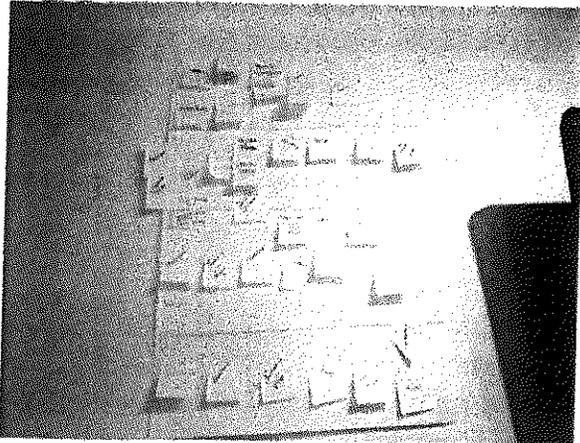


# **NMSA Theater Department program redesign and long rang goals**



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## **Why this report?**

In the excitement and fervor of opening the school we designed it as we went along. Now that the school is here to stay it's time to design a sustainable program with focused and articulated course offerings and sequencing, taking into account current staffing, facilities the length of the school day and project forward to the anticipated permanent campus.

## **I Current Department Profile**

Arts Block 2:10 – 4:45

58 students

17 Freshman

6 males

12 females

17 Sophomores

6 males

11 females

13 Juniors

7 males

6 females

11 Seniors

4 males

7 females

Faculty

Joey Chavez, FT, teaching 8:00 – 4:45 M-F

Charles Gamble, PT, teaching 2:10 – 4:45 M-F

Elizabeth Wiseman PT, teaching 2:10 – 4:45 M-F

Ben Barthell PT (*hired 8/14/14*) teaching 3:40 – 4:45 on a periodic basis

Deborah Potter, community volunteer, 3:40 – 4:45 on a periodic schedule

Cora Harms, Visiting instructor, 2:15 – 3:30 Tuesdays and Thursdays, first trimester

Various visiting artists delivering master classes

Theatre Department schedule

2:10 – 3:30 Trimester Classes

3:40 – 4:45 Production Wheel, cast and crew in rehearsals, all other students taking a mini wheel class.

Course Description/offerings

### **Theater Fundamental**

Elective credit – Grade Level: 9 – year-long, 2 credits

Focus classes: Voice and Diction/Neutral Masks, Character Development, Acting Styles, Physical Character Development, Vocal Character Development, Masks I

### **Acting Styles**

Elective credit – Grade Level: 10 – year-long, 2 credits

Focus classes: Masks I, Character Development, Physical Character Development, Vocal Character Development, Masks II, Acting Styles

### **Practicals**

Elective credit – Grade Level: 11 – year-long, 2 credits

Focus classes: Monologues/Audition Techniques, Mask II, Directing, Play Writing, Introduction to Shakespeare, Scene Study/Textual Analysis

### **Explorations**

Elective credit – Grade Level: 12 – year-long, 2 credits

Focus classes: Monologues/Audition Techniques, Mask II, Directing, Play Writing, Introduction to Shakespeare, Scene Study/Textual Analysis

### **Production Wheel I-IV**

Elective credit – Grade Level: 9-12 – year-long, 2 credits

## Trimester Classes Descriptions

- **Acting Styles:** includes Advanced Character Development, Sub Text, Sense Memory, Working in the Moment.
- **Masks I:** focuses in the fundamentals of mask work, beginning with the neutral mask and progressing into improvisation and small group scenes with the larval mask.
- **Masks II:** builds on fundamentals explored in Masks I and progresses to working with neutral and expressive half-masks in improvisation and small group scene work
- **Physical Character Development:** included Exploration of the Physical Tool, Application of Elements to Physical Gesture, Physical Approaches to Dramatic Styles, Cinematic Mime,
- **Vocal Character Development:** employs Lessac technique to explore speech patterning, accenting and text analysis in developing character.
- **Introduction to Shakespeare:** focuses on unlocking Shakespeare's text, both in monologues and small scenes.
- **Scene Study/Textual Analysis:** an advanced level course in which students learn to analyze a script and characters breaking them down to the smallest units of action, beats, and scenes. Students will work with established texts and complete the unit by performing materials which have been analyzed.
- **Play Writing:** includes Freeing the Creative Imagination writing exercises, Creating Characters and Situations, writing a One-Act Play (all of which will be included in the March production at Warehouse 21), Formatting to Industry Standards, Writing and Performing a Solo Piece.
- **Directing:** includes Creating Vision, Style and Art, Developing Story Line with Action and Gesture, Guiding Character Development, Transitions.

