Intro to Theatre - Unit 5 - Technical Aspects of Theater

Content Area:
Course(s):
Time Period: **September**
Length: **2 Weeks**
Status: **Published**

Targeted Standards

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Rationale & Transfer Goals

Students will choose an area of technical theatre that interests them (designing- sets, costumes, props, special effects, make-up, hair, lights, etc) and create a design of a selected play or musical in that area of technical theatre. This will allow them to use all the knowledge they have learned so far in theatre and apply it to an area of tech that they could be interested in as a career. As an intro level class this unit is just to get their feet wet and intrigue them in the are of technical theatre.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Theatre artists rely on intuition, curiosity, and critical inquiry.
Theatre artists work to discover different ways of communicating meaning.
Theatre artists refine their work and practice their craft through rehearsal.
Theatre artists make strong choices to effectively convey meaning.
Theatre artist develop personal processes and skills for a performance or design
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought

starters toward the enduring understandings.

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
How, when, and why do theatre artist's choices change?
How do theatre artists transform and edit their initial ideas?
Why are strong choices essential to interpreting a drama or theatre piece?
What can I do to fully prepare a performance or technical design?
What happens when theatre artists and audiences share a creative experience?
How do theatre artists comprehend the essence of drama processes and theatre experiences?
How can the same work of art communicate different messages to different people?
How are the theatre artist's processes and the audience's perspective impacted by analysis and synthesis?
What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Content/Objectives

Content - What students will know

Students will know all the different areas of Technical Theatre.

Students will explore the opportunities available in a given area of technical theatre.

Students will understand
Students will know how to design for a specific area of technical theatre.

Students will know how to evaluate, critique, discuss and design for an area of technical theatre.

Skills - What students will be able to do

Students will be able to evaluate, critique, discuss and design for an area of technical theatre.

Students will be able to identify set/costume/lighting/sound/special effects/prop/makeup/hair/etc. plots.

Students will be able to research/Dramaturgy of production.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Teacher observation

Peer critiques/Collaboration

Self analysis and evaluation

Research/Dramaturgy Presentation

Activities/Strategies - How we teach content and skills

Group Work

Individual Research

Presentations of ideas and peer critiques

Read, Evaluate, Research, Critique, and Discuss

Developing ideas

Collaborating

Script Analysis

Warm-ups/Preparation

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Improvisation - learning how to act without a script. Creating characters and scenes on the spot.

Spiral Focus from Previous Unit

Students will be able to pull skills from previous units 3 and 4.

Instructional Activity

Introduction lecture into areas of Technical Theatre

Group experience of technical theatre

Individual experiences of technical theatre
Improvisational Games

Performance

Critique

Career Readiness, Life Literacies & Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Key Resources

Theatre: Art in Action, National Textbook Company/Contemporary Publishing Group, Inc. 1999

Interdisciplinary Connections - How does this content impact the following groups

ELA: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

Physical Education: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships

Social Studies: 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

LGBTQ

Jason Sherwood

Hispanic

Clint Ramos - Costumes Designer (AAPI)

African American

Paul Tazewell - Costume Design

Women

Jean Rosenthal, Tharon Musser, Natasha Katz