

Program Elements

TAG-ED will provide its Integrated Theatre Arts in the Classroom Program to various grade levels in LAUSD. This program consists of a 3 hour, 10-consecutive day workshop per semester. The aim of the program is to provide students with instruction that address California Visual and Performing Arts (VAPA) standards. Our teaching artists work closely with the classroom teacher, by designing lesson plans that integrate TAG's signature style of acting to explore themes and subjects the students are currently studying. For example: In a unit on Ancient Greece, teaching artists first assess students' prior knowledge on the topic such as Gods, Myths, Geography, and Government. Students work together employing TAG's "The Style" and different TAG exercises to bring these topics to life. Following the creation of theme based work, students present to their peers. After the presentation, the students reflect their deeper understanding of the subject. This practice encourages students to find their creative voice, engage in a diverse method of learning, and cultivate fundamental life skills such as team work, peer support, self-esteem, creativity, and empathy through social emotional learning.

Our Integrated Theatre Arts in the Classroom Program can be applied to Social Studies, World History, Political Science, Art, Language Arts, English Literature, and Foreign Language courses as well as K-5 Learning. We are currently programming in Culver City Middle School, STEM Academy, APEX Academy, McKinley School, Boyle Heights Continuation High School, Whitney Young Continuation High School, and Le Conte Middle School. Past partners include Santa Monica Boulevard Charter School and Grant Elementary School.

Our signature "Style" of theatre is rooted in the 16th century, Italian art form: Commedia dell'Arte. We utilize the art form's characters and improvisational style to create scenarios or scenes. TAG expands on the form by employing direct contact with the audience and expressing emotions to other actors on the stage through the audience. Our work relies heavily on incorporating four emotional states: *happy sad, afraid and angry*. Students are able to experience and play with heightened emotions through characters in a safe environment. As a result, students begin to develop and understand empathy by recognizing their emotions and those of others.

Every class begins with a group exercise where all participants, including teachers and teaching artists, create classroom agreements. These agreements are created with the intent to be guidelines for everyone to adhere to during the session. This allows everyone to practice accountability for themselves. Following classroom agreements, teaching artists introduce theatre games that are building blocks for trust by connecting and working together. Teaching artists then assess prior knowledge of the curriculum from students through group brainstorming. Teaching artists begin creating compositions with the students based on their prior knowledge. Using TAG's theatrical techniques of creating a tableaux, participants actively engage by employing physical space with levels, suspended motion, focus, and the four emotional states. Creating compositions assist in the students' understanding of the subject matter by physically and emotionally investing in the scenarios. They learn to work together as an ensemble, helping each other find answers to questions and creating a piece of work from each individual's ideas. This type of learning makes the class fun and safe for the students to share their ideas and personality. Activities build and culminate on the last day for a class presentation. Students present their work in front of their peers to demonstrate their knowledge and comprehension of the academic subject. Critical analysis occurs daily, offering students a non-judgmental approach to assessing the work they witness and participate in. This vital reflection time incorporates open-ended questions and TAG's specific language frames that encourage the practice of actively observing from a place of inquiry, wonder, and discovery. This peer-to-peer learning is a pathway for students to begin to understand the benefits of teamwork, the importance of the individual's voice and the value of celebrating each student's creativity.

TAG-ED artistic activities are scaffolded, building toward the full engagement of the body, voice, and imagination. Each session will include vocal & physical warm-ups. These exercises will focus on making and maintaining eye-contact & improving listening skills. We use aspects of the SITI company's *Viewpoints* to allow students to move together intuitively and with awareness to encourage flexibility and strength in movement, making ensemble playing possible even for the amateur. Specific activities focus on the use of space and time. Other focus areas include: creating individual gestures that can be repeated and an awareness of the relationship to other actors in the space. Gestures, kinesthetic response, tempo of movements, and the use of levels are also explored. Vocally, students learn to use variety in pitch, volume and timbre to express themselves. Many students have difficulty in sharing their voices and our programs are designed to allow each individual the opportunity to share their opinions, thoughts and ideas. As a result, students' self confidence begins to blossom.

