Course Description: Stagecraft introduces students to a practical approach to technical and production aspects. Students learn the skills needed to construct scenery, hang and focus lighting instruments, and implement a sound system. Students are trained in the usage of tools, lumber, and machinery. Students will play an active role in the current production. The final project is the selection and analysis of a play and the design of a scale model.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| Term: 1 Week         | Welcome to Stagecraft | Topic 1: Team Building  
| Split Day: 2 Weeks   |                       | Topic 2: Terminology  
|                      |                       | Topic 3: The Stage                                                                |
| Term: 1.5 Weeks      | Research and Design   | Topic 1: Read-Thru  
| Split Day: 3 Weeks   |                       | Topic 2: Research  
|                      |                       | Topic 3: Types of Scenery  
|                      |                       | Topic 4: Artistic Vision  
|                      |                       | Topic 5: Budget Research  
|                      |                       | Topic 6: Scale Measurements                                                      |
| Term: 1 Week         | Safety                | Topic 1: Correct Tool Usage  
| Split Day: 2 Weeks   |                       | Topic 2: Common Practices  
|                      |                       | Topic 3: Personal Safety                                                        |
| Term: 8 Weeks        | Set Construction      | Topic 1: Developing a Plan  
|                      |                       | Topic 3: Executing Design  
|                      |                       | Topic 4: Strike                                                                 |
Unit 1: Welcome to Stagecraft

Subject: Stagecraft  
Grade: 10-12  
Name of Unit: Welcome to Stagecraft  
Length of Unit:  
  ● Term: 1 Week  
  ● Split Day: 2 Weeks  
Overview of Unit: In this unit, students learn the appropriate terminology used in technical theatre productions and how it is used by directors to articulate the artistic vision of the set. Team building is also a necessary skill learned in this unit, as it impacts the work for the entire course.  
Priority Standards for unit:  
  ● Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.  
Supporting Standards for unit:  
  ● N/A
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>terminology</td>
<td>Define</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>process of evaluation</td>
<td>Define</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>process of evaluation to performances using appropriate theatre vocabulary</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>
Essential Questions:
1. What’s the appropriate terminology used in technical theatre production and how is it used to communicate the artistic vision of the director?
2. Why is it important to work collaboratively when constructing scenery and property materials?
3. How do we navigate the specific facilities associated with theatrical productions?

Enduring Understanding/Big Ideas:
1. See vocabulary list on appropriate terminology. Using consistent terminology on the set allows for seamless communication between the director and crew.
2. Working collaboratively allows for more efficiency within the workspace and leads to clear communication.
3. There are various areas of importance that must be located: tool storage, green room, arbor (fly-system), wing space, lighting booth, and various other areas.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apron</td>
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<tr>
<td>Battens</td>
<td></td>
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<tr>
<td>Borders</td>
<td></td>
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<tr>
<td>Cat Walk</td>
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<tr>
<td>Curtain Line</td>
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<td>Cyclorama (Cyc)</td>
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<tr>
<td>Drop</td>
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<td>Flat</td>
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<tr>
<td>Flats</td>
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<td>Floor Plan</td>
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<td>Front or Act Curtain</td>
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<tr>
<td>Legs</td>
<td></td>
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<tr>
<td>Masking</td>
<td></td>
</tr>
<tr>
<td>Properties</td>
<td></td>
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<tr>
<td>Proscenium Opening</td>
<td></td>
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<tr>
<td>Riser</td>
<td></td>
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<tr>
<td>Scrim</td>
<td></td>
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<tr>
<td>Set</td>
<td></td>
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<tr>
<td>Sight Line</td>
<td></td>
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<tr>
<td>Spiking</td>
<td></td>
</tr>
<tr>
<td>Stage Directions</td>
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<tr>
<td>Stage Weights</td>
<td></td>
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<tr>
<td>Teaser</td>
<td></td>
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<tr>
<td>Tormentors</td>
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<tr>
<td>Traveler</td>
<td></td>
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<tr>
<td>Traveler</td>
<td></td>
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<tr>
<td>Wings</td>
<td></td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Vocabulary pre-test
Topic 1: Team Building

Engaging Experience 1
Title: Team Building Exercises
Suggested Length of Time: 1-2 Days
Standards Addressed

Priority:
- Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.

