

Drama Sub Plans Week, High School

Week-long sub plans: five days of print and go work for grades 9 to 12, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- Drama sets for five days (15 pages)
- Calm vocabulary: learn 8 terms, then a quiet self-test (10 pages)
- Drama team tasks (9 pages)
- Drama games (10 pages)
- Answer keys (6 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one drama set per period (a lesson with worked examples, practice and a challenge), a calm vocabulary block, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no drama knowledge. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the drama set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 62 pages.



Every drama set of the week, with its page and what it reviews. The day's set runs in every period you teach; any set works on any day.

MONDAY (DAY 1)

Opener	Meet Your Sub Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
Drama set 1	The Stage and Theater Vocabulary Reviews: stage directions from the actor's view on a stage map, parts of the theater, theater jobs, kinds of stage, reading blocking notation.	p. 13 · 50 min
Calm vocabulary	Learn and Test: Stage Terms Eight terms from the day's unit to learn alone, then a quiet self-test: match each term to its meaning.	p. 16 · 20 min
Team task	Opening Night Countdown Groups of four put twelve production steps in order, from choosing the play to striking the set, then score the gap to the expert order.	p. 18 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 19 · 15 min

TUESDAY (DAY 2)

Drama set 2	Reading a Script Reviews: objective, obstacle, tactics, subtext and stage directions, reading an original two-person scene closely.	p. 21 · 50 min
Calm vocabulary	Learn and Test: Script Terms Eight terms from the day's unit to learn alone, then a quiet self-test: write each term from its meaning and find it in a word grid.	p. 24 · 20 min
Team task	The Spring Show Budget Groups of four plan a school play's budget: one option in each of five areas, the most production points without going over.	p. 26 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 28 · 15 min

WEDNESDAY (DAY 3)

Drama set 3	Building a Character Reviews: given circumstances, objective, voice and body choices that fit the text, analyzing an original monologue.	p. 30 · 50 min
Calm vocabulary	Learn and Test: Acting Terms Eight terms from the day's unit to learn alone, then a quiet self-test: a short new text with eight gaps.	p. 33 · 20 min
Team task	The Model Box Groups of four build a scale model of a stage set from two sheets of paper, at the designer's scale of a quarter inch to one foot.	p. 35 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 37 · 15 min

THURSDAY (DAY 4)

Drama set 4	Theater History and Genres Reviews: ancient Greek theater, commedia dell'arte, Shakespeare's Globe and the American musical, reading for evidence, a timeline in order.	p. 39 · 50 min
Calm vocabulary	Learn and Test: Genre Terms Eight terms from the day's unit to learn alone, then a quiet self-test: put the mixed-up letters of each term in order.	p. 42 · 20 min
Team task	The Scene Change A director, an actor, a designer and a stage manager, each with facts nobody else has, choose one of six ways to run a tricky scene change.	p. 44 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 46 · 15 min

FRIDAY (DAY 5)

Drama set 5	Design and Production Reviews: the design team's jobs, reading a script for lighting and sound cues, a props list, design terms, a ground plan for an original scene.	p. 48 · 50 min
Calm vocabulary	Learn and Test: Design Terms Eight terms from the day's unit to learn alone, then a quiet self-test: write the terms in a grid to find a mystery word.	p. 51 · 20 min
Team task	Ten Minutes to Places Groups of four rehearse and perform an original backstage scene from a structure sheet, then judge another group on a five-row rubric.	p. 53 · 40 min
Game (optional)	Mystery Box Optional fun to end the class.	p. 55 · 15 min

How the sets work

- One set per day covers every period you teach: Monday's set runs in every Monday class.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm vocabulary block fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no drama knowledge.



