

StageOne Family Theater

Arts Programming Overview + Teaching Artist(s) Bio

StageOne Family Theatre fosters empathy and sparks the imagination of children and their communities through the transformative power of live theatre.

We believe live theatre is essential to the development of every human being, especially children. Therefore, StageOne Family Theatre removes financial, cultural or geographic barriers to a quality arts experience.

We provide the following programming in schools: short term arts-integrated residencies (i.e. 4-day, 4 total hours), long term arts and arts-integrated residencies (i.e. multi-week 1-hour classes that span multiple months, depending on the need of the school); Storytellers LIVE (a performance-based program where 2-3 teaching artists read and act out 3 story books in a 40-minute show best suited to engage learners between preK-3rd grade); Theatre for Everywhere (digital offerings of productions created specifically to stream in the classroom. These productions have built in structures for engaging with classrooms through dialogue and theatre games to be facilitated by the classroom teacher); and Camp Kindergarten (a program designed for schools during their Kindergarten Orientations). All of our in-school programming (with the exception of Theatre for Everywhere and Camp Kindergarten) is designed to be adaptable for students in preK-12th grade. Our short-term and long-term residencies in particular are programs where we, at StageOne, pride ourselves in creating customized arts-integrated, drama-based curriculum for all ages and stages of students. Historically, we serve hundreds of students each year through our ins-school programming.

Teaching Artist(s) Bios(s)

Morgan M. Younge - Originally from Nashville, Tennessee, Morgan now resides in Louisville, and has been an active member of the theatre community. Morgan considers herself a Theatre Professional: her craft includes costume designing, writing, directing and teaching artistry. After committing to becoming a full time teaching artist, she has taught with several local companies including StageOne Family Theatre, Actors Theatre of Louisville, Looking for Lilith Theatre Company, Redline Performing Arts and Drama by George. Recently, Morgan was awarded a grant from the Kentucky Foundation for Women to produce a summer camp of her original script Hip Hop Herc (August 2021). In addition to her Teaching Artistry, Morgan's acting credits include: Aunt Franny in Don't Tell Me I Can't Fly (StageOne Family Theatre); Truvy in Steel Magnolias (Faith Works Studios) A Sista in Say Her Name: Breonna Taylor (Berea College Theatre Laboratory); Maybelle in Before it Hits Home (The Griot Project); and June in Good Grief

(Looking for Lilith) where she also is a company member. Morgan is grateful to be able to share her gifts with such a group of dynamic people. Please visit her website, morganMYounge.com

Artistic Content of Programming

All of our programming is inherently drama-based, meaning that the curriculum scope & sequence, activities and strategies, and often (but not always) the content of our work is rooted in drama and theatre craft. The terms “drama” and “theatre” are often used interchangeably. However, we want to distinguish between the two terms in this way: “Theatre” has an intention toward a performance, whereas “Drama” has an intention toward process. Another way to think about drama is that its core components are the same as the components of theatre: in theatre we use our bodies and voices to tell stories in front of an audience—but through drama, those same components can be applied to any context, specifically contents which are outside of a traditional theatre space, i.e. the classroom.

Educational Content of Programming

At StageOne we believe first and foremost that art IS educational. Students learn and practice 21st Century skills including problem-solving, critical thinking, ensemble building and civic responsibility through our drama classes and within our educational programming. More specifically, our in-school residencies are arts-integrated, meaning that we connect core content (math, science, ELA, reading/writing, social studies & history) to arts-based (drama-based) learning strategies.

Process for hiring, training, and evaluating performance/effectiveness.

As the Education Director, I hire Teaching Artists whose experience and skill set include the following: a documented body of work in an arts craft (theatre, dance, music, or a combination of these), experience teaching young people of a range of ages, and a demonstrated commitment to valuing all young people. This third criterion is what I spend most effort evaluating once the TA has taken a position with StageOne. I observe TA’s classes regularly and offer constructive feedback, as well as invite genuine feedback/questions/learning goals from the TA.

How are participants of all backgrounds and abilities included in programming?

At StageOne we’re committed to hiring, training, and supporting TA’s whose cultural background, race, and lived experience reflects the students with whom they are working. I value and depend on the expertise of the already established networks and home-grown community of the Teaching Artists residing in the Louisville and surrounding area, and therefore am always trying to bring in new folks, while also supporting the continued growth and goals of the TA’s with whom I’m already familiar.

How do we engage teachers and community center staff before, during, and after programming?

We are responsive, responsible communicators committed to excellence. My team and I come from a place of valuing the “call” of teachers and community center staff: we engage in collaborative dialogue in order to create, facilitate, and evaluate quality programming.

How do we engage participants in the creative and learning process?

All of our programming is highly interactive and based on student/learner participation. Participants are invited to bring their lived experience, questions and curiosities, and creative minds into our programming. We ask a lot of questions, and encourage our students/learners to push themselves to try new things. We also support each individual learner by meeting them where they are: whether this means differentiating a class and creating learning goals that cater to individual needs, building accessible language into facilitation, or creating opportunities for students/learners to engage with the material on their own terms.