

# DOWNLOAD PDF BRIDGING THE GAP: STUDENT TO PROFESSIONAL ACTOR

## Chapter 1 : Project MUSE - Bridging the Gap

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Bridging the Gap Posted on: October 23rd, Seth Panitch has been helping theatre students transition to the professional world through the Bridge Project for 10 years. Growing up, Seth Panitch thought he would be a doctor like his father. He dreamed of going to medical school and was familiar with the apprenticeship-like process of residency that allows young professionals to apply their academic training in the real world. Despite the classical training he received at the University of Washington, the professional theatre world was uncharted territory for Panitch. Two years went by before he made his big break in New York. The premise of the project is to give students the opportunity to be in a professional production with professional actors in a big city, so they can learn the ropes and make the connections they need to be successful after graduation. Some have gone on to perform in Broadway and off-Broadway hits like Hamilton, Kinky Boots, and Wicked; others have made their names in television and film. The common thread, however, is that they all participated in the Bridge Project. They need to connect with other actors, directors, reviewers, and playwrights—and this project makes that possible. The Bridge Project invites students from across the Department of Theatre and Dance to receive opportunities to put their training to the test. For each production, Panitch brings a team of UA costume, set, and lighting designers—and he invites alumni to participate as well. No other program allows alumni to take advantage of these opportunities. We do because we want to help those who have been in the industry for a few years get the extra push they need to get their careers going. All involved in the continued support of the Bridge Project should be applauded. He plans to bring another Bridge Project production, Separate and Equal, to the stage in That show, he hopes, will run for an entire month in New York. Below are just a few alumni who have made it big. Jake Boyd was back in Alabama this summer, playing Fiyero in the Birmingham production of Wicked for the national tour. He has also performed regularly in the Texas Shakespeare Festival.

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## Chapter 2 : Home - Bridging the Gap NY

*Bridging the Gap: Parts 2, 3 and 4 explore how professional development offered by school districts compares to the ESSA definition of effective professional development, and identifies exemplary practices from which to learn and emulate.*

Your Jewish ethnicity - select all that apply: She strives every day to live a meaningful Jewish life and encourages others around her to do so as well. At Pace, Megan is the VP of Hillel and hopes to use the networking in the Bridging the Gap Fellowship to learn more about strengthening communities of Jewish college students. Delta Theta Chapter at Pace. She is very passionate about Israel, promoting justice for the environment, and all individuals, and traveling and engulfing into a new culture. Megan is more than excited to see what she can offer to Bridging the Gap and how this fellowship will aid in her growth as a young Jewish adult. She is majoring in graphic design and minoring in writing. Although her creative credentials can seem intimidating, she has some basic qualities at heart. Brunches, avocado toasts, and Instagram are high on her priority list. She loves meeting new people within her campus and being active all the time. Rebecca was born in Houston, Texas and is the youngest of six children. Her parents are both Russian and are bal-teshuvas. Religiously, Rebecca considers herself a spiritual person who is very proud of her identity and enjoys sharing her passion with others. At the age of 11, she moved to Brooklyn, NY. She is enrolled as a communication design student and plans to work in advertising after graduation. With a strong connection to her homeland, Noam is a strong advocate for Israel. As a designer, artist and an advocate, Noam believe that art is the best way to communicate a message. Rebecca was born and raised in New York City and born into a traditional Gorsky-Kavkazi Jewish home where she learned many important Jewish traditions. After losing a little bit of touch with her Jewish community, Rebecca joined the Baruch Hillel and started getting involved in the community at school along with other events throughout the city. Rebecca also went to Birthright this past summer and visited Israel for the first time, after which she came back feeling inspired. After seeing the community in Israel and how unified the people were, she wanted to bring that back home and help build a stronger and more unified bond amongst the Jewish community and feels that Bridging the Gap will give her that opportunity. Joshua Gladstein City College Was born and raised in Seattle, Washington and with it, passionate about everything outdoors including week-long camping trips, boating, and anything else he can convince friends to do with him. Josh has been actively involved with Jewish institutions since joining NCSY in high school and is still an active advisor on trips to Israel and weekend retreats. From Detroit, Michigan, Joey promises that his hometown is not as dangerous at its reputation. On campus, Joey is VP of student council and works as a lifeguard at the college pool. When not doing schoolwork, Joey spends his time with friends, reading, or watching movies, or participating in mud runs. He is really looking forward to the coming year working with the other bridging the gap fellows, and hoping that someone will eventually teach him how to snap. Nicole Yankovich Brooklyn College Nicole is a sophomore at Brooklyn college studying in pursuit of her dream career as a dentist. Raised in a traditional Russian-Jewish household, Nicole is passionate about maintaining her traditions and values. She enjoys exploring new places and is always up for an adventure. There is never a dull moment when you put Nicole in charge of plans. Sarah was born and raised in Staten Island, New York. Sarah is passionate about community service and making the world a better place. Her interests include traveling and exploring the world, trying new foods as well as fashion. She is very active on campus among several organizations and clubs including Alpha Phi Omega and Hillel. Sarah wants to connect her campus and allow students to have a voice when it comes to Judaism and Israel. She is currently majoring in Sociology, and hopes to one-day help as many foster kids as she can find happiness and a home. She loves connecting with new people and learning about who they are and where they come from. When she has the time, she loves to go on adventures to new places, read, and listen to music. Johnny Fuzailov Touro College Jonathan is a sophomore at Touro College, working hard to fulfill his pre-med requirements while leaving his