## II History

Over the past 3 years the theatre department has graduated 28 seniors. Some post secondary programs accepted into include:

Columbia College	Emerson College
Columbia University	Lewis and Clark College
USC	Trinity University
Oklahoma City University	St. Olaf College
Sarah Lawrence College	Whittier College
NYU Tisch	University of New Mexico
AMDA	Easter New Mexico University
Bennington College	Syracuse University
Cal Arts	Santa Fe University of Art and Design
Colorado State University	

### Past Productions

- o Hard Rain
- o Six Feet of Silk
- o Door 101
- o The Complete History of America (abridged)
- o Love and the scent of oranges
- o 23 Flights Home
- o The Girl Who at her Room
- o Ciconia, Ciconia
- o Sessions
- o It Snowed
- o Gun Shy
- o Speed Date
- o En Punto de mis Ojos (devised)
- o Audience
- o Anna in the Tropics
- o Student written and directed one-acts, 2011, 12, 13, 14
- o A Soldier's Tale with Concordia Santa Fe
- o Shadow Day
- o Media (Christopher Durang)
- o Scenes from Romeo and Juliet with the Santa Fe concert Association

### Venues

**Warehouse 21**, 120, seat black box, Rent

**James A. Little Theater**, 320 seat proscenium, Rent

**Lensic Performing Arts Center**, 600

seat proscenium, Rent

**NMSA, Large Rehearsal Hall**, 20 – 250 seats

Festival productions:

ENMU 400 sea

### **III Summer Retreat 2014**



On July 21<sup>st</sup> and 22<sup>nd</sup>, 2014 the department held a summer retreat. We invited Joe Price from the University of Minnesota/Guthrie Theatre and Daniel Murray from the South Carolina Governor's School for Arts and Humanities to join us. The reasoning being that UMN/Guthrie has one of the most prestigious college programs, easily in the top ten. SCGSAH is a public arts high school and they consistently place their students in all of the top college programs including Julliard, Carnegie Melon, SMU, NYU, NCSA, Emerson and UMN/Guthrie.

#### Goals for summer retreat

- Review past NMSA programming, class offerings, schedules, sequencing and productions
- Review SCGSAH Program
- Gain a better understanding of what current high end training programs like UMN/Guthrie want to see in applicants
- Develop a department mission
- Develop a program and sequence of classes to prepare students for the next step, including summer offerings
- Develop a facilities request for the new campus based on an enrolment of 72 students, 60 in performance and 12 in technical theater
- Develop a long range plan through 2019
- Produce a 10 – 20 page report

#### Two essential questions

- What do students "look like" who are regularly accepted into the top programs? (What does UMN/Guthrie want to see in applicants?)
- How are students prepared to "look that way"? (How does SCGSAH prepare their students?)

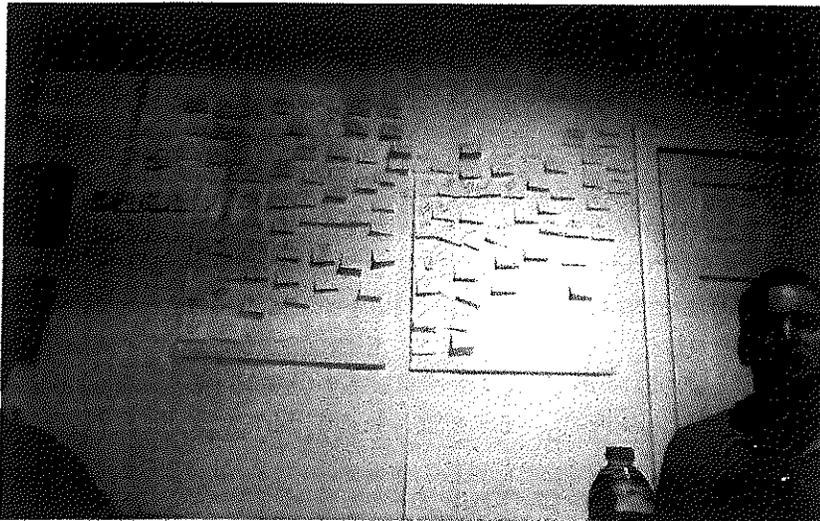
#### Two essential answers

- Create a portrait of what students should look like at the end of each year
- Design the courses that will get them there

