**9-Week Theatre Lesson Plan for "Stolen: The 1911 Heist of the Mona Lisa"**

**Overview:**

This 8-week lesson plan will prepare students for a production of the play "Stolen." The plan incorporates research, character development, historical exploration of Paris in 1911, and intensive rehearsals. Each week builds on the previous one, ensuring students understand the historical context and artistic themes of the time.

**Week 1: Welcome to Advanced Theatre and our play “Stolen” by Mrs. Mann.**

* Overview of the play and distribution of scripts.

**Week 2: Introduction and Auditions**

**Objective:** Introduce the play, assign research topics, and hold auditions.

**Day 1:**

* Brief discussion about Paris in 1911 and the significance of the Mona Lisa.
* Introduction to the characters and their backgrounds.
* Assign research topics (art, architecture, fashion, music).

**Day 2:**

* Group discussion: *Why is art important in culture and history?*
* Students begin researching Parisian life in 1911.
* Create character analysis sheets for each role.

**Day 3:**

* Presentation on Parisian architecture, focusing on the Louvre Museum.
* Collaborative discussion: How does the setting influence the characters?
* Additional group activity: Students create timeline posters of key Parisian events in 1911.

**Day 4:**

* Discussion and brainstorming: What was life like in Europe vs. America in 1911?
* Mini workshop: Practice reading character lines aloud with partners.
* Begin research presentations from student groups.

**Day 5 (Friday - Audition Day):**

* Students audition for chosen roles.
* Feedback and callback discussions (if needed).
* Reflection journal: Students write about what they learned during the research presentations.

**Week 3: Character Development and Historical Context**

**Objective:** Deepen students' understanding of their characters and begin rehearsals.

**Day 1:**

* Cast list announcement.
* Discussion: What motivates your character?
* Begin filling out “Character Backstory” sheets.

**Day 2:**

* Research presentations: Art and famous works of 1911.
* Focus on how iconic pieces (e.g., the Mona Lisa) shape the story.

**Day 3:**

* Discussion: Explore 1911 fashion trends and how costume impacts performance.
* Sketching session: Students sketch costumes based on their research.

**Day 4:**

* Workshop: Practicing body language and accents for key characters (e.g., French, Italian, German).
* Line memorization strategies.

**Day 5:**

* Cold reading rehearsal for Scene 1.
* Feedback on line delivery and blocking.

**Week 4: Setting the Scene**

**Objective:** Explore the setting of Paris and refine early scenes.

**Day 1:**

* Presentation: Architecture of the Louvre in 1911.
* Discussion: How does architecture set the tone for a story?

**Day 2:**

* Research presentations: Music of 1911 (Parisian cabaret and international influences).
* Group listening session: Play examples of 1911 French music and discuss atmosphere.

**Day 3:**

* Scene blocking for Scene 2.
* Focus on using space to convey historical setting.

**Day 4:**

* Character improv exercises: "What would your character do in a crowded Parisian Street; art gallery; art loft?"
* Reflections: How do historical events impact the characters’ motivations?

**Day 5:**

* Rehearsal: Scene 1 and Scene 2 combined run-through.
* Feedback on pacing and interaction.

**Week 5: Deep Dive into Characters and Key Themes**

**Objective:** Strengthen characterization and reinforce key historical and thematic elements.

**Day 1:**

* Historical context discussion: The theft of the Mona Lisa.
* Reflection: Why was the theft shocking to the world?

**Day 2:**

* Collaborative reading and analysis: Articles from the 1911 newspapers about the heist.
* Begin rehearsal of Scene 3.

**Day 3:**

* Workshop: Vocal techniques for projecting emotion.
* Perform monologues from the perspective of characters.

**Day 4:**

* Discussion: Symbolism in art and its significance in the play.
* Table read of Scene 4 with guided feedback.

**Day 5:**

* Full rehearsal of Scenes 1–4.
* Peer-to-peer feedback: Focus on voice clarity and characterization.

**Week 6: Refining and Enhancing Performance**

**Objective:** Focus on refining character interactions and staging.

**Day 1:**

* Rehearsal: Blocking and refining Scene 5.
* Props discussion: Students list, collect, organize necessary items.

**Day 2:**

* Costume workshop: Finalize sketches and assign costume pieces.
* Group discussion: "How does clothing help tell the story?"

**Day 3:**

* Collaborative exercise: Pair up and rehearse lines in duos to strengthen chemistry.
* Peer review: Students provide feedback to one another on line delivery.

**Day 4:**

* Music integration: Rehearse scenes that involve background music or character dances (e.g., Can Can Dancer).
* Line delivery workshop: Focused practice to improve tone and emotion.

**Day 5:**

* Rehearsal: Full run-through of Scenes 1–5.
* Feedback on timing, expression, and pacing with peer and teacher notes.

**Week 7: Full Rehearsals and Refinement**

**Objective:** Polish performances and finalize staging.

**Day 1:**

* Review: Focus on entrances, exits, and scene transitions.
* Rehearse final scene (Scene 6).

**Day 2:**

* Full run-through with initial lighting and sound cues.
* Note session with feedback on performance.

**Day 3:**

* Work on high-energy scenes (e.g., crowd scenes, Can Can Dancer performance).
* Reflective journaling: Students write about improvements made during rehearsal.

**Day 4:**

* Run-through with emphasis on emotion and character arcs.
* Peer evaluation: Students fill out feedback forms after watching scenes.

**Day 5:**

* Peer-led feedback session: Students offer constructive critique.
* Wrap-up discussion: What worked well and what still needs refining.

**Week 8: Full “Mock” Dress Rehearsals**

**Objective:** Conduct a “mock” dress rehearsals and prepare for final adjustments.

**Day 1:**

* Full dress “mock” rehearsal with costumes, props, and blocking.
* Focus on fixing any technical issues.

**Day 2:**

* Rehearsal: Emphasis on projection and diction.
* Feedback: Address areas where characters need more intensity.

**Day 3:**

* Run-through for selected scenes with small invited audiences for feedback.
* Peer and audience discussion: What worked well and pacing adjustments.

**Day 4:**

* Full dress “mock” rehearsal spread over two segments with reflection breaks.
* Reflective journaling: Students note their progress and next steps.

**Day 5:**

* Final full “mock” run-through with a different invited group of observers.
* Wrap-up discussion: Evaluate improvements made during the week.

**Week 9: Final Preparations and Performances**

**Objective:** Rehearse the play and celebrate accomplishments.

**Day 1:**

* Review and final notes session.
* Encourage students with positive reinforcement.
* Extra review day: Conduct a practice Q&A where students explain their character arcs and key scene objectives.

**Day 2:**

* Tech rehearsal: Final adjustments to sound, lighting, and set.
* "Mock Performance Day 1": Full run-through as if it is a live performance.

**Day 3:**

* "Mock Performance Day 2": Repeat full run-through with emphasis on pacing and audience interaction.
* Quick notes and corrections.

**Day 4:**

* Final pre-show reflection and goal-setting.
* Tech talk.

**Day 5:**

* Post run-through cast discussion: Reflect on strengths, challenges, and lessons learned.
* Watch a video of the full run-though and take notes.