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mark in the larger Jewish community. Jonathan knows how to connect with everyone, making what could be an awkward situation more comfortable and bringing laughter to any room. He is a great asset to the Bridging the Gap team and we are so excited to have him on board. Growing up with a love for computers has inspired him to seek a career in the advancing technological world. Mitchell has an interest in meeting Jews from various different backgrounds and learning about their cultures. She is looking to go into a career in Jewish Non-Profits and give back to the community. She is an active member of the Hillel on her campus, serving as President for the past 2 years. He is double majoring in accounting and marketing.

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## Chapter 3 : Bridging the Gap Between Research and Teaching | High Point University | High Point, NC

*The Gap Course Bridging the Gap to the industry - your path to Hollywood. Working on the premise "The art of acting is in some ways the most exacting art of all, and without constant schooling, the actor will stop halfway." (Peter Brook).*

Bridging the Gap Research highlights Nearly high school students took part in at least 60 hours of workshops and mentoring sessions through the Bridging the Gap program. Total participant contact hours were approximately 9, hours over the three years. The study aimed to create a better understanding of how to increase the number of individuals from underrepresented minorities in STEM fields. The research concluded in May Research context In its Diversity Trends Report, the Association of Zoos and Aquariums AZA issued a directive to all member institutions addressing the lack of diversity in zoo and aquarium science staffs. Unfortunately, in the years since, not much has changed. Few zoo and aquariums programs have been specifically designed to provide minority students with career guidance in wildlife science fields. Additionally, the success of those that have existed has not been adequately measured. Our research was designed to address this need by investigating the effectiveness of a school-to-career program in increasing the interest of minority high school students in STEM study and careers. Research question In what ways and to what extent can a successful school-to-career program model be adapted to help minority students achieve the affective, cognitive, and behavioral outcomes necessary to effectively pursue zoo science careers? Methods The research and evaluation of the Bridging the Gap program used a mixed-methods approach, soliciting both qualitative and quantitative data from participants. Data were entered by evaluators into SPSS v. The following instruments and data collection methods were used by external evaluators from Hezel Associates to gather data from students and their parents in each cohort. Student Attitudes and Interests Questionnaire: Designed to allow student participants to report their knowledge, attitudes, and behaviors relating to zoo and aquarium careers and education, both before and after the School-to-Career Institute. Designed to reveal impact on students after completing the formal Bridging the Gap program activities, in terms of education choices and career interests. The following instruments and data collection methods were used by internal researchers at WCS to gather data from students and program mentors at the end of the project. Online survey and open-ended questionnaire: Responses to Likert scale questions were tallied and averaged. The open-ended section was scanned for emergent codes, and then all responses were coded accordingly. Card sorting with accompanying interview for students: The cards selected by the students were tallied according to their selections. Significant segments of the interviews were transcribed. The interviews were coded using Dedoose according to the cards selected. An open-ended questionnaire for program mentors: Responses to the open-ended survey for the mentors were scanned for emergent codes, and then all responses were coded accordingly. Major findings Finding 1: Twelve students stated their intention to work with zoos, aquariums, or animals. This is likely due to the fact that students drawn to participate in a program like Bridging the Gap tend to be highly motivated, even though they may have had few if any similar opportunities previously. The greatest positive changes were generally found in items related to knowledge of zoo operations and careers. In particular, large increases were seen in understanding what zoo professionals do in their daily work and activities related to specific areas of zoo work, how zoos have changed over time, and how zoos manage captive populations of animals. Key research staff Dr.