## IV Conceptualizing the Future

We started this process by posting a large sheet of paper on the wall and then dividing it into four rows, one for each grade level. We all placed sticky notes into each row which reflected on the question ***"what should they look like"?***

What became obvious was that we created an inverted triangle. Most of the stickies were in the 9<sup>th</sup> and 10<sup>th</sup> grade, fewer in the 11<sup>th</sup> and even fewer for seniors.



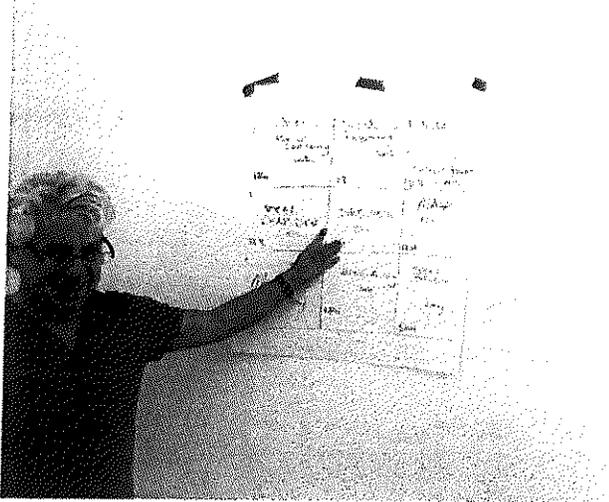
What did those stickies say?

	Skills they should have, "look like"	What they should be doing to "look that way"
9 <sup>th</sup> Grade – a period of growing awareness	<ul style="list-style-type: none"> <li>○ a dynamic and detailed imagination</li> <li>○ spatial awareness</li> <li>○ sense of rhythm</li> <li>○ curiosity</li> <li>○ collaborative</li> <li>○ physically active</li> <li>○ fit</li> <li>○ supple</li> <li>○ strong</li> <li>○ aligned</li> <li>○ excellent work habits</li> <li>○ myth and playmaking</li> <li>○ musicality</li> <li>○ literate</li> <li>○ articulate</li> <li>○ sensitive</li> <li>○ learning team work</li> <li>○ learning to respect the</li> </ul>	<ul style="list-style-type: none"> <li>○ Piyo</li> <li>○ Singing (group singing – folk songs (they're getting personalization in acting at the same time – legit solos)</li> <li>○ Performing scenes</li> <li>○ Art appreciation/exploration and physical interpretation (big physical elements)</li> <li>○ Speech</li> <li>○ Play reading aloud / discussion</li> <li>○ Voice/diction and basic inflection</li> <li>○ Dance / Movement</li> <li>○ Improvisation</li> <li>○ Physical Conditioning / Athletics</li> <li>○ Ballet / Modern / Folk dance</li> <li>○ Viewpoints</li> <li>○ Improvisation</li> <li>○ SEEING WORK (plays on film and theaters)</li> <li>○ Play reading</li> </ul>

