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EDUC 359

Round Reflection

November 23, 2015

### Rehearsing *A Midsummer Night's Dream*

Ever since we started rehearsing *A Midsummer Night's Dream*, I have been both nervous and excited to have other teachers come into the classroom to see what sort of chaos we have been getting up to in here. For this particular rehearsal, I had just taught the students about blocking during the last lesson, and had wanted the students to apply what they have learned to new scenes that they were about to begin today. I held my round during second period with 8A, on a Monday before Thanksgiving break, which was also making me somewhat nervous. This particular class is incredibly energetic, and struggles with transitions due to side conversations and general chattiness.

During the lesson, everything really went better than I even expected. 8A was attentive, listened to my instructions, and largely participated in the class activity—which was to mark up their own scripts with stage directions for the new scenes that they were beginning to rehearse. As I walked around the room and talked to the pairs of students working, I could hear at least some evidence that they were drawing on what they learned from the blocking lesson during the previous class because they were referencing the vocabulary that they had learned. Some pairs were even referencing the worksheet that I had given them during the previous lesson that explained where different directions (such as center stage, stage left, stage right) were on the

stage. Not every group was marking up their script, but every group was looking at their characters' lines and talking with each other about what sort of stage directions they wanted to add to their character's lines.

For the second half of class, we broke into rehearsal groups and rehearsed the new scenes with the stage directions that they had added to their scripts. I was with one half of the class, which was struggling to come together. Each rehearsal group had at least one assigned director, but the directors in my group were having a hard time getting the rest of the rehearsal group to focus on starting the scene. Ultimately, however, having these directors helped the group to gain focus, and they were able to successfully rehearse. They did not reference the stage directions that they had added to their scripts quite as much as I had hoped—and according to those who observed the group downstairs, they were not really referencing the stage directions much either—but they were talking about how to position actors on the stage and at least beginning to think about how they would want to block these scenes.

Ultimately, I definitely feel as if having all of the other adults in the classroom to observe during this round caused my students to be much more attentive and have much fewer side conversations. I had forgotten to warn them during the class before that we would be having a round, so I don't think they expected to see so many adults in the room. I am not sure if the lesson would have run as smoothly as it could have if there had not been so many adults in the room. My goals continuing on are to make sure that I am managing my transitions well, and also making sure to hold my students accountable for the work that they are supposed to produce. I should have checked each script or even collected them to make sure that the students were actually adding directions to their script. I also could have encouraged them to use their stage

directions more as they rehearsed their scenes. In the future, I will make sure to follow through more and let the students know that they are always responsible for completing or at least attempting the work assigned to them in class.