

## Day One Assessment - Matching prop types

Students will individually be given slips of paper with props and descriptions on them. They should then come and place it in the corresponding pile - Hand **Personal Prop**, **Set Prop**, **Set Dressing**. The student should also explain their reasoning. The props and descriptions are as follows:

- A watch that Sam's father gave to him that he wears everyday
- A trophy that sits on a book shelf that Lisa won as spelling bee champion in the 6th grade.
- The old grandfather clock that Juan hides in from his brother at the end of the play..
- Medication that Tim's doctor wants him to use, that he refuses to take.
- An antique hunting rifle that is mounted to the wall
- Gabby's cell phone that she never puts down.
- The little table that Deon pulls over next to his chair when he drinks coffee in the morning.
- A saxophone that Maria plays every night.
- Harry's wallet that he pulls out in act two.
- The picture of Sarah's dad from his time in the military
- The refrigerator that just broke last night and is leaking water all over the floor
- The moving boxes scattered throughout the house.
- The pocketknife that Mathew takes with him everywhere.
- Nina's favorite cookies that she serves during the party.
- The chess board in the corner with a partially finished game.
- The sofa that they come home to every night to watch Jeopardy.
- The note his girlfriend gave him in class today that he absent mindedly reads.
- A broken clock that no one ever bothered to fix.
- The blanket thrown over the back of the chair.

While it is true that some of these might fit into more than one category, ask the student to justify why it might be their answer and not another. For bonus points, one of these is a soft prop, one is running prop, and one is a costume prop.

Day One Assessment - Group Activity Story From an object

Assessment Requirement	Below Average 1 point	2 points	Satisfactory 3 points	4 points	Advanced 5 points
Story elements are based on observable qualities of the object	Story is unrelated to any observable quality of the object	Story references one observable quality of the object	Story elements are based on observable qualities of the object	Story is strongly connected to multiple observable qualities of the object	Key story elements inspired by multiple observable qualities of the object
The story features a main character who is logically connected to the object	The story features no characters with a connection to the object	The story includes a character connected to the object	The story features a main character who is logically connected to the object	The object plays a key role in the character's development	The object is a symbol or metaphor for something in the character's life
The group was able to articulate what type(s) of prop(s) it would be classified as based on their story	The group was unable to accurately classify the prop	The group was able to list some of the prop's classifications	The group accurately classified the prop, but were unable to accurately explain why	The group accurately classified the prop and was able to somewhat explain the classification	The group identified all applicable prop classifications, and accurately explained why the object was classified that way.
The group used their time effectively	The group failed to use their time effectively	The group struggled to use their time effectively	The group used their time effectively	The group used their time effectively and did not distract other groups	The group used their time effectively, and were able to move beyond the original scope of the assignment
The group worked together to create and present the story	The group failed to work as a team	Some members of the group were not involved in the creation and presentation	The group worked together to create and present the story	Some members of the group used their personal assets and strengths to create and present the story	The entire group used their personal assets and strengths to create and present the story

Total of \_\_\_\_\_ out of 25 points

## Day One Assessment - Ticket out the door

Students should be asked to take out a piece of paper, and in their own words define the following terms and provide 3 examples of each:

- Running Props
- Soft Props
- Costume Props

Possible answers (2 points for the correct definition and one point for each correct example):

Running props - A running prop is any prop that is consumed or broken through the run of the show. A prop that must be made new for each performance.

- Food that gets eaten
- A torn up piece of paper
- A window that gets broken

Soft Props - Soft props are props that are made from fabric.

- Pillows
- Blankets
- Curtains

Costume Props - Costume props are props selected by the costume designer as a part of the costume that are taken off or otherwise handled on stage

- A cane
- A coat hanging in the closet
- The necklace birthday gift.

## Day Two Assessments - Jobs and Documentation Targeted questions

(TAHSTT.CN.1.c Understand technical theatre career options)

After each new career is presented in the slide show, use the corresponding targeted question towards the students with limited background experience in theatre:

- What are some of the responsibilities of a props master?
- FOLLOW UP - Which of those do you think is the primary responsibility?
- With regards to props, what are some responsibilities of the stage manager?
- FOLLOW UP - Do you think it would be okay for them to delegate any of those responsibilities? Who would they delegate to?
- With regards to props, what are some of the responsibilities of the assistant stage manager?
- FOLLOW UP - Day to day, which of these people do you think is the most important to a successful performance? Why?

(TAHSTT.PR.1.b Identify design and construction documentation, and procedures for production.)

After each document is explained in the slide show, use the corresponding targeted question towards the students with limited background experience in theatre.

- What is the primary purpose of the **master props list**?
- FOLLOW UP - Are there any other uses for this list?
- Who do you think is going to get the most use out of the prop plot?
- FOLLOW UP - Do you think this is most useful before, during, or after each performance?
- Let's say a model airplane breaks, and I happen to have a hot glue gun ready and can repair it immediately, do I still need to put it on the list? Why?

## Day Two Assessments - Prop Olympics

Students will be split into 3 teams and compete in 3 events. At each event, the group will be required to complete a props related task, while also demonstrating knowledge of props related vocabulary. The groups will assign a props master, a stage manager, and the remaining students will be assistant stage managers.

The first task will require the stage manager to look at a picture of an arrangement of props and communicate with the other group members to recreate that arrangement. Each group will need the approval of the teacher before their group can move on to the second part of the first task. Once they have correctly arranged their props, they will be asked to organize them by Set Prop, Personal Props, and set dressing. Once they have correctly organized the props they move to the second task.

The second task is to use a props plot to arrange the personal props on the corresponding stage left and stage right props tables. Once they have correctly laid them out they will need to tape out and label the prop table with the prop and character name. Once the tables are complete, the groups will need to use the laundry list, running prop list, and broken props list to get the corresponding props to the correct locations.

At the final task, the props master will repair the broken prop with hot glue, replace the batteries in the Led candle, and refill the pie tin with whipped cream. In order to get each item necessary for repair, the group will need to match 9 different responsibilities to the person who is responsible for the task.

1. Creating a props list -> Propsmaster
2. Designing a one of a kind prop -> Propsmaster
3. Purchasing props -> Propsmaster
4. Creating a running props list -> Stage Manager
5. Checking all props prior to curtain -> Stage Manager
6. Reporting damaged props -> Stage Manager
7. Presetting props on stage -> ASM
8. Presetting costume props -> ASM
9. Tracking props during run -> ASM

Groups will be awarded points as follows:

- 5 points for each completed task
- 5 points for teamwork
- 5 points for work ethic

## Day Two Assessments - Read a script and create a prop list

Students will be given a copy of scene 9 from *True West* and be asked to create a props list. The scene is chaotic and filled with props and set dressing. Students will be assessed on their ability to compile an accurate props list in the provided 30 minutes.

One point for each correctly documented prop, and minus one point for each missing personal or set prop specifically mentioned in the script, for a maximum of 25 points.

## Day Three Assessments - Adjective-Item Matching exercise

Students are dealt out either 5 adjective card or 5 item cards. A character archetype is displayed on the screen and students have 30 seconds to find a match with another student between an adjective and an item to create an appropriate prop for that character. Any groups that make a quality match (2-3 per archetype) receive a piece of candy as a prize. Students should be encouraged to work quickly.

For example, the archetype of “Hero” is displayed on the screen.

The student with the adjectives in their hand sees that they have the following words:

Dark, Big, Used, Broken, and Heavy

This student finds a student holding items and attempts to find a good match to create a prop for a “Hero”. The second student has the following items:

Box, Cane, Guitar, Sword, and Wand

After some quick discussion, the students have it eliminated the pairs that do not make sense combined together and have arrived at the following options:

- Dark Cane
- Dark Sword
- Dark wand
- Big box
- Big sword
- Used guitar
- Used sword
- Broken cane
- Broken Guitar
- Broken Sword
- Broken Wand
- Heavy Box
- Heavy Sword

They quickly then eliminate any that do not make sense for “hero,” narrowing the list to:

- Big sword
- Used Sword
- Heavy Sword

One student says that big sword makes him think of anime characters, while the other says that a used sword makes him imagine an old knight who has won many battles. The first student likes this idea, and they decide to go with “Used Sword.”

Day Three Assessments - Thumbnail Sketch and Rendering

Assessment Requirement	Below Average 1 point	2 points	Satisfactory 3 points	4 points	Advanced 5 points
Thumbnail sketches and rendering meet the requirements of the director	Thumbnail sketches and rendering do meet any of the requirements of the director	Thumbnail sketches and rendering meet some of the requirements of the director	Thumbnail sketches and rendering meet most of the requirements of the director	Thumbnail sketches and rendering meet all of the requirements of the director	Thumbnail sketches and rendering exceed the requirements of the director, and expand upon what the director asked for.
Thumbnail sketches and rendering demonstrate tone, mood or symbolism in their design	Thumbnail sketches and rendering do not demonstrate tone, mood or symbolism in their design	Thumbnail sketches and rendering somewhat demonstrate tone, mood or symbolism in their design	Thumbnail sketches and rendering demonstrate tone, mood or symbolism in their design	Thumbnail sketches and rendering demonstrate two of the following: tone, mood or symbolism in their design	Thumbnail sketches and rendering demonstrate tone, mood and symbolism in their design
Student's written explanation of rendering explains use of scale, color, style or material	Student's written explanation of rendering does not explain use of scale, color, style or material	Student's written explanation of rendering somewhat explains use of scale, color, style or material	Student's written explanation of rendering explains use of scale, color, style or material	Student's written explanation of rendering explains at least two of the following: use of scale, color, style or material	Student's written explanation of rendering explains use of scale, color, style and material
Prop helps to tell the story of the scene	Prop does not help to tell the story of the scene	Prop somewhat helps to tell the story of the scene	Prop helps to tell the story of the scene	Prop helps to tell the story of the scene, and creates additional details	Prop helps to tell the story of the scene with a focus on the character.
The student used their time effectively.	The student did not use their time effectively.	The student somewhat used their time effectively.	The student used their time effectively.	The student used their time effectively, and did not distract other students	The student used their time effectively, and went beyond the minimum required

Total of \_\_\_\_\_ out of 25 points