This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	Meet Your Sub p. 10 · 15 min	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	Drama 1 The Stage and Theater Vocabulary p. 13 · 50 min	Drama 2 Reading a Script p. 21 · 50 min	Drama 3 Building a Character p. 30 · 50 min	Drama 4 Theater History and Genres p. 39 · 50 min	Drama 5 Design and Production p. 48 · 50 min
If a class finishes early or gets loud	Learn and Test: Stage Terms p. 16 · 20 min	Learn and Test: Script Terms p. 24 · 20 min	Learn and Test: Acting Terms p. 33 · 20 min	Learn and Test: Genre Terms p. 42 · 20 min	Learn and Test: Design Terms p. 51 · 20 min
Block period (90 minutes) only	Opening Night Countdown p. 18 · 40 min	The Spring Show Budget p. 26 · 40 min	The Model Box p. 35 · 40 min	The Scene Change p. 44 · 40 min	Ten Minutes to Places p. 53 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 19 · 15 min	Paper Password p. 28 · 15 min	Class Feud p. 37 · 15 min	Classroom Millionaire p. 46 · 15 min	Mystery Box p. 55 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Drama 1** is Monday's set, **Drama 2** is Tuesday's, and so on to **Drama 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Drama set (one period, with a challenge to stretch it)
- A calm vocabulary block: learn 8 new subject terms, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!



Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Common Ground in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the reset sheet from the calm block and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's set on the weekly schedule and count copies for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.

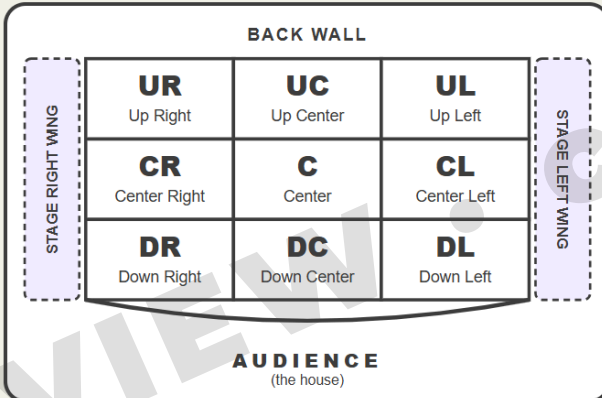


Drama Set 1: The Stage and Theater Vocabulary

Drama • Day 1

Written work, no acting today. Read the Remember box and the stage map, then answer Part A from the map.

This set reviews: stage directions from the actor's view on a stage map, parts of the theater, theater jobs, kinds of stage, reading blocking notation



Remember

- **Stage directions** are given from the actor's view, standing on the stage and facing the audience.
- **Downstage** is toward the audience. **Upstage** is away from it, toward the back wall.
- **Stage right** is the actor's right. **Stage left** is the actor's left. From the audience's seats they look reversed: stage left is on the audience's right.
- **Center** is the middle. The stage is split into nine areas, each with a short code, like DR for Down Right.
- A **cross** is a move from one area to another. **Blocking** is the planned set of moves for a scene.

Part A: moving on the stage

Use the map. Give the area's full name and its code, for example: Down Right (DR).

- Maya starts at Up Right and crosses two areas downstage. Where does she stop?
.....
- Luis starts at Center and crosses one area stage left. Where does he stop?
.....
- Theo starts at Down Center, crosses one area upstage, then one area stage right. Where is he?
.....
- Priya starts at Up Left and walks straight toward the audience until she reaches the front row of areas. Where is she?
.....
- Nadia at Up Center crosses one area diagonally, downstage and stage right. Where is she now?
.....
- Which area is diagonally opposite Down Left, straight through Center?
.....
- Sam crosses from Down Left to Down Right. Which area does he pass through on the way?
.....
- A person in the audience points at the area on THEIR right that is nearest to them. What is its stage name?
.....

Part B: what kind of stage is it?

Write the kind of stage from the bank on the line. Each one is used once.

Proscenium stage

Thrust stage

Arena stage (theater in the round)

Black box

- The audience sits on three sides of a stage that juts out into the house.
.....
- A plain, dark, empty room where the seats and the acting space can be set up differently for every show.
.....
- The audience sits on all four sides, so actors always have their backs to someone.
.....
- The whole audience sits on one side and watches through a frame, like looking into a room with one wall removed.
.....



