

# Stage Management Theatre 346 Fall 2018

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## Learning Outcomes for Theatre 346, Stage management. The student will:

- explain the processes and skills of theatrical stage management.
- exercise the knowledge and skills required to effectively stage manage.
- create a template of forms and documents for a stage manager's production book.
- simulate the activities of a stage manager of a theatrical and/or dance production.

## Course Format and Activities:

This course will be composed of two broad categories of assignments: **discussion group topics** and **simulation exercises**. There will be extensive use of the **D2L** discussion groups. We will use the discussion groups in two ways.

One set of discussion topics will be related to “what if” scenarios. We will pose a question or problem that might arise in a production situation. Individuals, small groups or the class as a whole will discuss possible tactics to deal with the scenario.

The second type of discussion topic will deal with gathering and sharing information on subjects that do not fit well in the simulation exercises. After the small groups have explored a topic or scenario we will review the approaches that were developed in our face-to-face meetings. There will be approximately one discussion topic explored per week.

The discussion group posts will be evaluated using the rubric included in the content area of D2L. Carefully consider the four areas being evaluated: insightfulness, organization, clarity of communication, and writing mechanics as you write your posts.

The simulation exercises are designed to mimic the tasks of a stage manager and/or develop templates that you can use in future stage management situations. Most of the exercises will be based on a production of *Radium Girls*. UWSP produced this show in the fall of 2014. There will be several assignments where you may request to substitute a show you are or will soon be working on as alternate subject matter. For instance, if you are directing, designing or stage managing a particular show next spring and would like to use a class assignment to “get ahead” on that production you may request that substitution. You must get prior approval before substituting an alternate production. There will be additional projects designed to deal with stage managerial responsibilities not required by the *Radium Girls* project, for example: notating live blocking, cueing for dance productions, safety, “taping” a ground plan and Equity rules.

## Grading:

A > 93%  
A- > 90%  
B+ > 87%  
B > 83%  
B- > 80%

C+ > 77%  
C > 73%  
C- > 70%  
D+ > 66%  
D > 60%

**Assignments:**

Simulation Topics		Points
Preproduction planning		
	Production Analysis	24
	Checklists	12
	Audition materials (checklist, form, schedule)	12
Rehearsal planning		
	Checklists (daily pre and post rehearsal)	12
	Taping ground plans (stage marks for dance)	12
	Blocking from video	24
	Blocking from live rehearsal	18
Technical rehearsal planning		
	Checklists (daily pre and post rehearsal) schedule, call times	12
	Cue Notation	12
	Cue calling exercise	12
	Dance cue notation	12
Performance planning		
	Checklists, performance reports	12
	Headset etiquette	12
	Emergencies cheat sheet	12
Weekly discussion topics		
	Approximately 14 topics at 12 points each	168
	Topics to include but not limited to: Equity agreements, interruptions to rehearsals and performances, stage combat, animals on stage, kids on stage, nudity in productions, late alterations of productions.	
Final Exam, job interview, December 18 at 2:45 – 4:45 pm		12
Approximate total points		378

**Attendance Policy:** Regular attendance is expected. You cannot participate if you are not in class. You are allowed two absences. Your grade will be lowered one step (i.e. B+ to B) for each absence in excess of your two excused absences. You are responsible for material communicated while you are absent. Late assignments will not be accepted. If you are absent for a compelling reason your assignment may be accepted late. The instructor will determine what constitutes a compelling reason. Contacting the instructor before an absence occurs may encourage him to help you with work missed.

Textbook:

The Stage Manager's Toolkit, by Laurie Kinckman

Online resources:

[The Stage Manager's Toolkit companion website](#)

[UWSP Department of Theatre and Dance Production Calendars](#)

[Actor's Equity Association website](#)

## **ACADEMIC CONDUCT:**

*This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on all assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.*

*Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.*

## **ACCOMMODATIONS:**

*Any student who anticipates that they may need an accommodation based on the impact of a disability (including mental health, chronic or temporary medical conditions) should contact me privately to discuss specific Needs. Students are strongly encouraged to contact the Disability and Assistive Technology Center (DATC) at 715-346-3365 or at [datctr@uwsp.edu](mailto:datctr@uwsp.edu) to seek further assistance.*

## **EMERGENCY:**

*“In the event of a medical emergency, call 911 or use red emergency phone located ([list location](#)). Offer assistance if trained and willing to do so. Guide emergency responders to victim.*

*In the event of a tornado warning, proceed to the lowest level interior room without window exposure at ([list primary location for shelter closest to classroom](#)). See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.*

*In the event of a fire alarm, evacuate the building in a calm manner. Meet at ([state logical location to meet 200 yards away from building](#)). Notify instructor or emergency command personnel of any missing individuals.*

*Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.*

*See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.”*