

# Stagecraft Overview

Content Area: **Theatre**  
Course(s): **STAGECRAFT**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

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In this semester course, students will explore all the major elements of stagecraft including set design and construction, lighting design, sound engineering, and stage management. Practical experience will be gained in developing and implementing technical plans for high school performances. This course requires some after-school work on sets, lighting, sound, and costumes.

### PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

| <b>NJ Student Learning Standards</b> |   | <b>NJ Student Learning Standards</b> |   | <b>NJ Student Learning Standards</b>                  |   |
|--------------------------------------|---|--------------------------------------|---|---|---|
| 1. Visual and Performing Arts        | P | 5. Science                           |   | 9. Career Education and Consumer/ Family/ Life Skills | S |
| 2. Health and Physical Education     |   | 6. Social Studies                    |   |   |   |
| 3. Language Arts Literacy            |   | 7. World Languages                   |   |   |   |
| 4. Mathematics                       |   | 8. Technology Literacy               | S |   |   |

## Textbooks and other resources

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### COURSE RESOURCES

Scene & Monologue books, plays

Copies of Backstage Magazine

Copies of Stage Directions Magazine

Tools

Wood

Stage Lights / Mics / Lighting & Sound Boards

## Standards

By the conclusion of this class students will have developed a deeper understanding of the principals of design and color and implemented these into original work (1.4.12.A.1,2,3,4) (M), (1.3.12.C.1,2,) (M), (1.1.12.C.2,3) (M), (1.4.12.A.2,3,B.1,2,3) (M), started to create a design portfolio (9.1.12.A.1) (D), (9.1.12.F.2) (D), (1.1.12.A.1,2,3,B.2) (M), explored opportunities for continued Theatre related career opportunities (1.2.12 C.4) (M) (9.3.12.C.2) (D) and presented designs incorporating all the skills they have acquired in the class. (1.4.12.A.2, 1.3.12.C.1,2, 1.1.12.C.2, 1.4.12.B.1,2, 1.4.12.A.4) (M), (9.1.12.A.1) (D).

## COURSE SCOPE AND SEQUENCE CHART

| <b>Sequential Unit Description:</b>   | <b>Associated CPI's to be Achieved</b>  | <b>Marking Period Guide</b> | <b>Other Pacing Guide References</b> | <b>Prof (Su Ass)</b>      |
|---|---|-----------------------------|--------------------------------------|---------------------------|
| Unit 1 <u>Elements of Stagecraft</u> : students will learn Vocabulary, basics of design (lights and set), Basic theatre and tool safety, and practice using common tools, light and sound boards.                           | 1.4.12.A.1 (M)<br>1.4.12.A.2 (M)<br>1.1.12.C.2 (M)<br>9.2.12.C.1 (D)<br>9.2.12.C.3 (D)                  | 1                           | 25 days                              | Part<br>Obs<br>Hon<br>Wri |
| Unit 2 <u>Practical Application</u> : Students will apply their knowledge through work on the sets, lights, and other technical elements of the EBHS Fall play, and through other projects.                                 | 1.4.12.A.1 (M)<br>1.4.12.A.2 (M)<br>1.3.12.C.2 (M)<br>1.3.12.C.1 (M)<br>9.2.12.C.1(D)<br>9.2.12.C.3 (D) | 1-2                         | On going                             | Part<br>Prac              |
| Unit 3 <u>Elements of Design 1</u> : students will learn basic design skills, including how to diagram their design to scale on graph paper, and in three different views (overhead, front, and side). They will also learn | 1.4.12.A.1 (M)  | 1                           | 20 days                              | Part                      |