Drama Set 1: Parts of the Theater and Who Does What

Drama • Day 1

Parts C and D. Write one letter in each box, then one job on each line. Two jobs in the Part D bank are not used.

Part C: parts of the theater

Write the letter of the matching description in the box next to each term. Each letter is used once.

- | | | |
|-----------------|--------------------------|--|
| 1 Proscenium | ☐ | A The tall space above the stage where scenery and lights can be raised out of sight. |
| 2 Apron | ☐ | B The large frame or arch around the front of the stage that the audience looks through. |
| 3 Wings | ☐ | C A lowered area in front of the stage where live musicians play. |
| 4 House | ☐ | D The hidden spaces at the sides of the stage where actors wait to enter. |
| 5 Fly space | ☐ | E The room, usually at the back of the house, where the crew runs the lights and sound. |
| 6 Green room | ☐ | F The strip of stage floor in front of the main curtain, nearest the audience. |
| 7 Orchestra pit | ☐ | G A room near the stage where actors wait and rest before and during a show. |
| 8 Booth | ☐ | H The part of the theater where the audience sits. |

Part D: who does this job?

Write the job from the bank on the line. Two jobs in the bank are not used.

- Sits in the booth during every show and calls each light and sound cue, so the crew knows exactly when to act. _____
- Wrote the script: the characters, the dialogue and the stage directions. _____
- Plans what the audience sees on the stage floor and walls: the rooms, doors, platforms and backdrops. _____
- Is in charge of the audience side: the ushers, the lobby, and when the doors open. _____
- Chooses the angle, color and brightness of the lights and plans every change in them. _____
- Has the final say on how the whole production is interpreted and tells actors where to move. _____
- Finds or builds every object an actor picks up, such as letters, cups and umbrellas. _____
- Designs what each character wears, from the hat down to the shoes. _____

Which two jobs in the bank were not used? Pick one and say in your own words what that person does.



Drama Set 1: Reading Blocking

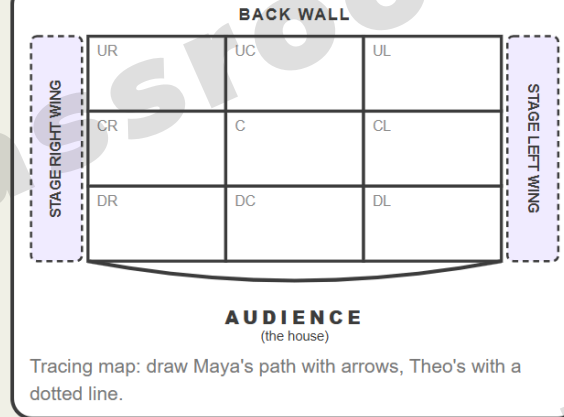
Part E. Read the short scene. The blocking is in parentheses, in the area codes from page 1. Trace it on the small map, then answer.

Drama • Day 1

The Last Bus

A bus stop at night. A bench at CR. Rain. Small numbers are line numbers.

- 1 **THEO** (*seated on the bench at CR, reading*) Last bus left ten minutes ago.
- 2 **MAYA** (*enters UL, crosses to C*) You're joking. The sign says eleven fifteen.
- 3 **THEO** (*does not look up*) That sign has said eleven fifteen since April.
- 4 **MAYA** (*crosses to DL*) Then why are you still sitting here?
- 5 **THEO** (*stands, crosses to DC*) Because my ride is late too. You're in my history class, right? Maya?
- 6 **MAYA** (*crosses away from him to UC*) Maybe. I'm fine. I can walk. It's only two miles.
- 7 **THEO** (*crosses to DR*) In the rain? My sister's picking me up. Text your mom, and we'll drop you at your door.
- 8 **MAYA** (*crosses to CR*) Fine. But I'm sitting in the back.



