Unit 3 - Design

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

Targeted Standards

VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
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.

Rationale & Transfer Goals

Design is a fundamental tool to all theatrical elements. Students should become familiar with the design process for all technical elements and the application of those plans for temporary buildings, technology and construction.

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 artists develop personal processes and skills for a performance or design.
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.
Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

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 explorations and inquiry?
How, when, and why do theatre artists' 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 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?
In what ways can research into theatre histories, theories, literature, and performance alter the way a drama proceeds or production is understood?

Content/Objectives

Content - What students will know

When and what to read a play and locate sound, light, prop, and scene change cues.

How to explain and defend choices for cues and other theatrical elements based on context of the script.

How to select, read, and analyze a play for its scenic design needs?

How to research styles and designs as appropriate to the play.

Concepts and technical needs of the play from a directorial viewpoint and make design choices appropriately. Use scenery design and construction vocabulary.

How to design scenery which incorporates all physical and aesthetic requirements described in the script or by the playwright/director/stage manager.

How to construct a scale model set that includes floor plan and renderings accompanied by a narrative, and a critique.

How to construct Theatrical Design plots (lights, sound, costumes, etc.) and renderings accompanied by a narrative, and a critique.

When to designate an appropriate scale for the project while executing accurate and timely conversions from feet and inches to the desired scale.

What a Floor/Ground Plan and Technical Plots are.

How to demonstrate proficient use of standard measuring devices and architect rulers as they apply to scale model set construction. Read a play and locate sound, light, prop, and scene change cues.

Explain and defend choices for cues and other theatrical elements based on context of the script.

Select, read, and analyze a play for its scenic design needs.

Research styles and designs as appropriate to the play.

Discuss the concept and technical needs of the play from a directorial viewpoint and make design choices appropriately.
Use scenery design and construction vocabulary.

Design scenery which incorporates all physical and aesthetic requirements described in the script or by the playwright/director/stage manager.

Construct a scale model set that includes floor plan and renderings accompanied by a narrative, and a critique.

Construct Theatrical Design plots (lights, sound, costumes, etc.) and renderings accompanied by a narrative, and a critique.

Designate an appropriate scale for the project while executing accurate and timely conversions from feet and inches to the desired scale.

Understand Floor/Ground Plans and Technical Plots.

Demonstrate proficient use of standard measuring devices and architect rulers as they apply to scale model set construction.
Teacher Lead instruction, followed by student demonstrations.

Hands-on experiences using different materials and media to design.

Research

Group and individual work.

Teacher observation

Peer critiques

Self analysis and evaluation

Instructional Activites

Activities/Strategies - How we teach content and skills

Teacher Lead instruction, followed by student demonstrations.

Hands-on experiences using different materials and media to design.

Research

Group and individual work.

Evidence (Assessments) - How we know students have learned

Participation in the group activities

Performance of their individual self.

Teacher Observation

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

Content or Skill for this Unit

Demonstrate proper use of design and planning techniques.

Understand how to work cooperatively with others to accomplish a task

Identify and apply various construction techniques.

Use technology in various situations.

Key Resources

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

Interdisciplinary Connections - How does this content impact the following groups

RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
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

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