Supporting: N/A

Detailed Description/Instructions: Students participate in a variety of team-building exercises in order to get to know one another. Example activities could include: Personal introductions, “This is a what?” “Neighbors,” and Hoop Pass.

Bloom’s Levels: Understand
Webb’s DOK: 1
Rubric: To be created

Engaging Experience 2
Title: Creating Classroom Expectations
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.

Supporting: N/A

Detailed Description/Instructions: Students work together to create a set of classroom expectations using the procedure outlined in the Secondary CI Classroom Resource Guide.

Bloom’s Levels: Understand
Webb’s DOK: 1
Rubric: To be created
Engaging Experience 1
Title: Vocabulary Activities
Suggested Length of Time: 2 Days

Standards Addressed
Priority:
- Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.

Supporting: N/A

Detailed Description/Instructions: Students will define the vocabulary through a variety of activities, including using the Lotus, Is/Is Not, Visual Representation, or Consensogram.

Bloom’s Levels: Understand
Webb’s DOK: 1
Rubric: To be created
Engaging Experience 1
Title: Theatre Orientation
Suggested Length of Time: 1 Day
Standards Addressed
  Priority:
  - Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.
  Supporting: N/A
Detailed Description/Instructions: Students will complete an orientation of the stage and theatre area, including being able to name various components of each.
Bloom’s Levels: Understand
Webb’s DOK: 1
Rubric: To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

**Theatre Scavenger Hunt**
Working as a team, students will complete a theatre scavenger hunt by locating areas of the theatre and theatrical terminology. Students will take pictures of themselves at each location and will present the photos to the class.

**Rubric for Engaging Scenario:** To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team Building Exercises</td>
<td>Students participate in a variety of team-building exercises in order to get to know one another. Example activities could include: Personal introductions, “This is a what?” “Neighbors,” and Hoop Pass.</td>
<td>1-2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary Activities</td>
<td>Students will define the vocabulary through a variety of activities, including using the Lotus, Is/Is Not, Visual Representation, or Consensogram.</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Theatre Orientation</td>
<td>Students will complete an orientation of the stage and theatre area, including being able to name various components of each.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Unit 2: Research and Design

Subject: Stagecraft
Grade: 10-12
Name of Unit: Research and Design
Length of Unit:
- Term: 1 ½ Weeks
- Split Day: 3 Weeks

Overview of Unit: In this unit, students will understand the importance of understanding the historical and cultural backgrounds of a play and how that impacts scenery decisions, budget, scaling, and other decisions related to a production.

Priority Standards for unit:
- Analyze budgetary needs of the technical aspect of a theatrical production
- Predict the fiscal responsibilities of a production (e.g., royalties, costume and set expenses)
- Analyze a play and design a set using scale for a non-realized production
- Use lighting equipment and design accessories to demonstrate an understanding of the lighting spectrum

Supporting Standards for unit:
- Research the cultural and historical background of a specific play
- Describe the roles of theatre, film, television, and electronic media in American Society
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>budgetary needs of the technical aspect of a theatrical production</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the fiscal responsibilities of a production</td>
<td>Predict</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>a play</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>a set using scale for a non-realized production</td>
<td>Design</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>lighting equipment and accessories</td>
<td>Use</td>
<td>Apply</td>
<td>1</td>
</tr>
</tbody>
</table>
Essential Questions:
1. Why is it important to facilitate a class read-through of the script?
2. Why is it important to research the historical and cultural aspect and how do we effectively create the appropriate material to do so?
3. What are the different types of scenery used and how will we use them in creating our production?
4. How will we build a set that matches the vision of the director(s)?
5. How will we effectively build a budget for the specific production?

