# Unit 7: Basic Stage Exploration and Technical Theatre

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 35**
Length: **6 weeks**
Status: **Published**

## Unit Overview

In this unit students will explore and identify the parts of a stage as well as simple technical theatre terms when it comes to lighting and sound. Students will use stage applications to create basic plots and create activities to reinforce information.

## Standards

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| VPA.1.1.5.C.3 | Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. |
| VPA.1.1.5.C.CS3 | Time, place, mood, and theme are enhanced through use of the technical theatrical elements. |
| VPA.1.3.5.C.CS1 | A play's effectiveness is enhanced by the theatre artists' knowledge of technical theatrical elements and understanding of the elements of theatre. |
| VPA.1.4.5.A.1 | Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. |

## Essential Questions

- Does a theatrical production need light and sound?
- How do technical elements influence actors?

## Application of Knowledge: Students will know that...

- basic lighting includes: spotlight, top light, side light and front light
- basic sound includes: condenser microphones, dynamic microphones, floor microphones, speakers, amplifiers
- basic stage type is a proscenium stage also called a picture frame stage
- lights and sound can both enhance or take away from an actor's performance

## Application of Skills: Students will be able to...

- identify a proscenium stage
- identify basic lighting elements
- identify basic sound elements
- label basic stage diagram

## Assessments

- Diagram of basic stage plot
- Type of Stage Quiz
- Test on light and sound elements
- Journal Entry on advances and drawbacks of light and sound
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment.

## Suggested Activities

- Create blueprints of stage
- Complete worksheets on diagrams of types of stages
- Discussion and research of basic and light sound elements
- Class discussion of needs of an actor- lights and sound
- Walk the stage- Activity to learn basic stage direction

## Activities to Differentiate Instruction

**Differentiation for special education:**

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Simplify stage plot activity

- Work with theatre buddy on journal entry

**Differentiation for ELL's:**

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: proscenium, condenser, spotlight, angle

**Differentiation to extend learning for gifted students may include:**

- Create a Power Point to review types of stages for the class

## Integrated/Cross-Disciplinary Instruction

Performing Arts can work with Technology class to create a computer generated diagram of the stage

## Resources

Everything About Theatre, by Robert L. Lee

Introduction to Stage Lighting, by Charles I. Swift

The Complete Play Production Handbook, by Charles Allensworth

Stagelightingprimer.com

Teacher generated handouts/worksheets

## 21st Century Skills

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| 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.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |