Unit 1: Welcome to the Stage

Content Area: **Technology**
Course(s):
Time Period: **September**
Length: **2 weeks**
Status: **Published**

Enduring Understandings

Technology

Technology has evolved since the beginning of time.

The human designed world is everything humans have created.

Art

Recognizing how the arts relate to all aspects of learning in relationships to the practical characteristics of daily life enhances the ability to make connections and solve problems.

Art is transformative and active.

Essential Questions

Technology

-How are objects manufactured and produced?

-How has the process of construction evolved with respect to time?

-What new technologies have emerged due to industry demands?

Art

-How have historical developments affected the visual arts?

-What are the purposes for which cultures create art?

-Where can you identify cultural influences reflected in art?

Content

Goal

The goal of this unit is to introduce students to the stage throughout history, the advancements, changes, and new ideas in regards to the production of stage design and theatre as a whole.

Suggested Activities:

-Create a model of a stage in order to better understand the importance of the layout and design.

-Create a timeline of technology and art advancements highlighting their significance and cultural impacts as it relates to the theatre.

-Compare and contrast two productions in order to see advancement in design and prduction.

Skills

-Students will be able to articulate the progression of manufacturing, production and construction in relation to theater and stage design.

-Students will be able to compile a list of new technology resulting from industry demands.

-Students will be able to distinguish differences between types of intellectual property as it relates to the theater.

-Students will be able to map creative changes and innovations in the theater with regards to stage production and design.

-Students will be able to recognize the impact of history on the theater and vice versa.

-Students will be able to compare and contrast trends in theater with respect to time and various cultures.

Resources

Theatre Games for the Classroom, Viola Spolin, 1986

Musicals: The Definitive Illustrated Story, DK Publishing, 2015

American Musical Theater History

http://www.theatrehistory.com/american/musical030.html

Parts of a Stage

http://www.theatresolutions.net/parts-of-a-stage/

History of Theater

http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=cui

Understanding Scale and Scale Drawings

https://www.firstinarchitecture.co.uk/understanding-scales-and-scale-drawings/

Copyright Laws in School Performances

https://www.legalzoom.com/articles/copyright-laws-and-school-performances

Various Filmed Stage Productions

Director and Student Scripts

Assessments

Formative Assessments

-Open class discussions

-Self assessment

-Class Participation

-Student Group Interaction

-Exit tickets

Summative Assessments

-Writing assignments

-Unit quiz

-Rubrics

Standards

Technology

8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

Art

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual arts that were caused by the creation of new technologies.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.