

# Unit 4: Set Design/Stagecraft

Content Area: **Performing Arts**

Course(s):

Time Period: **Full Year**

Length: **3 Weeks**

Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## Set Design/Stagecraft

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### Learning Objectives

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- Apply knowledge gained in prior math classes to create a budget for a given project
- Create a sketch to provide an overview of a set design
- Demonstrate an understanding and working knowledge of the basic techniques, equipment, supplies and safety requirements for theatrical scenic design, construction and operation
- Demonstrate an understanding of script analysis as it pertains to set design
- Develop a scale drawing using sketches
- Identify, understand and discuss the responsibilities, safety regulations, and duties of the various technical crews
- Use and define appropriate theatre vocabulary

### Standards

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TH.9-12.1.4.12adv.Cr1	Generating and conceptualizing ideas.
TH.9-12.1.4.12adv.Cr1b	Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.
TH.9-12.1.4.12adv.Cr3	Refining and completing products.
TH.9-12.1.4.12adv.Cr3c	Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.
TH.9-12.1.4.12adv.Pr4	Selecting, analyzing, and interpreting work.
TH.9-12.1.4.12adv.Pr4b	Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.

## **Instructional Tasks/Activities**

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Activity: Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell

- Create a list of safety rules
- Create model and/or full-size set pieces
- Determine the set / prop needs for a script
- Research period for appropriate set design
- Work individually to create set designs

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit

- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test

- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- Handouts
- Power Point Presentations
- Resource 5
- Text Books
- The internet