Students will also have the opportunity to attend current TAG productions and meet with the cast and director for post-performance discussions. During one of two field trips scheduled to the theater, students will tour the space and learn about the workings of a theatre company – from creative departments, to administration, box office, marketing, and development. Final Culminations are presented to the school administration, teachers, peers and family of the students.

After participating in our programs, classroom teachers have noticed an increase in school attendance, test scores, participation during classroom instruction, and empathy for themselves and their peers.

Alignment of our program with standard-based arts curriculum. We align with the standards in the following way:

- 2.0 Creative Expression Standard, Creating & Participating in Theatre. Students choose a Commedia character, improvise, write monologues and scenes based on their chosen character and environment. Students use physical gesture: behavioral and expressive. They explore, create and develop the character they have chosen, developing the inner life & physicality as well as creating the image using costume and make-up.
- 3.0 Historical & Cultural Context. Understanding the Historical and Cultural Dimensions of Theatre. Students are introduced to the 16th Century art form of Commedia dell'Arte. Introduction to the 14 stock characters gives them an understanding of the issues of the time and the value of this art form for the ages. These Commedia characters exist today in popular culture and provide the basis for modern day satire.
- 4.0 Aesthetic Valuing. Responding , Analyzing and Critiquing Theatrical Experiences. In our reflection at the end of each session, we ask students to critique their own work and the work of their fellow actors using the language frameworks. When they attend our productions they engage in discussion about the work.
- 5.0 Connections, Relationships Application. Connecting and applying what is learned to other arts forms and subject areas and to careers. They learn to derive meaning from the work and experience how to make their collective voices heard. Students participate in ensemble building activities, work in groups to create their compositions learning to problem solve, find effective ways to communicate that will serve them well as they continue their education and explore careers.

Relevancy of programs to the individual student

- Students are offered many opportunities to express their ideas. Our work provides the tools to strengthen the speaking voice so that their ideas can be heard and witnessed.
- Students are asked to explore various experiences from their own lives to relate to the content they are studying. They can then incorporate family traditions, ceremonies, relationships that they can use in their compositions to deepen their understanding of the subject.
- Program activities require full student participation and engagement to the content and exercises.

Ability to support collaboration at school site between art providers, classroom teachers and administrators.

- Essential to our work is the ability to understand the classroom teacher's goals and constraints. We meet with the teacher prior to the workshops insuring that our work will support and enrich their curriculum. We invite the teachers and administrators to the theater to see our productions.
- Each of our programs has a lead teacher – a person responsible for open and consistent communication with the administration and teachers at each site.
- Our lesson plans are made available through emails well in advance of the class to insure that the teacher has time to provide feedback.
- The Actor's Gang Education Department's Program Director and the team of teaching artists visit the school and meet the staff prior to the beginning of the residency.

Projected outcomes for students

- Students will have a deeper understanding of the course material and student test scores will reflect positive comprehension
- Students will have the tools needed for self-expression, a sense of their own individual voice, and how they can be a strong part of an ensemble.
- Students will engage in the creative process – taking their prior knowledge, exploring and discovering the subject, and creating a theatre piece that can be shared.
- Students will learn TAG's specific vocabulary of reflection, analysis and critique enabling them to express their opinions in a mature and constructive fashion.
- Students will build an ensemble, they will explore the individual voice within a group.
- Students will learn about the various career opportunities in theatre – above and beyond performance.

Performance/Assemblies/Professional Development/Exhibitions Components:

- Students will attend at minimum two appropriate Actors' Gang performances.
- Teaching Artists will prepare the students for the performance utilizing specially designed activities to invite easy access to the production
- A Q & A with the director and cast will follow each performance
- Students will engage in a culminating presentation for other classes during the school day.
- Parents, friends, member of the community will be invited to attend the student's culminating original presentation at The Actors' Gang theater.
- Students will engage in a Q & A with the audience.

