

Teacher Tool 73: Inside the Artist's Studio: The Black Rep Presents: The Strong Men Study Guide

Study Guide for Theater 22: Black Rep Strong Men Program 1 and
Theater 23: Black Rep Strong Men Program 2

Program Description and Objectives	Page 2
Program Format	Page 3
Standards	Page 4



HEC-TV Live! Presents
Inside the Artist's Studio with the St. Louis Black Rep
The Black Rep Presents: *The Strong Men*

Original Date: April 21, 2009

Grade Level: Grades 7-12

Program Description:

Join us from the rehearsal space of the St. Louis Black Repertory Company to enjoy excerpts from their touring performance of *The Strong Men*, a choreo-poem adapted by Ron Himes from Sterling A. Brown's poem and other poems by African-American authors. Meet the actors and director who bring the story to life. View a performance of scenes from the show. Learn what it means to "act a part." How do the actors prepare? How do they create a character? What does the director do? What's it like to stage a touring production in a variety of different places? Participants meet actors, director, and designers to discuss how the show came to life from the first phase of design to the final phase of implementation. Hear from actors, directors and designers who are part of America's largest professional African-American theatre company.

About the Production

This choreo-poem displays the powerful voices and delicate humor of African-Americans who have made major contributions to American history. The Black Rep brings to vivid life some of the verses, which show how poetry can be spoken, sung and danced, and how poetry can be a window to the self and to our world. Selected poems include "The Creation," "We Wear the Mask," "Dedication to Fathers," "A Cry from a Black Man," "I, Too, Sing America," and "Strong Men."

Program Objectives:

1. The participant will explore the nature of the theatrical experience by participating both as an audience member and as a critical questioner.
2. The participant will interact with professional theatre performers.
3. The participant will view scenes from a theatrical production.

Program Agenda:

The program will consist of three main segments plus an introduction and closing.

I. Welcome and Introduction—Will include introductions of guests and participating student groups.

II. Performance of Scenes from the Production—Students will enjoy scenes from the play performed by members of the cast.

III. Interaction with Actors—Students will learn from questions asked of the actors about the scenes performed, how they created their characters, etc.

IV. Interaction with Director and Designers—Students will learn from questions asked of the director about the scenes performed and how they work with actors. Questions are also asked of designers about the set, use of props and costumes in the play.

V. Closing Segment—Will include summary of major ideas learned and final questions from the students.

National Standards:**NA 5-8.3 Designing by developing environments for improvised and scripted scenes**

Students analyze improvised and scripted scenes for technical requirements

NA5-8.7 Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

Students articulate and support the meanings constructed from their and others' dramatic

performances

Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances

NA 9-12.2 Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media

NA 9-12.3 Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions

Students analyze a variety of dramatic texts from cultural and historical perspectives to

determine production requirements

NA9-12.5 Researching by evaluating and synthesizing cultural and historical information to support artistic choices

Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions

NA9-12.7 Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and

events that compare perceived artistic intent with the final aesthetic achievement

taking Students analyze and critique the whole and the parts of dramatic performances, into account the context, and constructively suggest alternative artistic choices

State Standards:**Featured Missouri Grade Level Expectations (Theatre):**

Schools from across the country are invited to enroll for the program. Missouri state standards are included for Missouri teachers since partial funding support for the program comes from Missouri Arts Council.

Featured Missouri Grade Level Expectations (Theatre):

Schools from across the country are invited to enroll for the program. Missouri state standards are

included for Missouri teachers since partial funding support for the program comes from Missouri Arts Council.

GLE: PP1B8.9-12 Develop and apply skills to communicate ideas through theatrical performances—Acting

Display logical choices within the boundaries of situation and character in dramatic circumstances

Use basic terms of theatre

Use advanced terms of theatre

GLE: PP1D9-12 Develop and apply skills to communicate ideas through theatrical performances—Directing

Evaluate the director's role in creating a production

GLE: AP1A7.8.9-12 Develop and apply skills to explain perceptions about and evaluations of theatre and theatrical performance—Analysis and Evaluation

Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary

GLE: AP1B9-12 Develop and apply skills to explain perceptions about and evaluations of theatre and theatrical performance—Personal Preferences

Articulate, justify and apply personal criteria for critiquing dramatic texts and performances

GLE: HCC2A7.8 Develop and apply skills necessary to understand cultural diversity and heritage as they relate to theatre—Cultural Diversity and Heritage

Examine and compare characteristics of theatrical works from various cultures throughout history

GLE: HCC2B7.8.9-12 Develop and apply skills necessary to understand cultural diversity and heritage as they relate to theatre—Careers

Compare and contrast selected occupations in theatre