

# INTO STAGE CRAFT-Unit 1- Setting the Stage Safety

Content Area: **Fine and Performing Arts**  
Course(s): **Advanced Theater Arts**  
Time Period: **September**  
Length: **5 weeks**  
Status: **Published**

## Enduring Understandings:

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Training in motion and communication for the successful theatrical process and creation.

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

## Unit Overview:

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Reviewing and developing basic theatrical terms and procedures to productively conduct a safe performance space. Students developing trust and relationships with teacher and peers to facilitate creative learning environment.

## Essential Questions:

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How does this presentation/art form effect our school, culture, country, world, history?

Why is art always changing?

How can an audience enrich a performance?

How does lighting change the audiences experience?

How does good technical theatre change a production?

Which is it crucial to behave appropriately at a performance and while preparing a production?

How do the events of current times influence the understanding of a theatrical preparation?

How do cooperation, communication, self-esteem and sympathy apply in theatre and real life?

What must be considered when creating new art for an audience?

What are safety rules and procedures when working with power tool and equipment in the theatre?

How do we prepare for our roles back stage in regard to outfits, hair, aprons, shoes, hand coverings?

What type of fire saftey issues are observed in the theatre?

What are safety emergency procedures in the theatre?

What are the different types of performance styles and venues?

How are clear instructions and objectives helpful when creating art?

### **Standards/Indicators/Student Learning Objectives (SLOs):**

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|------------------------|---|
| 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.Pr4  | Selecting, analyzing, and interpreting work.  |
| 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.Re8  | Interpreting intent and meaning.  |
| TH.9-12.1.4.12acc.Re9  | Applying criteria to evaluate products.   |
| 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:**

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- Artistic Discipline
- Collaboration with peers in creating art
- Developing personal resources

-Voice for the stage/Speech

-Believable Movement

-Improvisation/role playing

### **Career Readiness, Life Literacies, & Key Skills:**

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|------------------|---|
| 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 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).   |

## **Inter-Disciplinary Connections:**

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|------------------|---|
| CRP.K-12.CRP1    | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP2    | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP3    | Attend to personal health and financial well-being.   |
| 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.  |
| CRP.K-12.CRP9    | Model integrity, ethical leadership and effective management.   |
| VPA.1.1.12.B.2   | Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. |
| VPA.1.1.12.D.CS1 | Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.         |
| VPA.1.2.12.A.1   | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.  |
| VPA.1.3.12.A.CS2 | Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.        |

## **Equity Considerations**

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### **Amistad Mandate**

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Not Applicable

### **Holocaust Mandate**

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Not Applicable

### **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Accepting all people in the arts and in life.

Materials Used: Current Events, Everyone's Talking About Jamie Movie.

Addresses the Following Component of the Mandate: Students accepting peers and lifting people up with the arts.

- Political
- Social

## **Climate Change**

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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**

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Topic (Person and Contribution Addresses): The King and I

Materials Used: Script, video and news articles and debates about using color blind casting. Culturally appropriate casting.

Addresses the Following Component of the Mandate: When there is a show with Asian Americans, they must be portrayed by performers of that cultural background.

- Economic
- Political
- Social

## **Resources & Materials:**

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Youtube clips from Internet and Playbill.com. Broadway.com

Powerpoint presentations.

Current Events in the Arts links on line.

Smart Devices/Chromebooks

## **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Performances
- Presentations

## **Alternative Assessments**

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Alternative assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessemnts**

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Benchmark Assessments:

Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Alternative Assessemnts**

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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:**

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|------------------|--|
| VPA.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.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.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.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.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.CS1 | Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.    |
| 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.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. |

### **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

### **Modifications**

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### **ELL Modifications:**

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- 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)

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### **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

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### **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

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### **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
- 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
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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Youtube clips from Internet and Playbill.com. Broadway.com

Powerpoint presentations.

Current Events in the Arts links on line.

Smart Devices/Chromebooks

Kahoot for review

TECH.8.1.12.A.CS1

Understand and use technology systems.

## **Computer Science and Design Thinking Standards**

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CS.K-2.8.1.2.DA.2

Store, copy, search, retrieve, modify, and delete data using a computing device.

CS.K-2.8.1.2.NI.1

Model and describe how individuals use computers to connect to other individuals, places,



information, and ideas through a network.