A Wrinkle in Time Directing Binder

Designed for a High School Theatre Department

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Letter to Students

Greetings students!

I am excited to announce that the East High School theatre department will be putting on a production of A *Wrinkle In Time* by John Glore, adapted from the novel by Madeleine L'Engle. A Wrinkle In Time follows Meg Murray's quest to rescue her father from the grip of the evil IT, aided by her brother Charles Wallace and friend Calvin. Guided by the magical Mrs. Whatsit, Mrs. Who, and Mrs. Which, they embark on a journey through space and time, confronting the IT's malevolent force. Throughout their adventure, they discover that embracing their uniqueness empowers them and the strength of hope and love amidst darkness.

Whether you have been doing theatre your whole life or if you have never worked on a show before, the Wildcat Theatre department welcomes people of all backgrounds with open arms! This show provides opportunities to practice collaboration, design skills, and acting skills.

We are seeking actors and designers. There will be an interest meeting held on Tuesday, September 10th from 3:00-4:30 PM. Come with any questions you may have and bring your friends! We will be holding an audition workshop on Friday, September 13th from 3:00-5:00 PM. Auditions will be held after school on September 17th and 18th. Callbacks will be held on Friday, September 20th. Designer interviews will be scheduled on an individual basis.

IMPORTANT INFO:

- Interest Meeting – **September 10th**
- Audition Workshop – **September 13th**
- Auditions – **September 17th and 18th**
- Callbacks – **September 20th**
- Rehearsals – **September 30th-November 14th, Mon-Fri primarily from 3-6/7 PM**
- Performance Dates – **November 15th-16th and 21st-23rd**

If you have any questions, email wevleykr@dukes.jmu.edu.

Best,
Ms. Wevley

Letter to Families

Greetings families!

I am excited to announce that this fall, East High's theatre department is putting on *A Wrinkle In Time* by John Glore, adapted from Madeleine L'Engle's novel. The play follows Meg, Charles Wallace, and Calvin as they confront the evil IT, guided by Mrs. Whatsit, Mrs. Who, and Mrs. Which on a journey through space and time. Their adventure teaches the power of embracing uniqueness and finding hope and love amidst darkness.

We would love to have your student(s) work on the show! This process enriches collaboration skills, builds confidence, grows creativity, and is also loads of fun!

IMPORTANT INFO:

- Interest Meeting – **September 10th**
- Audition Workshop – **September 13th**
- Auditions – **September 17th and 18th**
- Callbacks – **September 20th**
- Rehearsals – **September 30th-November 14th, Mon-Fri primarily from 3-6/7 PM**
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If you are looking for a way to help with this production, there will be many volunteer opportunities to come.

Please complete the permission slip attached at the bottom of this paper. Have your student bring it to school to turn in at their audition or interview.

If you have any questions, feel free to reach out to wevleykr@dukes.jmu.edu.

Thank you,
Ms. Wevley

- -

I grant permission for my child, _____, to participate in the High School's production of *A Wrinkle In Time*. I understand and commit to rehearsals Monday-Friday from 3:00PM - 7:00PM each week, and I will communicate with Ms. Wevley about any absences as early as possible.

Student Signature: _____ Date: _____
Parent/Guardian Signature: _____ Date: _____

Letter to Teachers

Greetings teachers!

Happy back to school! I am excited to announce that this fall, East High's theatre department is putting on *A Wrinkle In Time* by John Glore, adapted from Madeleine L'Engle's novel. The play follows Meg, Charles Wallace, and Calvin as they confront the evil IT, guided by Mrs. Whatsit, Mrs. Who, and Mrs. Which on a journey through space and time. Their adventure teaches the power of embracing uniqueness and finding hope and love amidst darkness. This process enriches collaboration skills, builds confidence, grows creativity, and is also loads of fun!

To stage this production successfully, we rely on parents and teachers for support. It would be great if you could encourage your students to audition or interview to work backstage! Additionally, if you have experience in carpentry or sewing and are looking for a new way to support your students and the school community, you are more than welcome to volunteer to help with set and costume building.

Additionally, you are invited to come see our performances later this fall.