	<p>art form</p> <ul style="list-style-type: none"> <li>○ familiar with 5 important plays</li> <li>○ pride in program</li> <li>○ not be afraid to take a risk</li> <li>○ be on time</li> <li>○ singing</li> </ul>	<ul style="list-style-type: none"> <li>○ Theater history</li> <li>○ Art history</li> <li>○ Movement discovery</li> <li>○ Punctuality</li> <li>○ Mind expansion – read plays as a group</li> <li>○ Team work training</li> <li>○ Daily practice (physical/vocal)</li>   <li>○ <b>Major categories:</b></li> <li>○ <b>Improvisation + storytelling</b></li> <li>○ <b>Viewpoints</b></li> <li>○ <b>Physical conditioning/dance</b></li> <li>○ <b>Vocal speech/singing – voice/diction and inflection</b></li> <li>○ <b>History Lit</b></li> <li>○ <b>Seeing Work (recorded pieces)</b></li> </ul>
<p>10<sup>th</sup> Grade Mind, Body, Creativity</p>	<ul style="list-style-type: none"> <li>○ sense of the history of theater</li> <li>○ appreciation for stillness</li> <li>○ expanded capacity for reflection</li> <li>○ one with self and others</li> <li>○ wanting to know more about the art form</li> <li>○ grounded / focused</li> <li>○ respectful of program and order</li> <li>○ discipline</li> <li>○ spirit</li> <li>○ on time is late, ten minutes early is on time</li> <li>○ the ability to move and be moved</li> <li>○ solid vocal foundation</li> <li>○ understands and can demonstrate</li> <li>○ focus</li> <li>○ acting theory</li> </ul>	<p>Disciplined movement in scenes and plays neutral training + animals</p> <ul style="list-style-type: none"> <li>○ Theater history and it's social significance</li> <li>○ Yoga</li> <li>○ Neutral Mask</li> <li>○ Larval Mask</li> <li>○ Set building</li> <li>○ Scene analysis</li> <li>○ Character study</li> <li>○ Monologues</li>   <li>○ <b>Major Categories:</b></li> <li>○ <b>Monologues/character study/scene analysis/focus+awareness class</b></li> <li>○ <b>Theater history and it's social significance</b></li> <li>○ <b>Yoga/movement</b></li> <li>○ <b>Set building</b></li> <li>○ <b>Neutral Mask/Larval Mask</b></li> <li>○ <b>In scenes and plays</b></li> </ul>
<p>11<sup>th</sup> Grade Really work the brain and the classics.</p>	<ul style="list-style-type: none"> <li>○ versatile</li> <li>○ confident</li> <li>○ be heard</li> <li>○ make noise</li> <li>○ stand ground</li> <li>○ direct and non-judgmental</li> </ul>	<ul style="list-style-type: none"> <li>○ Stagecraft: lighting scenery costume props make-up / design</li> <li>○ Shakespeare: read a play over the summer to prep for beginning</li> <li>○ Shakespeare first semester in Senior year.</li> <li>○ Begin familiarity with OED and riverside.</li> </ul>

<p>Start plant the seeds for senior year/ auditions</p>	<ul style="list-style-type: none"> <li>○ self aware: body/mind</li> <li>○ ability to take artistic risks</li> <li>○ development of specific skills</li> <li>○ basic knowledge of theater styles</li> <li>○ work ethic</li> </ul>	<ul style="list-style-type: none"> <li>○ Assign two Shakespearean monologues over the summer to have them cold in the fall</li> <li>○ Dance</li> <li>○ Stage combat</li> <li>○ Performing in Plays</li> <li>○ Character/Monologues + scene study</li> <li>○ Play writing</li> <li>○ Lessac vocal character development</li> </ul>
<p>12<sup>th</sup> Grade Prepared and ready to go!</p>	<ul style="list-style-type: none"> <li>○ ready for college</li> <li>○ secure in themselves</li> <li>○ able to follow/lead</li> <li>○ ready for film work</li> <li>○ know strengths/weaknesses, selves</li> <li>○ open to feedback, failure, success, fear</li> <li>○ able to select appropriate audition material</li> <li>○ well rounded understanding of theater styles</li> <li>○ developing 'eye' able to articulate what works/doesn't work and why</li> <li>○ development of personal artistic voice or vision.</li> </ul>	<ul style="list-style-type: none"> <li>○ Shakespeare</li> <li>○ Auditioning</li> <li>○ Performing in plays</li> <li>○ Senior Projects</li> <li>○ Life Skills</li> <li>○ Sets</li> </ul>

## V Designing the future



On August 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> the department instructors began designing the future based on what we learned and discussed in summer retreat. We started by developing a department mission statement.

### NMSA Theatre Department Mission Statement

The mission of the NMSA Theatre Department is to foster independent thinking in a challenging, and creative community. By providing a diverse and rigorous curriculum for bright and passionate individuals, we offer preparation for higher education and professions in the theatre arts.