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## Chapter 4 : Bridging the Gap – Alumni

*Bridging the Gap is a four-part series designed to help practitioners decode the new federal definition of professional development – and understand how new requirements align with their current professional.*

Our approach is distinctive in that we are committed to ensuring our training is nurturing and supportive, which finds its way into the lessons as well as the environment. The Gap is a hour x week program that includes several performance opportunities for students throughout the year. Entry is by audition and interview only and applicants must be over 17 years of age. Book your audition today! Self-recorded audition pieces Sometimes it is difficult to attend auditions in person because of distance, family reasons or work restrictions. We are therefore giving you the opportunity to send in two self-recorded audition pieces and a personal statement to camera. You may record on video or iPhone. Two 2-minute contrasting scenes or monologues of your own choice. The choices need to reflect your own age range and be about something to which you can relate. If it is a scene, then have someone reading for you off camera but near enough to be heard. You may sit or stand, depending on the demands of the scene. Do not let the constraints of the camera stop strong choices or stop you from any movement. Shot needs to cover top of head to waist. At the start of the video, introduce yourself direct to camera your name, your age and from where you come. This needs to be a full-length shot head to foot. In he commenced his training at the Hub. This year, in the Gap 3 program, he has extended his skill set working as a director, editor and working crew as well as actor on multiple productions and films League of Losers, Know Your Enemy, One Punch Wonder, Why? Adam has spent getting ready for the industry, developing a one-man show Far from the Faraway Tree and working on 4x4x4, a collection of four shows: In , he entered the Gap 1 course where he played multiple characters in Stories from Suburban Road. He worked with renowned U. S acting coaches Elizabeth Kemp and Lisa Robertson. In Christian will be performing shows at the Fringe Festival in 4 productions: She has been training at the Hub for 2 years, taking part in numerous productions both on stage and behind the scenes. Makayla is a passionate, driven actor who looks for the opportunity in every situation. Sophia Gilet During her teen years, Sophia went to acting classes to improve her confidence, and she fell completely in love with acting. At Southern Edge Arts she learnt directing, writing and devising. This year she has worked on 3 films: If people wanted you to write warmly about them, they should have behaved better. Tyler has enjoyed every second of this year and is excited to continue his journey for the years to come. Carlin Monterio Carlin is a bold, passionate, courageous actor. He aims to diversify stories in film and on stage globally, share and work in the craft. Quintus Olsthoorn Quintus grew up fascinated by the arts and dreamed of pursuing a career in acting. In , Quintus started to make his dreams a reality and joined the Hub. Quintus hopes to continue working closely with the Hub into the future. Lauren Thomas Lauren began acting at age 10 and continued to develop her passion through high school productions and short courses in film. Glenn will be graduating as part of Gap 2 and is determined to hone his craft and brand in Gap 3. Gap I Sam Barbas Samuel had been interested in acting for a long time. After being accepted into the Gap 1 program, Samuel has found himself being constantly challenged by many aspects of the acting craft. Many opportunities during the year, in the Gap 1 production, The Visit, helping Gap 2 with filming and constant Labs, have shown Samuel what a professional environment feels like and the creative environment to operate in. Stephanie Bedford Steph has enjoyed storytelling since she was a child, and started acting when she was Steph has since participated in numerous Labs, had her first experience playing multiple characters in The Visit, and played Rosemary Muldoon in Outside Mullingar. Justine Cerna Naturally energetic and with a quiet love for dance and drama in school, Justine wondered how she could further pursue her interest of acting. She has performed in numerous Labs, concentrating on different skills such as improvisation, Shakespearean performance, chorus and partner work, physical theatre and singing. Sylvia Cornes At a young age, Sylvia fell in love with theatre and the art of story telling. Sylvia hopes to continue with acting in Perth next year before venturing into the industry in other cities in Australia and