Enduring Understanding/Big Ideas:
1. Facilitating a class read-through provides students with the needed information to build a set design.
2. Students should use a variety of resources to research and create essential material needed to capture the historical and cultural aspect of the production.
3. Different types of scenery serve different purposes in various productions.
4. Classroom design meetings will help foster a collaborative discussion between students and director to create an accurate vision for the production.
5. Classroom budget meetings will help foster a collaborative discussion between students and director to create an accurate vision for the production.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design</td>
<td>• Backdrop</td>
</tr>
<tr>
<td>• Research</td>
<td>• Box Set</td>
</tr>
<tr>
<td></td>
<td>• Crew</td>
</tr>
<tr>
<td></td>
<td>• Floor Plan</td>
</tr>
<tr>
<td></td>
<td>• Front Elevation</td>
</tr>
<tr>
<td></td>
<td>• Lighting Plot</td>
</tr>
<tr>
<td></td>
<td>• Periaktoi</td>
</tr>
<tr>
<td></td>
<td>• Rendering</td>
</tr>
<tr>
<td></td>
<td>• Scale</td>
</tr>
<tr>
<td></td>
<td>• Unit Set</td>
</tr>
<tr>
<td></td>
<td>• Wagons</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Collaborative discussion meetings
Engaging Experience 1
Title: Script Read-Through
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Analyze a play and design a set using scale for a non-realized production

Supporting:
- Research the cultural and historical background of a specific play

Detailed Description/Instructions: Students participate in a read-through of the material. Depending on the choice of the production, students may listen and follow along or actively read and speak the lines.

Bloom’s Levels: Analyze
Webb’s DOK: 4
Rubric: To be created
Engaging Experience 1

Title: Collaborative Meeting - Design

Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Analyze a play and design a set using scale for a non-realized production

Supporting:
- Research the cultural and historical background of a specific play

Detailed Description/Instructions: Students participate in a collaborative meeting with the teacher to discuss potential design ideas for the production. Students analyze the production text to create detailed environmental pieces related to the text.

Bloom’s Levels: Analyze

Webb’s DOK: 4

Rubric: To be created
Engaging Experience 1

Title: Guided Discussion of Scenery
Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:
- Analyze a play and design a set using scale for a non-realized production

Supporting:
- Research the cultural and historical background of a specific play

Detailed Description/Instructions: Students will discuss different build options for the various scenery seen in the production.

Bloom’s Levels: Analyze
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 1
Title: Collaborative Meeting - Production Design
Suggested Length of Time: 2 - 3 Days

Standards Addressed

Priority:
- Analyze a play and design a set using scale for a non-realized production

Supporting:
- Research the cultural and historical background of a specific play

Detailed Description/Instructions: Students will create visual designs of the types of scenery discussed in Topics Two & Three.

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: To be created
Engaging Experience 2
Title: Collaborative Meeting - Budget
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Analyze budgetary needs of the technical aspect of a theatrical production
- Predict the fiscal responsibilities of a production (e.g., royalties, costume and set expenses)

Supporting: Research the cultural and historical background of a specific play

Detailed Description/Instructions: Students participate in a collaborative meeting with the teacher to discuss the budget related to the production. Students analyze the production design to prioritize levels of budget need.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: To be created
Engaging Experience 1
Title: Scaling Practice
Suggested Length of Time: 45 Minutes
Standards Addressed

Priority:
- Analyze a play and design a set using scale for a non-realized production

Supporting:
- Research the cultural and historical background of a specific play

Detailed Description/Instructions: Students will be instructed on what scale is and its purpose. Students will practice scale on smaller set pieces to help determine exact items needed in relation to the budget decisions.

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: To be created
**Engaging Scenario**

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Scale Model Project

Working as a team, students will create a scale model of the production set. Students will combine their design decisions with their budget decisions to build a creative yet financially responsible set. Students will use their scale project as a model throughout the construction period of the class.

*Note: Depending on scheduling of this course (term vs. split-Day), this scenario may or may not occur at this point in the course. Teachers have the option of moving to the next unit if teaching a term class, while teachers who have a split-Day may opt to push this scenario until after the set of the play has been finished.*

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Script Read-Through</td>
<td>Students participate in a read-through of the material. Depending on the choice of the production, students may listen and follow along or actively read and speak the lines.</td>
<td>1-2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Collaborative Meeting--Design</td>
<td>Students participate in a collaborative meeting with the teacher to discuss potential design ideas for the production. Students analyze the production text to create detailed environmental pieces related to the text.</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>3</td>
<td>Guided Discussion of Scenery</td>
<td>Students will discuss different build options for the various scenery seen in the production.</td>
<td>1 Day</td>
</tr>
<tr>
<td>4</td>
<td>Collaborative Meeting--Production Design</td>
<td>Students will create visual designs of the types of scenery discussed in Topics Two &amp; Three.</td>
<td>3-5 Days</td>
</tr>
<tr>
<td>5</td>
<td>Collaborative Meeting--Budget</td>
<td>Students participate in a collaborative meeting with the teacher to discuss the budget related to the production. Students analyze the production design to prioritize levels of budget need.</td>
<td>1-2 Days</td>
</tr>
<tr>
<td>6</td>
<td>Scaling Practice</td>
<td>Students will be instructed on what scale is and its purpose. Students will practice scale on smaller set pieces to help determine exact items needed in relation to the budget decisions.</td>
<td>1-2 Days</td>
</tr>
</tbody>
</table>
Unit 3: Safety