Part E: trace the blocking

1. Where does Maya enter, and where does she say line 2?
.....
2. After line 4, who is farther upstage? Give both areas.
.....
3. After line 7, who is nearer to the audience? Give both areas.
.....
4. List every area Maya stands in, in order, from her entrance to the end.
.....
5. In line 8, Maya crosses to the bench area where Theo started. Which area is that, and where is Theo now?
.....

Challenge: block it yourself

Here are the next four lines. Write blocking in parentheses for each line, using the area codes. Use at least three different areas, and end with one actor on the stage right side (UR, CR or DR) and the other on the stage left side (UL, CL or DL). Under your blocking, explain in two sentences what one of your crosses shows about the character.

THEO Your shoes are soaked. **MAYA** They were soaked an hour ago. **THEO** There's the car. **MAYA** Thank you. Really.

.....

.....

.....

.....



Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 stage terms, then test yourself on page 2.

Calm • Day 1

How to learn them

- 1 Read the word and its meaning.
- 2 Read the example sentence.
- 3 Cover the word. Say it from the meaning.
- 4 Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

WORD	MEANING AND EXAMPLE	WRITE IT
1 rake NOUN	the upward slope of a stage floor from the front toward the back <i>The rake of the old stage made a dropped ball roll toward the audience.</i>	_____
2 flat NOUN	a light wooden frame covered in cloth and painted to look like a wall <i>The crew painted each flat to look like a brick wall.</i>	_____
3 trap NOUN	a door in the stage floor that actors or objects can rise through <i>The ghost rose through the trap in a cloud of fog.</i>	_____
4 catwalk NOUN	a narrow walkway high above the stage, used to reach the lights <i>The electrician crossed the catwalk to fix a light.</i>	_____
5 spike NOUN	a small piece of tape on the floor that marks where something goes <i>Set the chair on the blue spike so the light hits it.</i>	_____
6 strike VERB	to take apart and remove a set and props, often after the last show <i>After the final show, the whole cast stayed to strike the set.</i>	_____
7 cheat VERB	to turn your body partly toward the audience while talking to another actor <i>Remember to cheat out so the back row can see your face.</i>	_____
8 offstage ADVERB	out of the audience's sight, in the wings or behind the set <i>She laughed offstage, so we heard her before we saw her.</i>	_____

Check your test here (only after the test) Turn the page upside down to read.

1 strike 2 trap 3 cheat 4 offstage 5 catwalk 6 rake 7 flat 8 spike



Calm Block, Day 1: Test Yourself

Calm • Day 1

Turn page 1 face down and do not peek. When you finish, check your answers at the bottom of page 1.

Match each meaning to its word

Read each meaning. Write the matching word from the box on the line.

catwalk

cheat

flat

offstage

rake

spike

strike

trap

- 1 to take apart and remove a set and props, often after the last show _____
- 2 a door in the stage floor that actors or objects can rise through _____
- 3 to turn your body partly toward the audience while talking to another actor _____
- 4 out of the audience's sight, in the wings or behind the set _____
- 5 a narrow walkway high above the stage, used to reach the lights _____
- 6 the upward slope of a stage floor from the front toward the back _____
- 7 a light wooden frame covered in cloth and painted to look like a wall _____
- 8 a small piece of tape on the floor that marks where something goes _____

My score: _____ / 8 Words to review again: _____

Finished early?

Pick three of the words. Write your own sentence with each one.

- 1 _____
- 2 _____
- 3 _____



Team Task, Day 1: Opening Night Countdown

Team • Day 1

Groups of four. Voice level 2. One sheet per group, one person writes, and no group rank goes down until all four agree.

The challenge

Every play, from a school show to Broadway, is built in the same order. Get a step too early and the whole schedule falls apart: you cannot hold a dress rehearsal on a set that is not built. **Your job:** rank the twelve steps below from **1 (first)** to **12 (last)**.

