| **Set Design & Construction*****Unit 2: Intro & Safety******Timeline: 3 weeks*** |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).**Creating**Anchor Standard 1: Generate and conceptualize artistic ideas and work**Connecting**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artAnchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| **Rationale and Transfer Goals** : *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*Safety is an important component to all content areas, especially the arts. Students should become familiar with the rules and laws governing safety procedures, proper use of all building materials, technology and construction techniques so that they can act responsibly and implement these standards. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and respect each other's cultural and social backgrounds.  |
| **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 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 of this unit? Essential questions should, in part, 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?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 and theatre and the purpose of their work? |
| **Content/Objectives** | **Instructional Actions** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** | **Activities/Strategies*****How we teach content and skills*** | **Evidence (Assessments)*****How we know students have learned*** |
| How to assess a safe working environment.How to safely and properly use toolsGroup workHow to identify the materials necessary for job completion.That a variety of construction techniques exist.When and how Technology is used in theatre.  | Demonstrate safe and proper use of tools and equipmentIdentify and follow safety procedures for hands on experiences and constructionUnderstand how to work individually and cooperatively with others to accomplish a taskIdentify and apply various construction techniques.Use technology in various situations.  | Demonstrate proper tool useRole playing safe environmentHands-on experiences using different materials and media to construct. | Teacher observationPeer critiques Self analysis and evaluation |
| **Spiraling for Mastery** **Where does this unit spiral back to other units from this or previous years** **in order to ensure that students retain mastery of what they’ve learned?** |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| Demonstrate safe and proper use of tools and equipmentIdentify and follow safety procedures for hands on experiences and constructionUnderstand how to work cooperatively with others to accomplish a taskIdentify and apply various construction techniques.Use technology in various situations.  | Set Design & Construction Unit 1 | Teacher demonstrationsHands on experiences |
| **Career Readiness, Life Literacies, and Key Skills:** 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. |
| **Key resources:** Theatre: Art in Action, National Textbook Company/Contemporary Publishing Group, Inc. 1999 |
| **Interdisciplinary Connections:**ELA: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideasPhysical 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. |
| **Intersections of History:** History of safety and development of tools and their uses**Black:** **Hispanic:****Women:** **LGBTQ:**  |
| **Important Vocabulary:** DrillsSawsPower SandersNail GunsCompressor (Air Tools)HammersPliersLaddersWrenchesClampsChiselsNailsSafety glassesScrewsLug nutsDrywall anchors |