Subject: Stagecraft
Grade: 10-12
Name of Unit: Safety
Length of Unit:
- Term - 1 Week
- Split Day - 2 Weeks

Overview of Unit: In this unit, students will learn the proper techniques and procedures associated with using tools in stagecraft. Additionally, students will learn common practices used on a set and apply them in a safe manner.

Priority Standards for unit:
- Apply stagecraft skills safely
- Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity

Supporting Standards for unit:
- N/A
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>stagecraft skills safely</td>
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</tr>
<tr>
<td>technical knowledge and skills</td>
<td>Apply</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>functional scenery and properties</td>
<td>Create</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>functional scenery and properties</td>
<td>Operate</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>
Essential Questions:
1. What are the correct procedures for using tools and equipment in a safe manner and why is it important to follow correct procedures when building a set?
2. How is scenery constructed in a manner that is safe for the performers and crew?

Enduring Understanding/Big Ideas:
1. It is important to use correct safety procedures when using tools and equipment because incorrect usage and unsafe practices can lead to injuries and/or damage to the equipment.
2. There are a variety of standards in construction that insure the safety of performers and crew. For example, one must use the standard rise on stairs and ensure that vertical scenery is braced.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ear Plugs</td>
<td>• “Thank You”</td>
</tr>
<tr>
<td>• Safety Goggles</td>
<td>• Battens</td>
</tr>
<tr>
<td></td>
<td>• Blade Guard</td>
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<tr>
<td></td>
<td>• Cat Walk</td>
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<tr>
<td></td>
<td>• Circular Saw</td>
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<td></td>
<td>• Cyclorama (Cyc)</td>
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<td></td>
<td>• Drill</td>
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<td></td>
<td>• Drop</td>
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<tr>
<td></td>
<td>• Flat</td>
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<td></td>
<td>• Fly-In/Fly-Out</td>
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<td></td>
<td>• Ghost Light</td>
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<td></td>
<td>• Mitre Saw</td>
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<td></td>
<td>• Pipe Weight</td>
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<td></td>
<td>• Platform Anchor/Wagon Brake</td>
</tr>
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<td></td>
<td>• Rigging</td>
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<td></td>
<td>• Saw Horses</td>
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<td></td>
<td>• Scrim</td>
</tr>
<tr>
<td></td>
<td>• Stage Weights</td>
</tr>
<tr>
<td></td>
<td>• Work Light</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Quality Tools
**Engaging Experience 1**

**Title:** Tool Usage Demonstrations & Orientation  
**Suggested Length of Time:** 1-2 Days  
**Standards Addressed**

*Priority:*
- Apply stagecraft skills safely  
- Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity

*Supporting:* N/A

**Detailed Description/Instructions:** Students will be introduced to the variety of tools and equipment that they will be using in the class (drill, miter saw, circular saw, jig saw, etc.) Students will be shown by the teacher how to safely use each tool in the correct manner.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1  
**Rubric:** To be created
Engaging Experience 1
Title: Communication and Organization
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Apply stagecraft skills safely
- Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity

Supporting: N/A

Detailed Description/Instructions: Students will be introduced to the correct procedure for flying battens, curtain, drops, and electrics from the arbor. Each student will practice unlocking the fly line from the arbor, calling out to those on stage (i.e.: “First electric coming in”), flying the electric in and again locking the fly line. The students on stage will practice with the response of “Thank you, first electric.” Additionally, students will learn other common practices, including organization on the stage and in the tool/equipment storage areas.