Performances will take place on November 15th-16th and 21st-23rd in the school auditorium. Auditions will be held after school on September 17th and 18th. Callbacks will be held on Friday, September 20th.

If you are interested in volunteering, you can reach me at wevleykr@dukes.jmu.edu.

Have a great year!

Thank you,
Kathryn Wevley

REHEARSAL SCHEDULE

September 2024

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10 INFORMATION SESSION: Actors – 3:00-4:30 PM	11	12	13 AUDITION WORKSHOP – 3:00-5:00 PM	14	15
16	17 AUDITIONS DAY 1 – 4:00-8:00 PM	18 AUDITIONS DAY 2 - 4:00-8:00 PM	19	20 CALLBACKS	21	22
23	24	25 PRODUCTION MEETING – 3:00 – 4:00 PM	26	27	28	29
30 Rehearsal: First Read Through/ Introduction Day – 3:00 – 5:30 PM	1	2	3	4	5	6

REHEARSAL SCHEDULE

October 2024

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30	1 Rehearsal: Character Work and Ensemble Building – 3:00 – 6:30 PM	2 PRODUCTION MEETING – 3:00 – 4:00 PM Rehearsal: Character Work and Ensemble Building – 4:00 – 7:30 PM	3 Rehearsal: Blocking – 3:00 – 6:30 PM	4 Rehearsal: Blocking – 3:00 – 6:30 PM	5	6
7 Rehearsal: Blocking – 3:00 – 6:30 PM	8 Rehearsal: Blocking – 3:00 – 6:30 PM	9 PRODUCTION MEETING – 3:00 – 4:00 PM Rehearsal: Blocking – 3:00 – 6:30 PM	10 Rehearsal: Blocking – 3:00 – 6:30 PM	11 Rehearsal: Blocking – 3:00 – 6:30 PM	12	13
14 Rehearsal: Blocking – 3:00 – 7:00 PM	15 Rehearsal: Blocking – 3:00 – 7:00 PM	16 PRODUCTION MEETING – 3:00 – 4:00 PM Rehearsal: Cleaning – 4:00 – 8:00 PM	17 Rehearsal: Cleaning – 3:00 – 7:00 PM **OFF BOOK DATE**	18 Fun Friday! (FULL CAST AND CREW CALLED) – 3:00 – 5:30 PM	19	20
21 Rehearsal: Cleaning – 3:00 – 7:30 PM	22 Rehearsal: Cleaning – 3:00 – 7:30 PM	23 PRODUCTION MEETING – 3:00 – 4:00 PM Rehearsal: Cleaning – 4:00 – 7:30 PM	24 Rehearsal: Cleaning – 3:00 – 7:30 PM	25 Rehearsal: Act 1 Run through and cleaning – 3:00 – 7:30 PM	26 PUBLICITY DAY – 11:00-1:30 PM	27
28 Rehearsal: Act 2 Run through and cleaning – 3:00 – 7:30 PM	29 Rehearsal: Act 1 Run through and cleaning – 3:00 – 7:30 PM	30 PRODUCTION MEETING – 3:00 – 4:00 PM Rehearsal: Act 2 Run through and cleaning – 4:00 – 7:30 PM	31 **NO REHEARSAL**	1	2	3

REHEARSAL SCHEDULE

November 2024

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	1 Run Through Rehearsal – 3:00 – 5:30 PM	2	3
4 Run Through Rehearsal – 3:00 – 7:00 PM	5 Cue to Cue – 6:00 – 9:30 PM	6 PRODUCTION MEETING – 3:00 – 4:00 PM Cue to cue – 6:00 – 9:30 PM	7 Cue to cue – 6:00 – 9:30 PM	8 Tech Rehearsal – 6:00 – 9:30 PM	9	10
11 Tech Rehearsal – 6:00 – 10:00 PM	12 Dress Rehearsal – 6:00 – 9:30 PM - Start run @ 8:00	13 PRODUCTION MEETING – 3:00 – 4:00 PM Dress Rehearsal – 6:30 – 10:00 PM - Start run @ 8:00	14 Final Dress – 6:30 – 10:00 PM - Start run @ 8:00	15 Actor call time – 6:30 PM Performance #1- 8:00 PM	16 Actor call time – 6:30 PM Performance #2- 8:00 PM	17
18	19	20	21 Actor call time – 6:30 PM Performance #3- 8:00 PM	22 Actor call time – 6:30 PM Performance #4- 8:00 PM	23 Actor call time – 6:30 PM Performance #5- 8:00 PM	24 Strike – 11:00 AM - 2 PM
25 Post-Mortem – 3:30 PM – 4:30 PM	26	27 THANKSGIVING BREAK	28 **THANKSGIVING** THANKSGIVING BREAK	29 THANKSGIVING BREAK	30	1

