

# Intro to Theatrical Design

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **1 semester**  
Status: **Published**

## Standards

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ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EstZXo0uiFYv1Nu4/edit>

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

- TH.9-12.1.4.12prof.Cn10a - Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work
- TH.9-12.1.4.12acc.Cn10a - Choose, interpret and perform devised or scripted theatre to reflect or question personal beliefs
- TH.9-12.1.4.12prof.Cn11a - Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work
- TH.9-12.1.4.12acc.Cn11a - Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works
- TH.9-12.1.4.12prof.Cn11b - Use basic research methods to better understand the social and cultural background of a devised or scripted theatre work
- TH.9-12.1.4.12acc.Cn11b - Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work
- TH.9-12.1.4.12prof.Cr1a - Research to construct ideas about the visual composition of devised or scripted theatre work
- TH.9-12.1.4.12acc.Cr1a - Investigates historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work
- TH.9-12.1.4.12prof.Cr1b - Explore the impact of technology on design choices in devised or scripted theatre work
- TH.9-12.1.4.12acc.Cr1b - Understand and apply technology to design choices for devised or scripted theatre work
- TH.9-12.1.4.12prof.Cr2a - Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work
- TH.9-12.1.4.12acc.Cr2a - Develop a dramatic interpretation to demonstrate a critical understanding of

historical and cultural influences in a devised or scripted theatre work

- TH.9-12.1.4.12prof.Cr2b - Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles
- TH.9-12.1.4.12acc.Cr2b - Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work
- TH.9-12.1.4.12prof.Cr3c - Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work
- TH.9-12.1.4.12acc.Cr3c - Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work
- TH.9-12.1.4.12prof.Pr4b - Use technical elements to increase the impact of design for a theatre production
- TH.9-12.1.4.12acc.Pr4b - Apply theatrical elements and research to create a design that communicates the concept of a theatre production
- TH.9-12.1.4.12prof.Re7a - Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique
- TH.9-12.1.4.12acc.Re7a - Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices
- TH.9-12.1.4.12prof.Re7b - Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions
- TH.9-12.1.4.12acc.Re7b - Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work
- TH.9-12.1.4.12prof.Re8a - Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context
- TH.9-12.1.4.12acc.Re8a - Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria
- TH.9-12.1.4.12prof.Re8b - Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline
- TH.9-12.1.4.12acc.Re8b - Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretation
- TH.9-12.1.4.12prof.Re8c - Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience
- TH.9-12.1.4.12acc.Re8c - Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience
- TH.9-12.1.4.12prof.Re9a - Analyze and compare artistic choices developed from personal experiences

in multiple devised or scripted theatre works

- TH.9-12.1.4.12acc.Re9a - Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work  
TH.9-12.1.4.12prof. Re9b - Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work
- TH.9-12.1.4.12acc.Re9b - Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding
- TH.9-12.1.4.12prof.Re9c - Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work
- 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
- LA.W.3.7. Conduct short research projects that build knowledge about a topic.
- LA.W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CRP.K-12.CRP2 Apply appropriate academic and technical skills.
- 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.CRP11: Use technology to enhance productivity.

## **Brief Summary of Unit**

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In this unit, students will study design elements and create basic theatrical designs.

**Revision Date: June 2023**

### **Essential Questions**

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- What are the elements of theatrical design?
- How do designers approach their craft?
- How do designers fit into a production team?

### **Essential Understandings**

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- There are many realms of theatrical design such as scenic, lighting, costume, sound, and projections
- The design process begins with rough sketches and concept drawings and culminates in the creation of the actual items to be used
- Designers are typically hired by and work for the director, using their skills to create a joint vision for a production

### **Students Will Know**

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- The different elements of theatrical design that exist
- Basic terminology as it applies to design generally and elements specifically
- How to collaborate with others to create a shared vision

### **Students Will Be Skilled At**

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- List and identify elements of theatrical design
- Critique design and production elements as they relate to the goal of a script
- Collaborate with classmates to create unique designs

## **Learning Plan**

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- Discuss essential questions
- Discuss elements of design
- Experience examples of design in media such as film, television, and proshots
- Bring in examples of design the students find interesting or simply like
- Discuss the design process and the production team
- Discuss different theatrical elements and their specific skills and trades
- Assign design aesthetics to the students for them to bring in examples of
- Have students write aesthetics on slips of paper and then assign these to groups to apply to Romeo and Juliet
- Group presentation of their design concepts for Romeo and Juliet

## **Evidence/ Performing Tasks**

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Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

- Discussion of essential questions
- Observation of understanding through discussion and process
- Discussion of content brought in
- Presentation of designs the students find interesting
- Presentation of aesthetics the students have researched
- Collaborative process among the groups
- Presentation of design concepts
- Self-assessment
- Student explanation of thought process

## **Materials**

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The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

- Paper
- Pens/pencils/graphite
- Content from film, television, proshots (SWANK, DigitalTheater+)

## **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

[Performing Arts Accommodations & Modifications](#)