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: To be created
**Engaging Experience 1**
**Title:** Keeping Yourself and Others Safe  
**Suggested Length of Time:** 1 Day  

**Standards Addressed**

*Priority:*
- Apply stagecraft skills safely  
- Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity  

*Supporting: N/A*

**Detailed Description/Instructions:** Students will work in small groups to brainstorm various ways that we can keep one other safe when working with tools and in the scene shop. Each group will create a short “Public Service Announcement” to advertise the top safety concerns to keep in mind. Examples may include, always using eye/ear protection, appropriate attire, communication with those around you, keeping work areas clean and clutter free, etc.  

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1  
**Rubric:** To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will individually demonstrate how each of the major tools are used in a safe manner. Each student will be given a scrap piece of lumber to cut using each type of saw. Students will practice flying in electrics and battens using the proper procedures and communication with those on stage.

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tool Usage Demonstrations and Orientation</td>
<td>Students will be introduced to the variety of tools and equipment that they will be using in the class (drill, miter saw, circular saw, jig saw, etc.) Students will be shown by the teacher how to safely use each tool in the correct manner.</td>
<td>1-2 Days</td>
</tr>
<tr>
<td>2</td>
<td>Communication and Organization</td>
<td>Students will be introduced to the correct procedure for flying battens, curtain, drops, and electrics from the arbor. Each student will practice unlocking the fly line from the arbor, calling out to those on stage (i.e.: “First electric coming in”), flying the electric in and again locking the fly line. The students on stage will practice with the response of “Thank you, first electric.” Additionally, students will learn other common practices, including organization on the stage and in the tool/equipment storage areas.</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Keeping Yourself and Others Safe</td>
<td>Students will work in small groups to brainstorm various ways that we can keep one other safe when working with tools and in the scene shop. Each group will create a short “Public Service Announcement” to advertise the top safety concerns to keep in mind. Examples may include, always using eye/ear protection, appropriate attire, communication with those around you, keeping work areas clean and clutter free, etc.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Unit 4: Set Construction

**Subject:** Stagecraft  
**Grade:** 10-12  
**Name of Unit:** Set Construction  
**Length of Unit:**
- Term: 8 Weeks  
- Split Day: (varied times, depending on timing of fall musical and spring play)  
**Overview of Unit:** In this unit, students will develop a plan for building a set and execute it from start to finish in a safe manner.

**Priority Standards for unit:**
- Identify and apply stagecraft skills  
- Identify and apply technical knowledge and skills necessary to safely create and/or operate functional scenery, properties, lighting, sound, costumes, make-up, and publicity

**Supporting Standards for unit:**
- N/A
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>stagecraft skills</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>stagecraft skills</td>
<td>Apply</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>technical knowledge</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>technical knowledge</td>
<td>Apply</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>functional scenery, properties</td>
<td>Create</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>functional scenery, properties</td>
<td>Operate</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. Why is it important to develop a plan and how will it be constructed?
2. How will safety measures be implemented?
3. How will students execute their design decisions that they made in early units of the class?

**Enduring Understanding/Big Ideas:**
1. Developing a plan will assign students directly to particular projects that have been designed.
2. Safety measures will be implemented through instruction and creating common practices and repetitions.
3. Students will execute their design decisions by analyzing earlier work and following a distinct process which allows the students to work at a certain pace.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Band Saw</td>
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<tr>
<td></td>
<td>• C Clamp</td>
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<tr>
<td></td>
<td>• Chalk Line</td>
</tr>
<tr>
<td></td>
<td>• Circular Saw</td>
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<tr>
<td></td>
<td>• Claw Hammer</td>
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<tr>
<td></td>
<td>• Cordless Drill</td>
</tr>
<tr>
<td></td>
<td>• Crow Bar</td>
</tr>
<tr>
<td></td>
<td>• Framing Square</td>
</tr>
<tr>
<td></td>
<td>• Hand Saw</td>
</tr>
<tr>
<td></td>
<td>• Hand Stapler</td>
</tr>
<tr>
<td></td>
<td>• Jig Saw</td>
</tr>
<tr>
<td></td>
<td>• Linesman’s Pliers</td>
</tr>
<tr>
<td></td>
<td>• Mallet</td>
</tr>
<tr>
<td></td>
<td>• Measuring Tape</td>
</tr>
<tr>
<td></td>
<td>• Mitre Saw</td>
</tr>
<tr>
<td></td>
<td>• Open End Wrench</td>
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<tr>
<td></td>
<td>• Parallel Jaw clamp</td>
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<tr>
<td></td>
<td>• Phillips Screw Driver</td>
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<tr>
<td></td>
<td>• Portable Circular Saw</td>
</tr>
<tr>
<td></td>
<td>• Rip Hammer</td>
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<tr>
<td></td>
<td>• Slotted Screw Driver</td>
</tr>
<tr>
<td></td>
<td>• Spirit Level</td>
</tr>
<tr>
<td></td>
<td>• Stage Directions</td>
</tr>
<tr>
<td></td>
<td>• Table Saw</td>
</tr>
<tr>
<td></td>
<td>• Tack Hammer</td>
</tr>
<tr>
<td></td>
<td>• Vise Grip Pliers</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary Pre-Test
Engaging Experience 1
Title: Task Assignments
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Identify and apply technical knowledge and skills necessary to safely create and/or operate functional scenery, properties, lighting, sound, costumes, make-up, and publicity

Supporting: N/A

Detailed Description/Instructions: Students will discuss and assign various types of scenery to each student. This allows the students to become focused on a singular piece of scenery, ultimately leading to mastery of a single skill.

Bloom’s Levels: Understand
Webb’s DOK: 1
Rubric: To be created
Engaging Experience 1
Title: Guided Tools Instruction & Practice
Suggested Length of Time: 2 Days
Standards Addressed
  Priority:
    ● Identify and apply stagecraft skills
  Supporting: N/A
Detailed Description/Instructions: Students will be verbally and visually instructed followed by simple practice of each item. Guided practice of tool usage will go on throughout Unit 4. Students will participate in daily checklists to ensure safety is being followed.
Bloom’s Levels: Understand
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 1
Title: Set & Property Building
Suggested Length of Time: 30 Days
Standards Addressed
Priority:
- Identify and apply stagecraft skills
Supporting: N/A
Detailed Description/Instructions: Students will work on assigned scenery and property materials. Students will be in charge of finding and using the correct tools to create the scenery. Students will communicate with each other to create efficiency in building the theatrical set. Be mindful of individual instruction that may need to occur to execute painting techniques and/or finishing work on a variety of set pieces.
Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: To be create

Engaging Experience 2
Title: Analyze Set & Property Building
Suggested Length of Time: 2-3 Days
Standards Addressed
Priority:
- Identify and apply stagecraft skills
Supporting: N/A
Detailed Description/Instructions: Students will analyze and polish completed work from Engaging Experience 1. Students will determine whether or not the completed set piece is ready for show or if other work needs to be done. Students will verbally discuss thematic completion of set or property piece.
Bloom’s Levels: Evaluate
Webb’s DOK: 4
Rubric: To be created
Engaging Experience 1
Title: Strike
Suggested Length of Time: 2 - 5 Days
Standards Addressed

Priority:

- Identify and apply stagecraft skills

Supporting: N/A

Detailed Description/Instructions: Students will “strike” the set. Students will deconstruct the set properly and attempt to salvage as much material used as possible.

Bloom’s Levels: Apply

Webb’s DOK: 3

Rubric: To be created
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Peer-Reflection
Students will write a 2-3 page reflection on how they navigate Unit 4. Students will be asked write about the experience of creating the various set pieces and property materials. Students will review the show from an audience perspective and create analyze how specific work affected the production in a positive way.

Rubric for Engaging Scenario: To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Task Assignments</td>
<td>Students will discuss and assign various types of scenery to each student. This allows the students to become focused on a singular piece of scenery, ultimately leading to mastery of a single skill.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Guided Tools Instruction and Practice</td>
<td>Students will be verbally and visually instructed followed by simple practice of each item. Guided practice of tool usage will go on throughout Unit 4. Students will participate in daily checklists to ensure safety is being followed.</td>
<td>2 Days</td>
</tr>
<tr>
<td>3</td>
<td>Set and Property Building</td>
<td>Students will work on assigned scenery and property materials. Students will be in charge of finding and using the correct tools to create the scenery. Students will communicate with each other to create efficiency in building the theatrical set.</td>
<td>40-50 Days</td>
</tr>
<tr>
<td>4</td>
<td>Strike</td>
<td>Students will “strike” the set. Students will deconstruct the set properly and attempt to salvage as much material used as possible.</td>
<td>2-5 Days</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.