Challenging Conventional Hierarchies

I believe in challenging conventional hierarchies in the rehearsal room: empowering students as leaders and recognizing them as living, breathing artists with valuable perspectives to bring to the stage. By prioritizing the rehearsal process over the final product and emphasizing ensemble work, encompassing actors, designers, technicians, and volunteers, I aim to create a collaborative and inclusive environment where our community can thrive and grow together.

As an educator, it is my job to encourage students to be leaders! My students are artists with ideas, passions, and experiences they need to share! These kids are our future. As discussed in *Devising Critical Engaged Theatre with Youth: The Performing Justice Project*, "We understand and prioritize the notion that young people are necessary members of our communities now with critical perspectives on the world, (Alrutz, M., & Hoare, 54). These students have valuable perspectives to bring to this story.

Within the East High School Theatre Department, I strive to cultivate a community focused on the process over the product. "Theatre [can] be about process and not product, that it could influence how people see themselves," (*Applied Theatre with Youth*, 14). Especially when doing theatre in an educational setting, there is so much to gain by focusing on growth and community within a rehearsal process. My hope is that students leaving an East High production remember not just their pride in their performance but also the lessons they learned throughout the process.

In this production of *A Wrinkle in Time* specifically, the student ensemble students will have to lean on each other, trust their instincts, and learn to listen to each other. After all, "ensemble -based play supports and sustains difficult work," (Alrutz, M., & Hoare, L. 54). Making theatre can be stressful at times so building a strong ensemble of students is vital to the well-being of the community and the process. This ensemble is not only the actors but designers, technicians, and volunteers. Our community is one that can lean on each other because we are stronger together.

(330 words)

Citations:

Alrutz, M., & Hoare, L. (2020). PART TWO ***EXCERPT***: Preparing Participants and Performing Justice ***(pp. 51-73).*** *Devising Critically Engaged Theatre with Youth: The Performing Justice Project.* New York and London: Routledge.

Goodman Theatre. (2022). In *Applied Theatre with Youth: Education, Engagement, Activism* (pp. 1-21). L. S. Brenner, C. Ceraso, & E. Diaz Cruz (Eds.). New York & London: Routledge

A Wrinkle In Time Audition Form

Rehearsals will take place primarily from 3:00-7:00 starting September 30th through November 14th.
Performances will take place November 15th-16th and Nov 21st-23rd

Name: _____ Grade: _____
Pronouns:_____ Hair Color: _____Eye Color: _____
Height: _____

Home Phone: _____
Cell Phone: _____
Email: _____

Emergency Contact Name: _____
Emergency Contact Number: _____
Relationship to Student: _____

Preferred Role(s):

Will you accept a role(s) other than those listed? (circle one) Yes No

Do you have any conflicts with the rehearsal and show dates? List them below:

Do you have any previous theater experience? Please describe below:

Do you have any special skills, like hair/makeup skills, dance experience, ability to read sheet music, etc? If so, list below:

A Wrinkle In Time Tech Interview Form

Production Meetings: weekly Wednesdays @ 3:00 September 25th through November 13th
Rehearsals: Mon-Fri 3:00-6:30/7 September 30th through November 14th
Performances: November 15th-16th and November 21st-23rd

Name: _____ Grade: _____
Pronouns:_____

Home Phone: _____
Cell Phone: _____
Email: _____

Emergency Contact Name: _____
Emergency Contact Number: _____
Relationship to Student: _____

Please list what tech/design roles are you interested in?

