since there is a reflection element at the very end. We are hoping that you find this useful. This is an adaptable tool and if you find you need to adapt it even more, you can always give me a call or an email. I have in the past, adapted and worked with teachers to help tailor based on the needs of their classroom. Any thing else Kristi or Adam about make this?

Resources

	A	B	C	D	E	F	G
1	THEATRE 9-12 Lesson Plan PRODUCTION	Kristi Ross-Clausen					
2		Anytown HS					
3		9-12 Intro Tech Theatre					
4		Wednesday		Thursday		Friday	
5	Lesson Objective - What do you want students to know and be able to do?	Program a sequence of 5 cues on the ETC ION	Tech a sequence of 5 cues using the ETC ION	Demonstrate a sequence of 5 cues using ETC ION			
6	Essential Question for learning and an "I Can" statement for student focus	I can program a sequence of cues on the ION	I can run a sequence of cues on the ION	I can run my cues for others and others can do it			
7	Vocabulary for the Lesson	Cue, record, go-to, out, full, channel, intensity			OOI, Hold		
8	Standard #1 - Create	Collaboration - Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.	Collaboration - Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.				
9	Standard #2 - Perform	Tools & Technology Use - Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.	Tools & Technology Use - Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.	Design Execution - Execute a specific production role safely and within overall script/technical requirements for a school or public performance.			
10	Standard #3 - Respond		Analyze - Critically analyze the effectiveness of design and technical elements for a theatrical production.	Reflection - Assess personal participation in a production through constructive critique using precise theatre vocabulary.			
11	Standard #4 - Connect						

(12 minutes 25 seconds)

KRISTI: Yes. Two things, one is for me there wasn't enough space to write the actual sequence for the lesson, so what I did was added it on to the bottom as an itemized- do A,B,C, kind of thing. So, if I were standing in the classroom teaching, this is what I'm going to look at. It's just a little bit and I can go back and fill in the rest of the information later on. And also for assessment, a lot of us use rubric based assessments. You can simply link that into the box there and then have that information to link back to the form.

JULIE: Absolutely, great. Thank you so much.

Resources

<https://dpi.wi.gov/fine-arts/theatre/education-standards>

Resources

- [Wisconsin Standards for Theatre - Full](#)
- [Theatre Performance Strand K-12](#)
- [Theatre Production Strand K-12](#)
- [Theatre Lesson Plan Templates](#) - Aligned to the Wisconsin Standards for Theatre and the Wisconsin Department of Public Instruction Disciplinary Literacy Tools. Theatre Performance and Theatre Production strands in each grade band is available within the online resource. Click the link to make a copy and then store and edit on your own device.
- [Wisconsin Academic Standards for Literacy in All Subjects](#)
- [Wisconsin Disciplinary Literacy in the Arts](#)
- [Universal Design for Learning \(UDL\); Universal Design for Learning in the Arts \(Video\)](#)
- [Wisconsin Guiding Principles for Teaching and Learning](#)



JULIE: When we go back to the “Resources,” you will see that “Theatre Lesson Template Plan” is right there. When you click on it, it will ask you to download a copy. That copy can be modified however you wish. You just save it within your own desktop or within your own file system.

Resources

<https://dpi.wi.gov/fine-arts/theatre/education-standards>

WISCONSIN STANDARDS FOR
Theatre Education



Wisconsin Department of Public Instruction



JULIE: We also have copies for the Wisconsin Standards for Theatre- the full version, as well as the production and performance strands versions. So, you can see how you have access to it immediately through that resource section.

Resources

<https://dpi.wi.gov/fine-arts/theatre/education-standards>

Resources

- [Wisconsin Standards for Theatre - Full](#)
- [Theatre Performance Strand K-12](#)
- [Theatre Production Strand K-12](#)
- [Theatre Lesson Plan Templates](#) - Aligned to the Wisconsin Standards for Theatre and the Wisconsin Department of Public Instruction Disciplinary Literacy Tools. Theatre Performance and Theatre Production strands in each grade band is available within the online resource. Click the link to make a copy and then store and edit on your own device.
- [Wisconsin Academic Standards for Literacy in All Subjects](#)
- [Wisconsin Disciplinary Literacy in the Arts](#)
- [Universal Design for Learning \(UDL\); Universal Design for Learning in the Arts \(Video\)](#)
- [Wisconsin Guiding Principles for Teaching and Learning](#)