**Then we discussed possible course topics and offerings by grade level**

**9<sup>th</sup> grade**

Focus on the instrument  
Physical conditioning  
Singing  
Exploring imagination and reflection  
Character development  
Sense of plays and history  
Aspects of design  
Improvisation and story telling

**10<sup>th</sup> grade**

Theatre history  
Physical and vocal training  
Character study  
Technical theatre  
Scene work  
Monologues  
Analysis  
Life skills

**11<sup>th</sup> grade**

Monologues  
Audition technique  
Classics  
Play writing  
Directing  
Scene study  
Dance/physical conditioning  
Voice work, singing and speaking

**12<sup>th</sup> grade**

Technical theatre  
Shakespeare  
Monologues  
Audition Technique  
Senior project  
Scene study

## VI Long range plan

Make a plan, take small and deliberate steps, start this year

Year/class offerings/ action items	Instructors	Facilities
<p><b>2014/15</b></p> <ul style="list-style-type: none"> <li>o Physical conditioning/singing</li> <li>o Monologue/audition technique</li> <li>o Lessac voice work/Monologues</li> <li>o Intro to Character development</li> <li>o Acting I</li> <li>o Play Writing</li> <li>o Scene Study/Text Analysis</li> <li>o Elements of Theatrical Design</li> <li>o Complete 4 year course of study by grade level</li> <li>o Streamline production schedule</li> <li>o More outreach</li> <li>o Take some students NUA</li> <li>o Submit some YoungArts apps.</li> <li>o Head shots and resumes for all juniors and seniors</li> <li>o Attract male applicants</li> <li>o Use guest artists and teachers to fill weaknesses</li> <li>o Explore relationships with other college programs</li> <li>o Attend a more rigorous festival</li> <li>o weaknesses</li> <li>o Begin building a stock of platforms, stairs, flats</li> </ul>	<p>Gamble/Harms Chavez Wiseman Chavez Wiseman Gamble Chavez Barthell</p>	<p>SRH 103 204 LRH Shows in LRH Rented venues, Lencic, James A. Warehouse 21 Festival show in Las Cruces Outreach show in Artisia</p>

<p><b>2015/16</b></p> <p>Institute new 4 year course of study knowing there may be some push back because of history</p> <p>55 to 60 students</p> <ul style="list-style-type: none"> <li>o Strengthen Technical Theatre offerings</li> <li>o Increase physical and vocal training for all</li> <li>o Students</li> <li>o Increase and solidify outreach events to targeted area</li> <li>o Attract more male applicants</li> <li>o Attract and retain the best</li> <li>o Design technical theatre track</li> <li>o Professional development opportunities for teachers to reinforce or acquire new skills to be used in instruction</li> <li>o Summer program for outreach</li> </ul>	<p>Add another dedicated instructor where needed</p> <p>Higher guest instructors/adjuncts who specialists in their field i.e. Pilates, Dance, Classics, Acting for Television and Film</p>	<p>SRH 103 204 LRH</p> <p>Shows in LRH Rented venues, Lencic, James A. Warehouse 21 Festival show in Farmington Outreach show ?</p>
<p><b>2017/2018</b></p> <ul style="list-style-type: none"> <li>o All students with a yearlong schedule in hand the first day of school</li> <li>o Increase participation in YoungArts and NUA</li> <li>o Have a rigorous and sustainable class offering schedule</li> <li>o Attract nationally known artists to teach master classes</li> <li>o Robust outreach Program</li> <li>o Summer program</li> </ul>	<p>Fully staffed</p> <p>All classes are taught by highly qualified teachers</p> <p>Master classes by nationally known visiting artists and directors</p>	

<p><b>2018- Permanent campus</b></p> <ul style="list-style-type: none"> <li>o 72 students</li> <li>o 60 in acting, 12 in technical theatre</li> <li>o All freshman take stage craft</li> <li>o Technical Theatre students build and run shows</li> <li>o Open up the school day with evening classes and rehearsals</li> <li>o Eliminate Production Wheel and rehearse afterschool</li> <li>o Summer student and teacher outreach programs.</li> </ul>	<p>Fully staffed                  All classes are taught by highly qualified teachers                  Master classes by nationally known visiting artists and directors                  Full time Technical Director salary spread across 3 performing departments</p>	<p>3 dedicated class rooms                  200 seat modified thrust theatre                  Outdoor rehearsal spaces                  Large proscenium theater for all department use                  Theaters share lobby, ticketing, dressing rooms scene shop                  Plenty of storage space                  All performances, except Outreach, are done on campus</p>
<p><i>*New this year</i></p>		