Will you accept a role other than those listed? (circle one) Yes No

Please describe below your interest with the process; in other world, what is drawing you to interview?:

Do you have any conflicts with the rehearsal and show dates? List them below:

Do you have any previous theater experience? Please describe below:

Drama-Based Pedagogy in the Rehearsal Process

Our rehearsal process will incorporate the following activities:

Check-Ins – We will begin every rehearsal with a fist-of-five check-in and will share our highs and lows. This will allow the team to get settled in the space before starting rehearsals as well as building community and trust among the cast and crew.

Trainwreck – Trainwreck will be used as a community builder game at the beginning of the process. In the game, each person shares something about themselves, and everyone shares what they have in common. This game allows the group to get to know each other better.

Group Counting – In this activity, the group closes their eyes and tries to count as high as they can. This activity builds focus in an ensemble, allowing them to practice listening to each other.

Machines – In this activity, the group practices building on each other's ideas to create a story/stage picture.

Laban Movement – In this activity, actors will explore the direction, weight, speed, and flow of their movements. This will get actors out of their heads and into their bodies. It allows them to explore the physicality of their characters in a low stakes environment.

- For more visit https://www.theatrefolk.com/blog/the-eight-efforts-laban-movement/

Writing In Role – Journaling as their characters gives the actors the opportunity to go in depth exploring the psyche of their characters.

Improv in Character – Doing improv in character allow the actors to explore how their characters might react in various situations. In this exercise, they must focus on their character's intuition.

Audience Experience Plan

When the audience enters the lobby, they will find an outer-space/time travel themed photo-op. Here, they can take their picture to share on social media, further promoting our performance!

There will be three components to the dramaturgical display:

1. The "What is your gift?" Wall
2. The About the Cast Display
3. The Behind-the-Scenes Display

One of the themes in *A Wrinkle In Time* is finding strength in difference. As the protagonists are sent off to save the universe, Mrs. Whatsit reminds them of the gifts that they have. Each of these are things that set them apart from others. With the "What is your gift?" Wall, audience members will have the chance to engage with the story, writing their answers to the question on a sticky note and sticking them on a wall. The end result will be a wall full of people's different responses, showing a beautiful galaxy of unique people.

In the About the Cast Display, the audience members will get the chance to become acquainted with the cast before seeing them onstage. The display will include headshots as well as the cast's answers to the question "What is your gift?"

The Behind-the-Scenes Display will feature our tech theatre students! It will include pictures and descriptions of the process. It will show the different stages of our costumes, set, lighting, etc. This will allow the audience to acquaint themselves with the students who make the show happen! Often, the people who work hard behind the scenes do not get much credit. This display is an effort to remedy that.

Additionally, since *A Wrinkle In Time* is a Theatre for Young Audiences show, I plan to provide *A Wrinkle in Time*-themed coloring pages in the lobby for audience members to do before and after intermission. The audience will also receive a brain(IT)-themed fidget to bring into the theater to play with during the performance. This will also act as a souvenir.

(324 words)

Post-Show Plan

Our Postmortem will take place after school the Monday after closing night and strike. Everyone who worked on the show is invited.

The Postmortem will begin with the Drama-Based Pedagogy strategy: check-in. Everyone will be asked to show a fist-of-five detailing how they are feeling now that the show is over.

Next, everyone will get five minutes to journal, answering the following prompts:

1. How are you feeling now that the show is over?
2. What is your favorite memory from this process?
3. What is something you learned during this process?

After five minutes, the facilitator will ask the students these questions and guide a 20-minute-long discussion. Students should be encouraged to respond to what each other is saying. After having the initial discussion, allow students a break to stand up and stretch out their bodies. Then, ask them to journal for 5 minutes about the next set of questions:

1. What in this production was successful? Why do you think it was such a success?
2. Are there any parts of this process you felt where there was room for improvement? What could have made it go smoother?
3. How did each technical element influence the audience's perception of the story?

After 5 minutes, lead another 20-minute discussion. Once again, encourage students to respond to one another.

Last but not least, it is time for an affirmation circle! Ask the students if they have any shout outs for students who were helpful, kind, or did outstanding work. As facilitator, feel free to give out shout outs of your own. When everyone is done, you may want to offer that you as the teacher are available to have one-on-one meetings to discuss the student's experiences with the process.