

Unit 5: Play Production

Content Area: **Fine and Performing Arts**
Course(s): **Theater Arts I**
Time Period: **January**
Length: **6 weeks**
Status: **Published**

Unit Overview

Developing production skills: choosing a play, casting, budgeting, sets, costumes, props, special effects, makeup, hair, lights, and sound.

Enduring Understandings

- Theatre served multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great performances require skills and discipline to turn notions into a quality production.
- The artistic process can lead to unforeseen or unpredictable outcomes.
- Effective productions use various forms of media and technology to enhance their art.
- Teamwork is important for a successful production and relationship building.
- Artistic productions require collaboration, interpreting and organizing the technical aspects of a performance, lighting, sets, props, makeup and costumes design.
- Students should understand the principals of good house management.
- Students should be able to prepare a public relations and advertising package for a production.
- Students should understand and recognize that artist have their own style and culture and history can affect their work.

Essential Questions

Why is it important to work well together on a production?

What can happen when people do not cooperate and work together?

What must be considered when selecting a play for production?

How is casting a production directly related to the success of a production?

How does setting and purpose for a performance influence choice of sets, costumes, and lights?

What are the different types of sets and how are they made?

How are costumes created, gathered, altered, rented, and prepared for a production?

What affects a light plot for a production?

How are microphones used in a production?

How are hair and makeup designs used in a production on a large budget, limited budget, scholastic production versus a professional production?

What ways do sets, costumes, props, makeup directing, lighting, sound and performers interact together for an artistic impact on the audience?

How does live art/performance change its audience?

Describe how the production process can change as the production schedule, rehearsals, creative meeting, etc. take place? Is change to be expected?

Explain how it is possible to have a successful performance on a low budget?

What are the crew jobs and responsibilities for a production?

What are the responsibilities of the publicity crew?

Describe the function of a house manager in the theatre.

Explore the variety of publicity techniques in promoting a production.

What are the essential items included in a play program?

What are the details required on a publicity poster for a production?

Why are tickets needed for a production and what is included on them?

How does the style and mood of the production determine who your target audience is for publicity?

How has the social climate of society effect a production?

TH.6-8.1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
TH.6-8.1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
VPA.1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
VPA.1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
VPA.1.4.8.A.CS3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.1.4.8.A.CS4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.9-12.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.9-12.1.1.12.1	Theatre and the arts play a significant role in human history and culture.
VPA.9-12.1.1.12.2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.9-12.1.1.12.C	Theatre
VPA.9-12.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.9-12.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.9-12.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
VPA.9-12.1.3.12.2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.9-12.1.3.12.C	Theatre
VPA.9-12.1.3.12.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.9-12.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.9-12.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.9-12.1.4.12.1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.9-12.1.4.12.1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
VPA.9-12.1.4.12.2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.9-12.1.4.12.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and

	physical context in which it is performed or shown.
VPA.9-12.1.4.12.3	Art and art-making reflect and affect the role of technology in a global society.
VPA.9-12.1.4.12.A	Aesthetic Responses
VPA.9-12.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.9-12.1.4.12.B	Critique Methodologies
VPA.9-12.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.9-12.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Student Learning Objectives (SLOs)

Analyze the physical, emotional and social attributes of characters to make informed choices about character development derived from information in the script and the social, political, historical circumstances of the play. 1.1.12.C.2

Design a character's makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design. 1.1.12.C.3

Create a set design (ground plan) for a scene based on a script analysis, dramaturgical study, and director's vision that includes a justified use of three-dimensional space. 1.1.12.C.3

Create and develop justified textual and non-textual moments in a scene using sound and light, based on script analysis, dramaturgical study and director's vision. 1.1.12.C.3

Portray distinct characters that reflect physical, vocal and emotional choices in short and long form improvisational scenarios. 1.3.12.C.1

Develop the voice and body instruments by utilizing established physical and vocal techniques such as: Linklater, Rodenburg, Alexander, and Laban. 1.3.12.C.1

Demonstrate intentionality of the actor's choices by creating and performing physically, vocally and emotionally invested characters whose actions are justified by the script and/or situation. 1.3.12.C.2

Illustrate the attributes of safety, construction, and production of technical theatre elements. 1.1.12.C.3

Trace the development of technical aspects of theatre throughout major points of history. 1.2.12.A.2

Write or devise a short original play that conforms to the dramatic structure of one theatrical genre with a clear beginning, middle, and end. 1.3.12.C.1

Direct a scene from a published or original work demonstrating suitable script analysis and clear visual aesthetics. 1.2.12.C.2

Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was created. 1.4.12.A.1 & 1.4.12.A.2

Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the

director's vision. 1.4.12.A.3

Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically. 1.4.12.A.4

Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context. 1.4.12.B.1

Ascertain the aesthetic of a theatrical production based on the technical production and performance values. 1.4.12.B.2

Examine applications and influences of technology in theatrical works and their impact on the performance and audiences' perception and experiences around the world. 1.4.12.B.3

Lesson Titles

Selecting the Play (3 lessons)

Casting (5 lessons)

Assembling and collaborating with staff for a production (2 lessons)

Assessing needs of a production (2 lessons)

Sets (6 lessons)

Costumes (10 lessons)

Hair and Makeup (10 lessons)

Props (7 lessons)

Sound (2 lessons)

Lights (4 lessons)

Special Effects (2 lessons)

Publicity and House Management (8 lessons)

Tech week (4 lessons)

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

Inter-Disciplinary Connections

LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.9-12.3.3	All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
LA.9-12.3.3.12 B	Questioning (Inquiry) and Contributing
LA.9-12.3.3.12 D	Oral Presentation
LA.9-12.3.4	All students will listen actively to information from a variety of sources in a variety of situations.
LA.9-12.3.4.12 B	Listening Comprehension
LA.9-12.3.5.12 B	Visual and Verbal Messages

LA.9-12.3.5.12 C	Living with Media
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.3.12	All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Explore AAPI playwrights and stories -

Focus on plays written by AAPI authors that showcase the diversity of AAPI experiences and perspectives. Consider plays like "Chinglish" by Mei Mason, "American Hwangap" by David Henry Hwang, "M. Butterfly" by David Henry Hwang, or "The Paper Dreams of Yoky Ono" by R.A. Shiomi.

