Unit 4 - Construction

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

The student will understand the basics of set construction and the need for, and varieties of, scenery and other standard scenic elements when working on theatrical productions. Construction will also include all theatrical elements, such as building a costume, making a specific prop that cannot be found, creating and applying make-up and hair designs. Bringing all theatrical elements to life is to construct

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 share and present stories, ideas, and envisioned worlds to explore the human experience.

Theatre artists reflect to understand the impact of drama processes and theater 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.

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 and audiences share a creative experience?
How do theatre artists comprehend the essence of drama processes and theatre experience?
How can the same work of art communicate different messages to different people?
How are the theatre artists' processes and the audiences perspectives 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?
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

How to assess a safe working environment.

How to safely and properly use tools

Group work

How to identify the materials necessary for job completion.

That a variety of construction techniques exist.

When and how Technology is used in theatre.

Instructional Activites

Activities/Strategies - How we teach content and skills

Demonstrate proper tool use

Role playing safe environment

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

Evidence (Assessments) - How we know students have learned

Teacher observation

Peer critiques

Self analysis and evaluation

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

Content or Skill for this Unit

Demonstrate safe and proper use of tools and equipment

Identify and follow safety procedures for hands on experiences and construction

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.

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