

INTRO STAGECRAFT Unit 3: Evaluating/Immersing

Content Area: **Fine and Performing Arts**
Course(s): **Introduction to Stagecraft**
Time Period:
Length: **5 Weeks**
Status: **Published**

Unit Overview:

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

Essential Questions:

- What careers are available in the dramatic arts and theatre back stage?
- 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?

Enduring Understandings:

Training in motion and communication is necessary for successful drama presentations.

Knowledge of dramatic arts and theatre leads to a lifelong appreciation and active interest in the Arts.

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.

Standards/Indicators/Student Learning Objectives (SLOs):

Standards

TH.9-12.1.4.12acc.Cr1	Generating and conceptualizing ideas.
TH.9-12.1.4.12acc.Cr2	Organizing and developing ideas.

TH.9-12.1.4.12acc.Cr3	Refining and completing products.
TH.9-12.1.4.12acc.Pr	Performing
TH.9-12.1.4.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
TH.9-12.1.4.12acc.Pr6	Conveying meaning through art.
TH.9-12.1.4.12acc.Re7	Perceiving and analyzing products.
TH.9-12.1.4.12acc.Re8	Interpreting intent and meaning.
TH.9-12.1.4.12acc.Re9	Applying criteria to evaluate products.
TH.9-12.1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
TH.9-12.1.4.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.9-12.1.4.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Lesson Titles:

Use of imagination when developing a production from script, blocking, to tech needs.

Parts of the stage and how to use them when directing a production.

Stage terminology development.

Play structure development and how to create

Theatre Safety rules and procedures.

Culture in the theatre world.

Selecting the Play that is right for your group, audience and space.

Casting effectively.

Assembling and collaborating with staff for a production.

Assessing needs of a production

Set construction and design.

Costumes design, research, construction.

Hair and Makeup design and production.

Props design, table, construction, rental, forms.

Sound development

Lights design and effective use for a production.

Special Effect development, rental, safety procedures and costs.

Publicity and House Management for an original production verse a commercial production.

Tech week procedures.

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	<p>Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p>

Inter-Disciplinary Connections:

LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.SL.9-10	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Presentation of Knowledge and Ideas</p>
LA.L.9-10	Language
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Equity Considerations

Amistad Mandate

View and evaluate work of minority tech crew designers in the theatre. Each students choose a specific artist to gather information about and share with class via slide show and discussion.

Holocaust Mandate

Topic: The Diary of Anne Frank

Materials Used: The script of the play "The Diary of Anne Frank"

Addresses the Following Component of the Mandate: Understanding the effects of the holocaust on children and families. How we must keep the true stories of the events of the holocaust know to all.. through theatre we can do that.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): The musicals Rent, Tic Tick Boom, and other contributions by artists in the LGBTQ community.

Materials Used: Scripts, articles from Broadway.com, Playbill.com and current arts events in the media.

Addresses the Following Component of the Mandate:

- Political
- Social

Climate Change

Broadway Green Alliance information and research. Discuss with students responsible sustainable uses of materials in the theatre. Will later deal with more in props, costumes and set units. <https://www.broadwaygreen.com/about-us>

Asian American Pacific Islander Mandate

Lea Salonga is an Asian American Performer who got her start in Miss Saigon with Andrew Lloyd Webber. She was a young girl and they found her and polished her performance skills and she went on to become a famous Asian American performer. She has done roles in many musicals and most notably as an adult performer Les Miserable and Once on this Island. We will also study and review Once on this Island which is set in a Pacific Island.

- Social

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Performances
- Self/peer/instructor critiques

Resources & Materials:

Youtube clips

Sample videos, audio recording

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

Student personal electronic devices within lesson

Benchmark Assessments

Benchmark Assessments:

Skills-based assessment
Reading response
Writing prompt
Lab practical

Alternative Assessments

Alternative assessments:
Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

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

Daily rehearsal (Remembering/Understanding/Applying/Analyzing/Evaluating).

Performance and rehearsal assessments (Understanding/Applying/Analyzing/Creating)

"Theatrical Self" presentation (Remembering/Understanding/Applying/Analyzing/Evaluating/Creating)

Formative Assessment:

- Anticipatory Set
- Closure
- conference with between teacher and student
- Opinion Journals
- Review reflection critiques
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.12.F.CS1

Identify and define authentic problems and significant questions for investigation.

TECH.8.2.12.B

Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

CS.K-2.8.1.2.NI.2

Describe how the Internet enables individuals to connect with others worldwide.