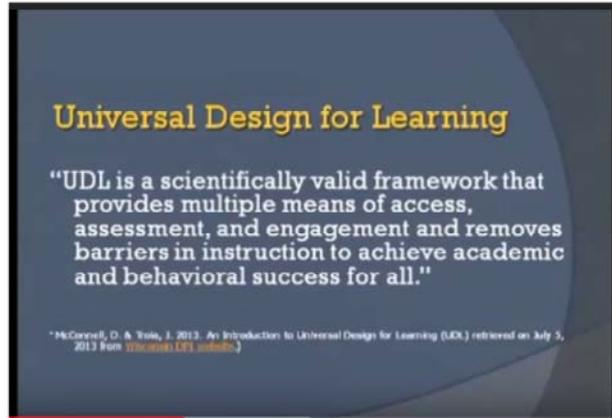


JULIE: And I talked about disciplinary literacy, the link I am hovering over. This provides you with a little more insight about what that entails as far as all subject areas. What you will also notice, and this is very important to the writing team, is that we included Theatre Safety. This is something we continue to contribute to so that people are up-to-date with some of the safest practices for the theatre and things that you can look at whether they are videos, articles, and there are actually experts, including Ms. Kristi, who is an expert in the theatrical safety field across the nation, so she has some articles, as well as videos, and podcasts in there. We definitely wanted to include that for the safety and well-being of our students and the teachers that teach them in the theatre area. Any other things that we can highlight with this section?

KRISTI: I've got more information coming from the Alliance Theatre Association about physical facilities. Often times teachers are involved with recommending products or you need to do a remodel of the space or they want your opinion or need to select equipment for a particular show. So, I am trying to get more information about that, that we can add. There is both a state and national organizations that are working on theatre safety specifically in the high schools. It's a place of public assembly and what has happened in the professional level is that the audience has decided to self evacuate. That's not generally what a high school teacher is ready to handle. So, we are trying to put together some information that will help you in those situations.

Resources

- [Universal Design for Learning \(UDL\)](#);
- [Universal Design for Learning in the Arts](#)(Video)



JULIE: We're going to go back to the slidedeck to see if we have covered everything. So, we have hit this with the standards.

Other resources available, this would involve all content areas, includes Universal Design for Learning, which is essentially making sure that we are providing access for all students in all content areas, including theatre. Any student that may have a special need or need some adaptive resources, we talk about that as well as how we can make theatre accessible for all. So, that is what Universal Design for Learning talks about with an arts specific focus. There is a video which also goes with that. It's a nice resource that you can consider.

Resources

Wisconsin Disciplinary Literacy in the Arts

- Rubrics
- Videos
- Online website



JULIE: I did touch upon disciplinary literacy. There are some rubrics for you to see if you need to shape your instruction to fit that. There are videos and an online website. I guess we are close to the end.

Questions?

Julie A. Palkowski, Ph.D.

Wisconsin Department of Public Instruction

Fine Arts And Creativity Education Consultant

julie.palkowski@dpi.wi.gov

Twitter - [@WisDPIArtsEd](https://twitter.com/WisDPIArtsEd)

WI DPI Fine Arts and Creativity Home Page - <https://dpi.wi.gov/fine-arts>

WI DPI Arts Google Communities - <http://bit.ly/2kmNcEQ>



JULIE: Any other questions or things that we could share? I will get us back to the second slide.

Presenters



Kristi Ross-Clausen,
AWTE President



Adam Jacobi,
Executive Director
Wisconsin High School
Forensic Association



Julie Palkowski, Education Consultant
Wisconsin Department of
Public Instruction



KRISTI: I do want to share that we do realize that this is new and in some ways it is a change in what has been happening in the arts in general in high schools for a long time. We know have schools with their own performing arts centers and they are hosting outside groups, and they are using students to put on those shows, and that is wonderful. It's a fantastic opportunity for students and the community, but we need to make sure that people are doing it well and productively, and safely, and intelligently. So, if you have questions on that, talk to Julie, talk to me. We're happy to help you find those resources. . .

JULIE: Absolutely, and I am going to go to the last slide.

Questions?

Julie A. Palkowski, Ph.D.

Wisconsin Department of Public Instruction

Fine Arts And Creativity Education Consultant

julie.palkowski@dpi.wi.gov

Twitter - [@WisDPIArtsEd](https://twitter.com/WisDPIArtsEd)

WI DPI Fine Arts and Creativity Home Page - <https://dpi.wi.gov/fine-arts>

WI DPI Arts Google Communities - <http://bit.ly/2kmNcEQ>



JULIE: You can see our contact information. My website is there, as well as the twitter, and then my email address is online.

Thank you so much for being a part of this webinar. Any closing thoughts, Adam or Kristi?

ADAM: I was just going to say I am excited that the writing team will be working on some additional sample lesson plans and those will be added to that resources and made available.

JULIE: Keep checking the website. We keep adding things and we're excited to hear what ideas you may have that you may think will support the field in theatre education for the state of Wisconsin giving all access to this incredibly artistic opportunity . So thank you all for being here.