

Submission Form for ELO Samples

ELO Title: Behind the Scenes: The Making of a Student Run High School Production

School: Windham High School

Essential Question: What are the steps necessary for putting on a student run show?

Area(s) of Study: Theatre Arts

Amount of credit earned: 1 elective credit (full year)

Competencies:

Short description	Full text of competency
Business Protocols	Understand the connection between school policy and theatre contractual requirements. Proficiency with maintaining finances and budget projections.
Leading Others	Demonstrate effective delegation and clarity with responsibilities and priorities. Effectively communicate and open to suggestions. Recognize and acknowledge ideas and achievements in support of others.
Leading Self	The student will exhibit high standards of ethics and integrity. Develop an understanding and awareness of managing style. Demonstrate confidence and purpose.
Communications	Comprehend written and oral correspondence methods. Gain knowledge of marketing publications to newspaper, television and social media venues.
Problem Solving	Develop strategy to communicate organizational change as needed. Peer management and conflict resolution.

Student Activities (up to 10):

1. Student Director will choose the show to be performed.
2. Student will determine and execute a timeline for show start to production.
3. Apply for the license with the school; complete paperwork, seek Principal and Arts Director's approval.
4. Obtain and complete license document, fill out application, pay for license.
5. Maintain spreadsheets that pertain to the needs of the show.
6. Budget: costumes, props, tracking receipts, creating a projected budget, counting/reconciling money.
7. Proofread and edit flier and program.
8. Cast the show.
9. Create a rehearsal schedule, rehearsal policies and running rehearsals.

10. Manage changes and make decisions.
11. Facilitate the technical aspects of production
12. Run the show through all performances.

Community Partner: School Theatre Director

Community Partner responsibilities in this ELO:

- Discuss previous rehearsals with student Director; what was going well and what needed work.
- Look ahead to what was coming up and what needed to be done.
- Set deadlines.
- Repeat the discussion after each rehearsal.
- Guide student director in the steps and processes involved, student took the lead.

Assessment:

- Progress meetings with the student, school Theatre Director and ELO Coordinator.
- Completion of midterm student assessment checklist by the Theatre Director.
- ELO Coordinator's student observation and Theatre Director's discussions.
- ELO Coordinator's viewing of the final production.

Connection to student's measurable postsecondary goals (for students with IEPs):

N/A

Comments and suggestions for other schools implementing a similar ELO:

- Connect with the school's Theatre Director early in the school year to discuss requirements (approval process) and student goals.

Willing to be contacted by another school interested in developing something similar to this?

No

Yes. If yes, please list contact information:

Holly Londo, Windham High School

603-845-1558 x 5200, hlondo@windhamsd.org

Supporting material included. List and briefly describe:

- Flyer announcing the show date
- Noises Off Program
- Noises Off expenses & profit
- Picture of the scenery, Act 1
- Tasks to be done
- Rehearsal schedule
- Checklist
- Noises Off costumes.

Photos or student work submitted:

__HL__ Permission is granted to use these on the BeyondClassroom website. (Please initial)