

INTRO STAGECRAFT Unit 2 Technical Needs of Production

Content Area: **Fine and Performing Arts**
Course(s): **Introduction to Stagecraft**
Time Period:
Length: **10 Weeks**
Status: **Published**

Unit Overview:

Executing the distribution of the budgeted, sets, costumes, props, special effects, makeup, hair, lights, and sound for a production.

Essential Questions:

What financial restrictions are set upon the production needs of the play/musical?

How can you divide up the production needs with the available funds for a production?

When choosing to purchase materials for costumes, how do you decide to buy, purchase, or rent a costume?

When choosing to purchase materials for props, how do you decide to buy, purchase, or rent a prop?

Evaluating the value of time versus money when working on the technical needs of a production, how do you weigh in on the production team discussion and decision making?

What are the lighting needs and how to meet them?

What are the costume needs and how do we meet them?

What are the sound design needs and how do we meet them?

What are the set design and construction needs and how do we meet them?

What are the hair, wig and makeup needs and how do we meet them?

What are the properties needs and how do we meet them?

What are the special requests and special needs of the directors and or actors and how do we meet them?

What are the public relations and advertising needed for the production and how do we meet them within our limitations?

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:

Theatre Safety rules and procedures.

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

Assembling and collaborating with staff for a production.

Assessing needs of a production, financial, special effects, costumes, sets, lights, props, sound/mics, musicians, etc.

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	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). With a growth mindset, failure is an important part of success. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Innovative ideas or innovation can lead to career opportunities.

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	Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas
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 various Tony Award winning minorities in the technical aspects of theatre and evaluate their productions and process. Each student researches, studies and presents the work samples of that artist and trying to emulate them in a creative tech theatre presentation.

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 known 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

Alternative Assessments

Alternative assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Benchmark Assessments:

Skills-based assessment

Reading response

Writing prompt

Lab practical

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

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.