**VII Performance Measures and Assessment**

- o Class and project expectations will be clearly posted and outlines in syllabus
- o All trimester classes culminate with project presentation for the department student body and faculty
- o Rubrics are developed to give immediate feedback and correction
- o All students meet individually with the department faculty each semester to discuss growth, areas of strength and concern
- o Grade level rubrics will be used to address and assess identified desired proficiencies and outcomes
- o Students not meeting proficiency levels will be placed on a plan to help them improve
- o If improvement does not occur students may be placed on an Arts Intervention Plan with specific dates and goals clearly outlined
- o Students may be asked to re-audition to return the following year

### VIII Considerations

- o In the spring of 2014 we graduated 12 seniors, 7 of whom came out of the original cohort class of 13. Of those 7, 5 have gone onto college to study theatre. Why are we losing almost %50
- o We're not trying to recreate SCGSAH, just learn how they succeed and then tailor for our population and grade levels.
- o If we can get students into UMN/Guthrie and other top tier schools, we can certainly get them into less exclusive and expensive programs
- o We find value in the failure of exploration and risk. However, neither Joe nor Dan felt it was a good idea to put a first time director, working on a flawed script with beginning actors
- o Eventually offer AP academic classes, maybe on line
- o Transportation to allow morning and evening classes and/or rehearsals
- o Equipped outside performance space

### IX Expenses in our new home

Total enrolment	72
Approximate number per grade	15 in acting, 3 in technical theatre
Salariated FT faculty 1 @ 40 hrs per week, exempt	\$55,000
*Department Chair, NM license, exempt	\$20,000
Salariated PT faculty 3 @ 20 hrs per week 4 hours per day	\$108,000
Guest artist, master classes	\$13,200
Technical Director for performing arts departments (3)	\$22,000
Materials, supplies	\$10,000
Production	\$28,000
<b>Total</b>	<b>\$256,200</b>

\*Majority Chair salary paid by Charter School

This table does not include budgets for either outreach or summer programs

## **X Space requirements in our new home**

- Office space appropriate for Chair and 4 faculty members
- Conference room/script library

## **3 Classrooms**

- 1200 square feet each with a large storage closets or one large storage space centrally located
- Appropriate movement/dance flooring
- 1 room should have mirrors
- White boards
- Small sound system in each room
- Windows

## **2 Performance venues with the following shared spaces**

- Parking
- Large lobby
- Box office
- Public facilities
- Scene shop with office space for TD/PM
- Make up and dressing rooms
- Equipment/materials/scenery storage
- FOH office

## **1<sup>st</sup> venue, 450 seat proscenium fly house to be shared by all departments**

- Ample wings for dance
- State of the art lights, sound, and projection
- Orchestra shell

## **2<sup>nd</sup> venue dedicated to theatre department**

- 250 seat modified thrust
- Also to be used as a class room
- State of the art lights, sound and projection

**XI Outreach and summer programs**

- o 50 minute one act and or mini Artspring to be performed anywhere around state targeting congressional districts on a rotating basis.
- o Week long residential programs in Dance, Music, VA and Theatre for middle school students from around the state with final **Event Night** for parents and community members. Tuition and scholarships. Maybe the local chamber of commerce will scholarship students from their home town.
- o Week long residential program for teachers from around the state on incorporating Arts in the classroom.
- o One or two days during the school year when we can host teachers for professional development.

**XII mock 2018/19 student schedule**

New Home

Class times dependant on all rehearsals taking place after school

ACTING

	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
9th	2:00 – 3:20 Physical Conditioning	2:00 – 3:20 Acting I	2:00 – 3:20 Masks I
10th	3:30 – 4:50 Singing for the actor 2:00 – 3:20 Advanced Character Development	3:30 – 4:50 Elements 2:00 – 3:20 Vocal Character Development	3:30 – 4:50 Stage Craft 2:00 – 3:20 Masks II
11th	3:30 – 4:50 Make up for the stage 2:00 – 3:20 Playwriting	3:30 – 4:50 Theatre History 2:00 – 3:20 Stage Combat	3:30 – 4:50 Piyo, Yoga 2:00 – 3:20 Shakespeare
12th	3:30 – 4:50 Audition technique monologues	3:30 – 4:50 Scene Study	3:30 – 4:50 Singing
	2:00 – 3:20 Audition technique	2:00 – 3:20 Directing	2:00 – 3:20 Senior Project
	3:30 – 4:50 Singing	3:30 – 4:50 Movement	

Technical Theater			
	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
9th			
10th			
11th			
12th			