Step 1: alone, in three minutes, fill in "My rank". **Step 2:** as a group, talk it through and agree on "Group rank". Every rank from 1 to 12 is used once. For each step, ask: **what has to be finished before this can start?**

PRODUCTION STEP	MY RANK	GROUP RANK	EXPERT RANK	DIFFERENCE
A Cue-to-cue: a technical rehearsal of every light and sound cue				
B Hold auditions				
C Strike: take the set apart after the last performance				
D First read-through with the whole cast				
E Load-in: the finished set moves into the theater for tech				
F Choose the play and get the performance rights				
G Final dress rehearsal: full costumes, makeup, lights and sound				
H Post the cast list				
I Off-book day: all lines memorized, no scripts in hand				
J Blocking rehearsals: set every entrance, exit and cross				
K Hold callbacks for the leading roles				
L Opening night				
Total difference (lower is better)				

Scoring

When the sub reads the expert order, write it in. Difference = group rank minus expert rank, sign dropped, added over the twelve rows. Score your "My rank" column the same way.

- **0 to 10:** excellent: you think like a stage manager
- **11 to 20:** good
- **21 to 32:** fair
- **33 or more:** ask "what has to happen first?" for every step

Talk it over

Which step did your group argue about most, and what settled it?

Challenge: a show rehearses 5 days a week, 3 hours a day, for 6 weeks, and the last week is tech week. How many rehearsal hours come before tech week? Show the math.



Game, Day 1: Whiteboard Quiz Game

Game • Day 1

Sub script and questions. 15 minutes at the end of the period, or for extra time. Optional.

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again.
Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (improv for improvising, props for a prop).

The Stage

100 Which direction on stage is toward the audience?

Downstage

200 Is stage left the actor's left or the audience's?

The actor's left

300 What are the hidden spaces beside the stage called?

The wings

400 What is the arch framing the front of a stage?

The proscenium

500 What kind of stage has the audience on three sides?

A thrust stage

History

100 In which ancient city did Western theater begin?

Athens

200 What did ancient Greek actors wear over their faces?

Masks

300 Which theater did Shakespeare's company build in 1599?

The Globe

400 What were the playgoers standing in the Globe's yard called?

Groundlings

500 Which Italian form used stock characters and improvised scenes?

Commedia dell'arte

Scripts

100 What is a long speech by one character called?

A monologue or soliloquy

200 What is the meaning under a character's words called?

Subtext

300 What short line to the audience do other characters not hear?

An aside

400 What is a character's goal in a scene called?

The objective

500 What notes in parentheses tell actors how to move?

Stage directions

Design

100 What is the exact moment a light or sound changes called?

A cue

200 Who calls the cues during a performance?

The stage manager

300 What is an object an actor handles on stage called?

A prop

400 What thin colored sheet changes the color of a stage light?

A gel

500 What drawing shows a set seen from above?

A ground plan

Acting

100 What is making up lines on the spot called?

Improvising

200 What is a scene's planned movement called?

Blocking

300 What skill makes your voice reach the back row?

Projection

400 What is a frozen picture made by the actors' bodies called?

A tableau

500 What does an actor do to cheat out?

Turns partly to the audience

Final Wager: Shakespeare

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

Which Shakespeare tragedy did the 1957 musical West Side Story retell in New York?

Romeo and Juliet

Right: add the wager. Wrong: subtract it. That is the final score.



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

THE STAGE	SCRIPTS	ACTING	HISTORY	DESIGN
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

.....

.....

.....

Team 2

.....

.....

.....

Team 3

.....

.....

.....

Team 4

.....

.....

.....

Team 5

.....

.....

.....

Team 6

.....

.....

.....

Final Wager: Shakespeare

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

Team 1

WAGER

ANSWER

Team 2

WAGER

ANSWER

Team 3

WAGER

ANSWER

Team 4

WAGER

ANSWER

Team 5

WAGER

ANSWER

Team 6

WAGER

ANSWER



Answer Keys (1 of 6)

Teacher copy. Keep these pages out of the student sets.

