Intro to Theatrical Design

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

Standards

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.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.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 theater work
- TH.9-12.1.4.12prof.Cr3b - Practice devised or scripted theatre work using theatrical staging conventions
- TH.9-12.1.4.12acc.Cr3b - Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions
- 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.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' interpretations
- 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 or audience

- 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

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

Revision Date: June 2023

Essential Questions

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

Essential Understandings

- 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

- 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

- 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

- 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

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

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

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

Performing Arts Accommodations & Modifications