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overseas. Tia Rose Tia has dreamed of being an actor since early childhood. Her passion and drive for storytelling has always been prevalent in her life. She then started the Gap 1 course, where she has performed multiple roles such as Emilia in Othello and Claire Zahanassian in The Visit. He attended workshops run by Barking Gecko and studied drama in high school. In the Gap 1 program, David has found himself being constantly challenged by many aspects of the acting craft. The Lab performances have kept David eager to show what he has learnt to an audience. Opportunities such as the Gap 1 production The Visit and crewing on Hub film sets has shown David how a professional environment operates and has made him excited for the future. After working and travelling around Eastern Europe in , she decided what was important was to follow her passion. In , she was accepted in to the Gap 1 program. Chloe has loved discovering acting as a team sport, and seeing how far, big and bold she can make it whilst connecting to truth. Talia Hart Talia began her exploration of art and play through dancing from the age of Art helps us colour meaning from our experiences and celebrate life in all its glory and brutality. Her passion has always been to be an actor. She also featured in the original short film Know Your Enemy. She looks forward to continuing her training as well as getting out into the industry. Rachel Lewis Rachel has been acting ever since she was 8 and saw her first episode of Hannah Montana. However, acting had always had the strongest appeal. In , Richard was accepted into the Gap 1 course, where he has been honing his craft. Richard is working to further his training as an actor and develop his brand. Ricky Melwani Ricky has always been a very shy person with low self-esteem and no self-confidence a major issue in facing an audience and performing. Doing the Gap 1 program has pushed him beyond his comfort zone and has given him confidence so he can now freely face an audience and perform with ease. At the Hub, he has learnt various acting techniques. His journey has just started and he is looking to improving his skills. Bakri Mohamed Bakri always had a love for acting. When Bakri moved to Australia, he studied drama in high school. He has had various performance moments at the Hub to discover his process to create character. Gillian Mosenthal In school Gillian she took every opportunity to perform and learn about this art form. She was lucky enough to be cast in various short films. She is loving her training at the Hub and is looking forward to auditioning for Gap 2 to understand the craft more clearly. Brittany Paul Brittany has a drive for arts and music. Seeking to make a difference, she has made the decision to do so through the craft of storytelling. She has performed in various Labs, in one of which she played Cathy from Proof. Throughout high school, he was introduced to music, writing and acting and his life has never been the same since. Craving further training in acting to better tell his stories, Jared enrolled in the Gap 1 course where he was blown away by the immersion into the power of acting. Patrick joined the Gap 1 course in Patrick plans to continue studying at the Hub in

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## Chapter 5 : Bridging the Gap - [www.nxgvision.com](http://www.nxgvision.com)

*Bridging the Gap* After successful completion of your pharmacy program, your professional involvement can continue in our parent organization, the National Pharmaceutical Association (NPhA). SNPhA Academy is a national platform designed to engage SNPhA members in activities for professional development.

In lieu of an abstract, here is a brief excerpt of the content: He begins to speak: The audience sees Hamlet contemplating oblivion. Simultaneously, they see an actor playing Hamlet and are more or less aware of their immersion in a fiction. From the earliest discourses on performance, the notion of multiple potential levels of consciousness has been advanced and explored. Though couched in a panoply of terms, discourse on divided consciousness has tended to focus on theoretical constructs actor versus character or performed effects emotional identification versus representation rather than practical execution. Can divided consciousness be considered in a different way: If this consideration is possible, what might it reveal about the nature and consequences of divided consciousness? By using flow theory to analyze performance practice, a different picture of divided consciousness emerges. Specifically, in identification-oriented performance practice, divided consciousness may be seen as a schism between two flow dimensions: It emerges as a result of simultaneously seeking two conditions. First, actor-character merger, the assumption that a role in performance results from a joining of the actor and the character he is portraying. The implications of this understanding prompt several questions: If not, can it be successfully minimized through the deployment of alternate rehearsal and performance techniques? Starting from a contextual overview of flow theory, performance structure, and divided consciousness, these questions will be considered in turn. Flow consists of nine dimensions: Its incidence in training actors has been studied by Jeffery J. Martin and Keir Cutler, who concluded that flow experiences were neither common nor rare for their sample group: In analyzing their results, Gruzlier et al. You are not currently authenticated. View freely available titles:

## Chapter 6 : Goodthink Inc. â€“ bridging the gap between academic research and the real world

*Bridging the Gap* is a comprehensive and specialized developmental services and early intervention agency that strives to provide integrated and high-quality services to children and families served within the wide spectrum of developmental disabilities.

## Chapter 7 : [www.nxgvision.com](http://www.nxgvision.com) - Bridging the Gap

A presentation Horia Docu and I did at Anomaly last year discussing some of the pitfalls students might encounter on their quest towards becoming a professional video game artist.

## Chapter 8 : School of International Service | American University in Washington D.C.

*Bridging the Gap from Student to Young Being prepared for the workplace Professional ing the bridge from student to young professional. Internships.*

## Chapter 9 : Bridging the Gap

*Being a student affairs professional in a traditionally academic affairs environment has allowed me to bridge the two often historically competing worlds into more of a seamless environment, especially for students.*