Topic: Educate students about AAPI cultures -

Organize workshops or presentations on AAPI cultures and traditions to help students understand the context of the play.

Addresses the Following Component of the Mandate: The political and social contributions of Asian American Pacific Islander people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

[Asian American Arts Alliance](#)

[National Asian American Theatre Company](#)

Climate Change Mandate

Topic: Performance and Storytelling -

Search for existing climate change plays or scripts specifically written about climate change, like "The Lorax"

or "The Ocean at the End of the Lane." Alternatively, adapt existing plays or stories to incorporate climate themes.

Addresses the Following Component of the Mandate: The political and social impact of climate change, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

[NJDOE Climate Change Education Resources](#)

Eco-Theatre and Environmental Performance Organizations

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Read, evaluate, critique, discuss and selecting a piece for production.

Develop casting requirement list, audition packet, hold auditions, callbacks and Cast show/piece.

Collaborating, evaluating, defending, prioritizing production needs and working with crew/cast and creative team.

Creating production and weekly rehearsal reports for piece.

Evaluating daily rehearsals and making adjustments for future rehearsals and final project.

Assembling and collaborating with staff for a production.

Developing set/costume/lighting/prop/makeup/hair/wig production needs.

Sketching, gathering photos, collaborating, creating portfolio of production designs.

Develop sewing skills, sewing hems, buttons, safety terms and useage.

Create TP costume.

Create a measurment costume plot for one of the characters in the show.

Identify various period pieces across the globe in costume history.

Identify and describe various stock costume pieces.

Identify hairstyles from various type periods and around the globe. Connect these to the appropriate show.

Develop specific prop list, table. Create a prop and present it to the class using recycled materials.

Identify various royalty free sound effects sites.

Develop a sound background track for a performance piece.

Develop a lighting plan/plot for a production.

Identify basic lighting instruments and terminology

Define and identify various forms of special effects.

View various special effects presentations.

Defend and discuss the value of various special effects and their use in the production.

Determine safety protocols for various special effects uses.

Create a production Publicity package.

Prepare and develop house management rules and procedures.

Present "theatre etiquette skit" for class, video, critique and compare.

Develop a tech week schedule.

Prepare tech week handbook.

Prepare play for production/rehearsal and tech week.

Self-evaluation of play, post production.

Peer review and critique.

Modifications

ELL Modifications

- 1:1 testing during Delsea One or study hall.
- Alternate assessment options....physical demonstration, nonverbal performances.
- Be flexible with time frames and deadlines using Delsea One, study halls, before and after school to

help complete assignments.

- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Group students with peers with greater grasp of content to assist.
- Offer alternate/or modify assessments with shorter length. For example: when completing a verbal presentation/performance allow part in their primary language and part in English.
- Repeat, reword, clarify for comprehension.
- Use manipulatives where possible to assist in comprehension.
- Use real objects when possible for demonstration purposes.

504 and IEP Accommodations and Modifications

- Breaking larger assignments/projects into shorter tasks with clear deadlines for each section.
- Co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side).
- Creating outlines for note taking and giving students option to take notes on paper or chromebook. Letting them choose whichever is more efficient for them.
- Modeling and showing lots of examples, including examples of what is good work/performances and what is not acceptable. Have students identify which is acceptable after review.
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching.)
- Providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides.
- Speaking to students privately when redirecting behaviors. Also giving signals to students when they need to be redirected, nonverbal cues.
- Teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities).

At Risk Modifications

- Breaking larger assignments/projects into shorter tasks with clear deadlines for each section.
- Co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side).
- Creating outlines for note taking and giving students option to take notes on paper or chromebook. Letting them choose whichever is more efficient for them.
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Gifted and Talented Modifications

- Demonstrate and modeling higher level of performance requirements.
- Inquiry based learning.
- Student led/directed discussions. For example: Student will research and prepare part of the lesson with teacher and present as a team teaching unit to class.
- Student will take performances to the next level and schedule venue, prepare more of production needs for presentation in collaboration with instructor and/or theatre Professional.

Formative Assessment

Opinion Journals

List- group-label

Review reflection critiques

conference with between teacher and student

student feedback, Q & A

Summative Assessment

Performances

Self/peer/instructor Critiques

Projects

Written assessment

Benchmark Assessments

Performances

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Skills-based assessment- math practice

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Youtube clips

Sample videos, audio recording

interactive smartboard activity

Student personal electronic devices within lesson

Broadway.com

Dramatist

Theatre Development Fund videos and articles

Backstage Articles and videos

Theatre Wing videos

Theatre Educators Blog

Broadway Teacher Workshop Articles and videos

interactive smartboard activity

Technology

Use of Chromebooks

Kahoot reviews

Complete assignments on Google Classroom

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.