|  |  |   |         |                        |
|--|--|---|---------|------------------------|
| <p>how to create a budget, price items, and present their designs.</p>   | <p>1.4.12.A.2 (M)<br/>1.4.12.A.3 (M)<br/>1.4.12.A.4 (M)<br/>1.3.12.C.1 (M)<br/>1.3.12.C.2 (M)<br/>1.2.12.A.1 (M)<br/>1.2.12.A.2 (M)<br/><i>8.1.12.A.1 (D)</i></p>                                |   |         | Des:                   |
| <p>Unit 4 <u>Business of Stagecraft</u> : Students will explore the career possibilities in theatre and related areas, how to pitch a design, the life of a professional designer, and resources for professional designers, stage managers, and other crew positions.</p>   | <p>1.3.12.C.2 (M)<br/><i>8.1.12.A.1 (D)</i><br/><i>8.1.12.D.5 (D)</i><br/><i>9.2.12.C.1 (D)</i><br/><i>9.2.12.C.2 (D)</i><br/><i>9.2.12.C.3 (D)</i></p>  | 2 | 10 days | Wri<br>Part            |
| <p>Unit 5 <u>Elements of Design 2</u>: Students will learn about how color and shape can influence an audience’s emotional state, and create the world of the play. They will apply these ideas to designs they create.</p>  | <p>1.1.12.C.3 (M)<br/>1.3.12.C.1 (M)<br/>1.3.12.D.1 (D)<br/>1.4.12.A.2 (M)<br/><i>8.1.12.A.1 (D)</i></p>   | 2 | 30 days | Des:<br>Crit:<br>Pitc: |
| <p>Unit 6 <u>Solo Final Design</u>: Students will create an original set design, and “pitch” it to the class. The design will incorporate all the elements of design learned so far, including all relevant views to scale, a budget presentation including pricing, an explanation of why they made the choices they did – including emotional impact desired in the audience and any decisions they made or adjustments due to cost.</p> | <p>1.4.12.A.1 (M)<br/>1.4.12.A.2 (M)<br/>1.4.12.A.3 (M)<br/>1.4.12.A.4 (M)<br/>1.3.12.D.1 (D)<br/>1.3.12.C.1 (M)<br/>1.3.12.C.2 (M)<br/>1.1.12.C.1 (M)<br/>1.1.12.C.2 (M)<br/>1.1.12.C.3 (M)</p> | 2 | 10 days | Part<br>Solo           |

|  |                |  |  |  |
|--|----------------|--|--|--|
|  | 1.4.12.B.1 (M) |  |  |  |
|  | 1.4.12.B.2 (M) |  |  |  |
|  | 8.1.12.A.1 (D) |  |  |  |
|  | 9.2.12.C.3 (D) |  |  |  |

|                 |  |
|-----------------|--|
| VPA.1.1.12.A.1  | Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.   |
| VPA.1.1.12.A.2  | Categorize the elements, principles, and choreographic structures of dance masterworks.  |
| VPA.1.1.12.A.3  | Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.  |
| VPA.1.2.12.A.1  | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.   |
| VPA.1.2.12.A.2  | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.  |
| VPA.1.3.12.C.1  | Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.   |
| VPA.1.3.12.C.2  | Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.  |
| VPA.1.3.12.D.1  | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.  |
| VPA.1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.   |
| VPA.1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.   |
| VPA.1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| VPA.1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.  |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  |

## Grading and Evaluation Guidelines

### GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation
- Practical assessments
  - In class projects
  - Participation after school
- Written assignments / designs
- Tests and quizzes

- Research designs
- Design critiques
  - Self critique
  - Critique of others

In terms of proficiency level the East Brunswick grades equate to:

|   |           |                      |
|---|-----------|----------------------|
| A | Excellent | Advanced Proficient  |
| B | Good      | Above Proficient     |
| C | Fair      | Proficient           |
| D | Poor      | Minimally proficient |
| F | Failing   | Partially Proficient |

#### COURSE EVALUATION

In Stagecraft the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

#### Other Details

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#### SCED #1031 Stagecraft (East Brunswick High School)

| Projected Number of Students | School #'s | Course Level | Course Length | Grade Level | Credits | Min. Per Week | Elective/Required | Date of Initial Adoption |
|------------------------------|------------|--------------|---------------|-------------|---------|---------------|-------------------|--------------------------|
| 40                           | 050        | A            | S             | 10-12       | 2.5     | 210           | E                 | 10/17/2002               |