Offsite/Field Trip Components

- Attendance to two Actors' Gang performances

Collaborative Planning/Meeting components

- Four meetings with administration and classroom teacher – One prior to beginning of program. Two for feedback/ongoing assessment. One at culmination of program.

Resources/Materials

- Xeroxed Reading material
- Journals & pens for reflection & writings
- Flip chart for Agreements

Price Schedule

Organization Name:	The Actors' Gang				
Program Name:	Los Angeles Unified School District: Partners for Student Success				
Project Name:	Integrated Theatre Arts in the Classroom				
Project Cost:	\$29,920				
PROJECT EXPENSE					
Salary Type	Number of Teaching Artist	Hourly Rate	Hours Per Day	Number of Days	Total
Lead Teaching Artists:	2	\$40.00	3	20	\$4,800.00
Assistant Teaching Artists:	2	\$25.00	3	20	\$3,000.00
Staff Coordinator Fee:	1	-	-	-	\$1,700.00
Operations Manager:					\$2,992.00
Program Manager:					\$2,992.00
Payroll Taxes:					\$2,167.48
Employee Benefits:					\$1,393.00
Materials and Supplies:					\$722.52
Student Travel (Metro Card)					\$70.00
Bus for Matinee	1 Bus	\$350/bus	2 Semesters		\$700.00
Artist Fees for Matinee	17 Artists	\$100 Stipend/ Artist		2 Performances	\$3,400.00
Indirect Costs:					\$5,983.00
TOTAL:					\$29,920.00

Vendor Virtual Services Plan

Due to school closures, approved vendors on the Partners for Student Success bench that have a signed contract will need to submit their *Vendor Virtual Services Plan* to D’Sonya Oakley at dsonya.oakley@lausd.net from the Office of Partnerships and Grants. The plans will be vetted and shared with eligible schools to select the services they are interested in and follow up with vendors. Any new approved vendors that are in the process of signing their contract will also need to fill out the below form.

Things to Consider:

- Currently, certificated staff are required to supervise any services rendered to students by a third party.
- Recording and pictures of students is prohibited.

Vendor’s Name: The Actors’ Gang		Submittal Date: 8/17/2020
Schools Planning to Serve: All LAUSD Schools, Grades K through 12		
List the services in your agreement that can be provided virtually:	Integrated Theater Arts in the Classroom Program (fusing History, Social Studies, Political Science, English, Literature, Foreign Language, Art, or ESL classes with theater arts)	
List the services in your agreement that cannot be provided virtually:	Field trip to Actors’ Gang Theater to see two live theater productions.	
List the platforms you plan to use for delivery of virtual services:	Zoom, Schoology, and Google Sites. (used at the discretion of the district and their administrators)	
Provide a brief description of how you plan to deliver each of your services virtually (i.e. coordinate with school to schedule 30 minute session once a week, etc.):	<p>Coordinate meetings with principals and classroom teachers to schedule a virtual Integrated Theater Arts in the Classroom Program before the start of the first session. 90 minute sessions, once a week for 10-12 weeks with 2-3 teaching artists per virtual classroom.</p> <p>Students will use aspects of TAG’s Style such as improvising lazzis (comedic routines), creating tableaus, playing states of emotions, creating theatrical architecture, and writing monologues, scenes, or poems in order to work collaboratively with their peers. Each class begins with physical and vocal warm-up activities to implement focus and build a bond among students and teaching artists so that all</p>	

Partners for Student Success – Partner Matching Fund

	<p>participants can work in a team. After the warm-ups, teaching artists elicit students' prior knowledge of the course of study. Students' prior knowledge of the material will be used as references, along with the classroom source materials to help garner ideas and inspiration when writing their monologues, scenes, or poems in relation to the classroom topics. Students will then perform their work in front of their peers, teachers, and teaching artists. This program is designed so students can get a deeper understanding of the classroom materials. Students have an opportunity to play different figures, characters, and scenarios from History or Literature to step into the world of and emotionally connect to these figures and characters in History or Literature.</p>
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- District's [Code of Conduct](#) is expected when interacting with students