



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Stagecraft Curriculum

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:

Time Frame	Unit	Instructional Topics
Term: 1 Week Split Day: 2 Weeks	Welcome to Stagecraft	Topic 1: Team Building Topic 2: Terminology Topic 3: The Stage
Term: 1.5 Weeks Split Day: 3 Weeks	Research and Design	Topic 1: Read-Thru Topic 2: Research Topic 3: Types of Scenery Topic 4: Artistic Vision Topic 5: Budget Research Topic 6: Scale Measurements
Term: 1 Week Split Day: 2 Weeks	Safety	Topic 1: Correct Tool Usage Topic 2: Common Practices Topic 3: Personal Safety
Term: 8 Weeks Split Day: 16 Weeks	Set Construction	Topic 1: Developing a Plan Topic 2: Implement Safety Practices Topic 3: Executing Design Topic 4: Strike

Curriculum Revision Tracking

Fall, 2020

- Updated to new Missouri Learning Standards for Fine Arts

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:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Supporting Standards for unit:

- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The impact of technology on design choices in a drama/theatre work	Explore	Understand	2
As a creative team to make interpretive choices for a drama/theatre work	Cooperate	Apply	2

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:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> • Apron • Battens • Borders • Catwalk • Curtain Line • Cyclorama (Cyc) • Drop • Flat • Flats • Floor Plan • Front or Act Curtain • Legs • Masking • Properties • Proscenium Opening • Riser • Scrim • Set • Sight Line • Spiking • Stage Directions • Stage Weights • Teaser • Tormentors • Traveler • Wings

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:

- TH:Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

Engaging Experience 2

Title: Creating Classroom Expectations

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- TH:Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students work together to create a set of classroom expectations.

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 2: Terminology

Engaging Experience 1

Title: Vocabulary Activities

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.

Supporting:

- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

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

Topic 3: The Stage

Engaging Experience 1

Title: Theatre Orientation

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.

Supporting:

- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

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

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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Teambuilding	Team Building Exercises	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.	1-2 Days
Terminology	Vocabulary Activities	Students will define the vocabulary through a variety of activities, including using the Lotus, Is/Is Not, Visual Representation, or Consensogram.	1 Day
The Stage	Theatre Orientation	Students will complete an orientation of the stage and theatre area, including being able to name various components of each.	1 Day

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:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.
- TH:Pr5.1.III.b Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Supporting Standards for unit:

- Cr2-I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Researched technical elements to increase the impact of design for a drama/theatre production	Use	Apply	3
The selection of technical elements used to build a design that communicates the concept of a drama/theatre production	Explain	Understand	2
The selection of technical elements used to build a design that communicates the concept of a drama/theatre production	Justify	Evaluate	3

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:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Design• Research	<ul style="list-style-type: none">• Backdrop• Box Set• Crew• Floor Plan• Front Elevation• Lighting Plot• Periaktoi• Rendering• Scale• Unit Set• Wagons

Resources for Vocabulary Development: Collaborative discussion meetings

Topic 1: Read-Thru

Engaging Experience 1

Title: Script Read-Through

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- Cr2-I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

Topic 2: Research

Engaging Experience 1

Title: Collaborative Meeting-Design

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- Cr2-I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

Topic 3: Types of Scenery

Engaging Experience 1

Title: Guided Discussion of Scenery

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- Cr2-I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

Topic 4: Artistic Vision

Engaging Experience 1

Title: Collaborative Meeting-Production Design

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- Cr2-I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

Topic 5: Budget Research

Engaging Experience 2

Title: Collaborative Meeting-Budget

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.
- TH:Pr5.1.III.b Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Supporting:

- Cr2-I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

Topic 6: Scale Measurements

Engaging Experience 1

Title: Scaling Practice

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.
- TH:Pr5.1.III.b Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Supporting:

- Cr2-I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

Engaging Scenario

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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Read-Thru	Script Read-Through	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.	1-2 Days
Research	Collaborative Meeting--Design	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.	2-3 Days
Types of Scenery	Guided Discussion of Scenery	Students will discuss different build options for the various scenery seen in the production.	1 Day
Artistic Vision	Collaborative Meeting--Production Design	Students will create visual designs of the types of scenery discussed in Topics Two & Three.	3-5 Days
Budget Research	Collaborative Meeting--Budget	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.	1-2 Days
Scale Measurements	Scaling Practice	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.	1-2 Days

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:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting Standards for unit:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The impact of technology on design choices in a drama/theatre work	Explore	Understand	2
Researched technical elements to increase the impact of design for a drama/theatre production	Use	Apply	2

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 ensure 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:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Ear Plugs• Safety Goggles	<ul style="list-style-type: none">• “Thank You”• Battens• Blade Guard• Catwalk• Circular Saw• Cyclorama (Cyc)• Drill• Drop• Flat• Fly-In/Fly-Out• Ghost Light• Mitre Saw• Pipe Weight• Platform Anchor/Wagon Brake• Rigging• Sawhorses• Scrim• Stage Weights• Work Light

Resources for Vocabulary Development: Quality Tools

Topic 1: Correct Tool Usage

Engaging Experience 1

Title: Tool Usage Demonstrations & Orientation

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

Topic 2: Common Practices

Engaging Experience 1

Title: Communication and Organization

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

Topic 3: Personal Safety

Engaging Experience 1

Title: Keeping Yourself and Others Safe

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Correct Tool Usage	Tool Usage Demonstrations and Orientation	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.	1-2 Days
Common Practices	Communication and Organization	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.	1 Day
Personal Safety	Keeping Yourself and Others Safe	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.	1 Day

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:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting Standards for unit:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The impact of technology on design choices in a drama/theatre work	Explore	Understand	2
Researched technical elements to increase the impact of design for a drama/theatre production	Use	Apply	3

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:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> • Band Saw • C Clamp • Chalk Line • Circular Saw • Claw Hammer • Cordless Drill • Crowbar • Framing Square • Hand Saw • Hand Stapler • Jig Saw • Linesman's Pliers • Mallet • Measuring Tape • Mitre Saw • Open End Wrench • Parallel Jaw clamp • Phillips Screwdriver • Portable Circular Saw • Rip Hammer • Slotted Screwdriver • Spirit Level • Stage Directions • Table Saw • Tack Hammer • Vise Grip Pliers

Resources for Vocabulary Development: Vocabulary Pre-Test

Topic 1: Developing a Plan

Engaging Experience 1

Title: Task Assignments

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

Topic 2: Implement Safety Practices

Engaging Experience 1

Title: Guided Tools Instruction & Practice

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

Topic 3: Executing Design

Engaging Experience 1

Title: Set & Property Building

Suggested Length of Time: 30 Days

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

Engaging Experience 2

Title: Analyze Set & Property Building

Suggested Length of Time: 2- 3 Days

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

Topic 4: Strike

Engaging Experience 1

Title: Strike

Suggested Length of Time: 2-5 Days

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH: Cr2-II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

Engaging Scenario

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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Developing a Plan	Task Assignments	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.	1 Day
Implementing Safety Procedures	Guided Tools Instruction and Practice	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.	2 Days
Executing Design	Set and Property Building	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.	40-50 Days
Strike	Strike	Students will “strike” the set. Students will deconstruct the set properly and attempt to salvage as much material used as possible.	2-5 Days

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.