6-12 Residency Models:

Performance-Based Theatre Arts Residencies:

Overview: Academic content and themes are brought to the evaluation and synthesis stage through the creation of a performance. Artists work with students to create an original script and performance to demonstrate knowledge, understanding, and skills. Alternatively, a published script that aligns with essential understanding of a unit can be produced. SteppingStone artists will collaborate with classroom teachers or coordinators to find a script that fits the content.

"Original writing of plays by high school drama students made them more cooperative and confident learners in terms of valuing their own ideas and valuing their contribution to the group through improved attendance. They also became more active learners in terms of seeking out additional information and insight through library research and group discussions. These confident attitudes and behaviors led to more sustained activities of learning rather than giving up in the face of doubts or complex problems."

- An Exploration into the Writing of Original Scripts by Inner-City High School Drama Students, *Critical Links: Learning in the Arts and Student Academic and Social Development*, 2002, p. 28

Linking to the Standards: Performance-Based Theatre Arts Residency

Example

Content Area, Strand and Scenario:

Social Studies

Strand: Government and Citizenship, Grades 9-12

Benchmarks:

7.A.2 Students will describe the expansion of protection of individual rights through legislative action and court interpretation.

7.A.3 Students will understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14th Amendment to apply the Bill of Rights to the states.

Scenario:
Students have been engaged in a unit exploring and analyzing the rights in the Constitution and Bill of Rights, and the expansion of individual rights through legislative action and court interpretation.

Theatre Performance-Based Work:
The teaching artist would use a theatre devising process to create a performance around an imagined society. The central question of the performance-creation process would be: Are individual rights essential to a healthy society?

Students devise a performance collaboratively which addresses possible answers and follow up questions to the central question of the work. Students may decide to depict a utopian society, or a George Orwellian nightmare, or may devise a series of dramatic interpretations of the role of individual rights.

The artist does not have a predetermined performance in mind in this case, but guides students through the creation process, using source material, original writing, improvisation, and sometimes even music and composition.

Through this process, students and artist collaboratively craft a performance which is part exploration, part evaluation, and part synthesis of understandings.

Link to Standards:

MN Social Studies Standards, 9-12th Grade:

VII. A The student will understand the scope and limits of rights, the relationship among them, and how they are secured.

Language Arts Standards, Grades 9-10:

9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9.5.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts.

9.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

9.7.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation