

Unit 5: Staging

Content Area: **Art**
Course(s): **Generic Course, Acting I**
Time Period: **Generic Time Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will become familiar with staging a performance. Students will become well versed with the unit terminology, along with various types of theatres and parts of the theatre. Students will learn about career paths available in the theatrical arts, and how each position assists the success of a large scale or main stage production. Students will apply their skills learned to staging their first scripted performance.

9.3.12.AR-PRF.1	Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.8	Analyze all facets of stage and performing arts production management.
VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.CS3	Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Transfer

Students will be able to independently use their learning to...

- Identify parts of the stage
- Identify parts of the theatre
- Identify theatrical career responsibilities
- Create a set design
- Block and stage a scene
- Create movement within a scene appropriate to the script

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- Large scale productions require many individuals collaborating for success
- Stage movement is not spontaneous, but predetermined based off given circumstances.
- Successful scenes require predetermined set designs and blocking.

Essential Questions

Students will keep considering...

- How do you design your set based off of the text?
- Is set design and blocking open to personal interpretation?
- How will creating your set design affect your character movement?
- What must be determined before you block your scene?
- What are the challenges of collaborating on a main stage production?
- What careers are available through theatre arts?
- What is the most important job in the theatre?
- How can those in charge of technical and artistic elements collaborate on a single production?

Application of Knowledge and Skill

Students will know...

Students will know...

- The parts of the stage
- The parts of the theatre
- The responsibilities of various theatrical careers
- How to create a set design

- How to block and stage a scene
- How to create movement within a scene appropriate to the script

Students will be skilled at...

Students will be skilled at...

- Articulating unit terminology
- Blocking and staging
- Analyzing the text and creating deliberate movement
- Discussion about theatrical arts as a career

Academic Vocabulary

- Upstage
Downstage
Stage Right
Stage Left
Cross
Stage plot Stage Directions
Blocking
Set design
Proscenium theatre
Thrust theatre
Black Box theatre
Arena theatre
Front of House
Producer
Publicity
Box Office
Ushers
House Manager
Director
Actor
Set Designer
Costume Designer
Lighting Designer
Sound Designer
Construction Crew
Lighting Crew
Stage Manager
Backstage Run Crew
Lobby

House
Backstage wings
Dressing rooms
Fly Rail
Stage Manager Booth
Catwalk
Orchestra Pit
Character
Actor
Stage
Given Circumstances

Learning Goal

- Students will be able participate in conversation concerning theatrical responsibilities using unit terminology
- Students will be able to analyze text to create a set design, blocking, and appropriate character movement

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

Target 1--(Level Four)

SWBAT:

Participate in conversation concerning theatrical responsibilities using unit terminology

- participate in conversation concerning theatrical responsibilities using unit terminology

VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
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VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 2--(Level Three)

SWBAT:

Analyze text to create a set design, blocking, and appropriate character movement

<ul style="list-style-type: none"> Analyze text to create a set design, blocking, and appropriate character movement 	
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
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VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Summative Assessment

- Individual staging assessment
- Vocabulary/labeling written assessment
- Group performance assessment

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.

Formative Assessment and Performance Opportunities

- Formal partner scene
- Formal staging individual assessment
- Informal first scene performance
- Informal performances
- Peer critiques of other students.
- Self-critique.
- Short informal performances in a group participation setting.
- Vocabulary quiz.

Differentiation / Enrichment

- IEP modifications for written testing
- Peer critique
- Self-critique
- Teacher monitoring/assessing
- The assessment grade is based on effort, attempt at skill, and participation. Allowing all to succeed in the activity.
- Verbal terminology testing optional

Unit Resources

Rubric to follow

- Assessment Rubric
- Critique Sheets
- Given Circumstances, environment, emotions, situation resources
- Labeling worksheets
- Parts of the stage
- Parts of the theatre
- Scripts
- Self Critique Sheet
- Set design materials

- Staging materials
- Terminology worksheets
- Theatrical career descriptions