Drama Set 1: The Stage and Theater Vocabulary

Part A: 1. Down Right (DR); 2. Center Left (CL); 3. Center Right (CR); 4. Down Left (DL); 5. Center Right (CR); 6. Up Right (UR); 7. Down Center (DC); 8. Down Left (DL).

Part B: 1. thrust stage; 2. black box; 3. arena stage (theater in the round); 4. proscenium stage.

Part C: 1. B (proscenium); 2. F (apron); 3. D (wings); 4. H (house); 5. A (fly space); 6. G (green room); 7. C (orchestra pit); 8. E (booth).

Part D: 1. stage manager; 2. playwright; 3. set designer; 4. house manager; 5. lighting designer; 6. director; 7. props master; 8. costume designer. Not used: choreographer and sound designer; accept a description such as "creates and teaches the dances" (choreographer) or "plans every sound effect and the music" (sound designer).

Part E: 1. She enters at Up Left (UL) and says line 2 at Center (C); 2. Theo (Theo at Center Right (CR), Maya at Down Left (DL)); 3. Theo (Theo at Down Right (DR), Maya at Up Center (UC)); 4. UL, C, DL, UC, CR; 5. Center Right (CR); Theo is at Down Right (DR).

Challenge: answers vary. Accept blocking in parentheses on all four lines, only real area codes from the map, at least three different areas, and a final position with one actor in UR, CR or DR and the other in UL, CL or DL (for example Maya CL and Theo DR). The two sentences must link one cross to a feeling or choice, such as Maya crossing toward the car at the end to show she has decided to trust Theo.

Calm block, Day 1: Learn and Test: Stage Terms

Match: 1. strike; 2. trap; 3. cheat; 4. offstage; 5. catwalk; 6. rake; 7. flat; 8. spike.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.

Calm block, Day 2: Learn and Test: Script Terms



Write and find: 1. exposition; 2. antagonist; 3. stakes; 4. soliloquy; 5. climax; 6. dialogue; 7. aside; 8. beat. In the grid the words run in all eight directions, some backward; each word is in the grid once.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.



Drama Set 1: Parts of the Theater and Who Does What

Drama • Day 1

Parts C and D. Write one letter in each box, then one job on each line. Two jobs in the Part D bank are not used.

Part C: parts of the theater

Write the letter of the matching description in the box next to each term. Each letter is used once.

- | | | |
|------------------------|--------------------------|---|
| 1 Proscenium | ☐ | A The tall space above the stage where scenery and lights can be raised out of sight. |
| 2 Apron | ☐ | B The large frame or arch around the front of the stage that the audience looks through. |
| 3 Wings | ☐ | C A lowered area in front of the stage where live musicians play. |
| 4 House | ☐ | D The hidden spaces at the sides of the stage where actors wait to enter. |
| 5 Fly space | ☐ | E The room, usually at the back of the house, where the crew runs the lights and sound. |
| 6 Green room | ☐ | F The strip of stage floor in front of the main curtain, nearest the audience. |
| 7 Orchestra pit | ☐ | G A room near the stage where actors wait and rest before and during a show. |
| 8 Booth | ☐ | H The part of the theater where the audience sits. |

Part D: who does this job?

Write the job from the bank on the line. Two jobs in the bank are not used.

- Sits in the booth during every show and calls each light and sound cue, so the crew knows exactly when to act. _____
- Wrote the script: the characters, the dialogue and the stage directions. _____
- Plans what the audience sees on the stage floor and walls: the rooms, doors, platforms and backdrops. _____
- Is in charge of the audience side: the ushers, the lobby, and when the doors open. _____
- Chooses the angle, color and brightness of the lights and plans every change in them. _____
- Has the final say on how the whole production is interpreted and tells actors where to move. _____
- Finds or builds every object an actor picks up, such as letters, cups and umbrellas. _____
- Designs what each character wears, from the hat down to the shoes. _____

Which two jobs in the bank were not used? Pick one and say in your own words what that person does.

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Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

