

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Technical Theater I

Curriculum

Grades 9-12



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

NEPTUNE TOWNSHIP BOARD OF EDUCATION

Chanta L. Jackson, President
Dorothea L. Fernandez, Vice President

Christine M. Conforti	Laura G. Granelli
Dianna A. Harris	Fabian Howe
Jerome M. Hubbard	Mark A. Matson
Donna L. Puryear	Elizabeth J. Franks, Bradley Beach Rep.

SCHOOL DISTRICT ADMINISTRATION

Tami R. Crader, Ed.D.
Superintendent of Schools

Matthew Gristina, Ed.D.
Assistant Superintendent of Schools

Peter J. Leonard
Business Administrator/Board Secretary

Peter I. Bartlett
Assistant Business Administrator/Assistant Board Secretary

Sally A. Millaway, Ed.D.
Director for Curriculum, Instruction & Assessment

Kathleen M. Skelton
Director of Special Services

Omar Beltran
Director of School Counseling and Social Emotional Support Services

Lakeda Demery-Alston
Supervisor of Humanities & ESL

Stacie Ferrara, Ed.D.
Supervisor of STEM

Charles Kolinofsky
Supervisor of Data & Information

Kathleen M. Thomsen
Supervisor of Early Childhood Education

ELEMENTARY SCHOOL ADMINISTRATION

Principals

Lori B. Burns, Ed.D., Early Childhood Center
Joshua Loveland, Gables
James M. