



Theatre

Teatro en Acción • 2nd Semester
January 27- June 12, 2020

Course Description

Teatro en Acción introduces students to Afro-Latin theatre styles, contemporary playwrights/artists, and methods of creation. At the same time, students will learn how to access the power of theatre to amplify their voices and stories they want to share.

Course Objectives

In this foundational theatre course, our objectives revolve around students learning how to **create** their own theatrical pieces, **perform** theatre whether their own or a contemporary's, **respond** to other's work and how it's impacting the world around us, and finally **connect** their own personal experience or that of societal, cultural, or historical knowledge to the work to deepen their understanding of how to use theatre to share theirs and others voices.

Materials your Responsible for:

- Folder - provided
- Additional writing paper
- Writing Utensil

*Assignments will not be graded until placed in your folder with your name and date on it. *

Assignment Percentages

Daily Participation = 40%

Weekly Reflections = 10%

Written Monologues = 20%

Mx. Deen Harris

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Mondays and Fridays in the Auditorium
Tuesday-Thursday in Francisco's Class.

Unit 1

Jan. 27th -
March 6th

Boston's Latin Quarter & Ubuntu

5 Weeks

Feb. 7th Community Myth Project

Feb. 26th I am Poem

Mar. 6th MUNIZ MURAL Monologue

Unit 2

March 9th-
April 17th

Afro-Latin Theatre: Contemporary, Historical, Future

6 Weeks

March 3rd

WATER BY THE SPOONFUL by Quiara Alegria Hudes

March 30th

ANNA IN THE TROPICS by Nilo Cruz

April 6th

MARISOL by Jose Rivera

April 13th

MALA by Melinda Lopez

Unit 3

April 27th -
June 17th

Youth Action & Forum Theatre

8 Weeks

Prepare for virtual Final Showcase of original monologues and scenes



Projects/ Papers/ Presentations = 20%

Final Performance Project = 20%

There is a possibility of doing a couple of exchanges with the Dance class through the semester based on the progression of our projects and theirs as well.

Grading Scale

4- Reflects completing your work but also you formed a personal connection in your responses to prompts.

3- Reflects completing your work and you have a good grasp on the material. This reflects a choice to complete the work entirely and critically.

2- Reflects a choice to do work that requires a little extra attention.

1- Reflects that you made a choice to leave work incomplete or completed in a way that lacks critical thinking and seriousness of purpose.

0 - Reflects that you deliberately made a choice to avoid completing your work.

Personal Electronic Device & School Device Policy

Students will store away electronic devices when they enter into class (this includes cell-phones, headphones, etc.). If electronic devices are not stored away, they are subject to being collected in the Cell Phone box. If a student does not choose to store it away, or put it in the cell-phone box, a school administrator will be texted.

On occasion, laptops will be used for work during

Personal / Class Values

1. Nothing that you are going to offer is wrong! Anything you offer we can use and build from it. Every attempt you make will be successful.
2. Although we have so much in common, we are stronger because of Our Differences.
3. When things get difficult, I can take a break, but I will do my best to finish strong.
4. Asking for more help/time is always ok.
5. I have a vision and I can bring my vision to life.

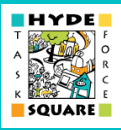


El Barrio: Boston's Latin Quarter Musical

Photo Credit: Mark Saperstein

Late Assignment Policy

Students have the ability to make up late assignments that are done independently (ex. Monologue writing, performing, papers.) However, group work projects may not be made up because of the nature of the class.



this class, and students should remain focused on using the laptops for the assignment and not distracted by other things.

Late work submitted after 1 week will receive a point deduction. After 2 weeks 2 points and so on. Work turned in after 2 weeks must be submitted with the signature of your parent or guardian.

Unit 1: Boston’s Latin Quarter & Ubuntu

5 Weeks

Jan. 27th - March 6th

UNIT 1 CALENDAR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	JAN 27TH REVIEW SYLLABUS AND CLASS EXPECTATIONS SET UP FOLDERS	JAN 28TH BOSTON LATIN QUARTER (BLQ) Documentary	JAN 29TH Community Stories (DAY 1)	JAN 30TH Community Stories (DAY 2) Community Tableaus	JAN 31ST Headlines from the Future
WEEK 2	FEB 3RD World Café	FEB 4TH Places of Importance Community Myth (DAY 1)	FEB 5TH Community Myth (DAY 2)	FEB 6TH Art in My Community (DAY 1)	FEB 7TH Art in My Community (DAY 2) Community Myth Due
WEEK 3	FEB 10TH Retell a Story (DAY 1)	FEB 11TH Retell a Story (DAY 2)	FEB 12TH Retell a Story (DAY 3)	FEB 13TH Retell a Story (DAY 4)	FEB 14TH MY NAME STORY
BREAK					
WEEK 4	FEB 24TH Monologue Museum	FEB 25TH Monologue Museum	FEB 26TH Tree of Life Monologue	FEB 27TH Tree of Life Monologue	FEB 28TH Tree of Life Monologue Due Interview Monologue



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WEEK 5	MAR 2ND Interview Monologue Due	MAR 3RD Muniz Mural Project	MAR 4TH Muniz Mural Project	MAR 5TH Muniz Mural Project	MAR 6TH Muniz Mural Project Due
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Activity Descriptions:

Week 1:

Community Stories- To strengthen community relationships and give players a new understanding of their neighborhoods, identify an establishment, a current or historical event or person that has become a solid part of your school’s community. Ask the players to research the stories and people affiliated with the story. Record the stories and dialogue with transcripts and/or recording devices. As a class, dramatize the stories, working from the original text. Use to create an original piece of work that has ties to the community.

Community Tableaus- To strengthen community relationships and knowledge of BLQ the players will use the stories collected in class to create connected tableaus of their community. Students will make a series of monologues representing the Beginning/Middle/End. The students will be invited to take photos of their tableaus to share them with each other in class and describe their image.

BLQ Documentary- Show the Hyde Square Task Force Documentary about BLQ. Ask students to reflect on what has changed in the community since the documentary has been made. What is the same about the community? What is missing from the documentary? What was something new they learned about BLQ?

What is the role of your school here and why is it important to have it in this community? What places do you visit in BLQ? Who do you know here? Where do you see yourself in this community? <https://vimeo.com/353394847>

Headlines from the Future - Ask players to envision their communities 10 years from now. How will it have changed, how will it be different. Ask players in groups to come up with a Headline for a future newspaper article about the community's future and to each create a drawing that goes along with that title. As a group they will write an article to be shared.

Other Activities: Name and Motion, Zip Zap Zop, Trees and Stumps, Counting Game, Mirroring

Week 2:

World Café - Enable meaningful conversations about community landmarks by providing students with 4 prompts, space, and simple guidelines to hold a conversation. Students will record thoughts on flipchart paper.

Places of Importance- Players will come up with 10 community locations most important to them. They will then be asked to remove one location in 2 minutes. Then to remove another in 1 minute, then 30 seconds, 15 seconds. Then 5 seconds.



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Students in pairs will discuss the places that remain and why those places are most important to them.

Community Myth- Students will be shown landmarks in the BLQ. They will create a myth about why art was created and share their community myth with the class. Group work. Students will read a myth as a group first and understand that myths are stories that explain the origins of something.

Art in My Community- Students will be shown examples of Art that took place or existed in their community. They will be expected to answer questions about what they like about the art, what they don't like, and what purpose does the art serve their community.

Other Activities: Shake Outs, Milling and Seething, Color/Temperature Walks, Panel of Experts

Personal Identity Activities:

Week 3:

Retell a Story- Students will be given children's books and asked to retell the stories to their classmates using Beginning, middle, end structure and tableaux. In groups students will decide what the most important part of the stories are and notice what they choose to leave out in their retelling and why.

My Name STORY- Sharing Student will be asked to create or share the myth or story behind how they got their name or nicknames. They will be encouraged to think about each letter in their name and tell us a characteristic or trait that the letter stands for. **Listening Students** will listen to a partner's story behind their name and draw an image that captures the essence of their partner's story.

Other Activities: Question Game, Gnomes/Wizards/and Giants, Human Chain, Guess Who

Week 4:

Monologue Museum- Different types of monologues will be posted around the room. Students in Groups of 4-5 will circulate around the room and read each monologue presented, They will share their thoughts on the monologues and what they like about each one. This process will eventually be used to reflect on each others work. Students will leave stickies on monologues detailing what they like and dislike.

Tree of Life Activity- Participants are invited to think of a **tree**, its roots, trunk, branches, leaves, etc, and imagine that each part of the **Tree** represents something about their **life**. Students will identify one part of their tree and write a 1 paragraph monologue about that trait including a beginning middle and end.

Other Activities: Guided Meditation, Yes, Food and Color, Little Sally Walker



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Week 5:

Interview Monologue- Students will create a monologue from an interview that they have with a person in their life. They will generate questions in class and test out their questions on their classmate in addition to scripted questions. They will then bring these questions home and record or write out the responses of the person they interviewed.

Muniz Mural Project- Students will generate a monologue/story told in the first person from the perspective of a person reflected on the Child Street Mural or a Roots Monologue in response to the mural on Verona Street.

Other Activities: Big Booty, Columbian Hypnosis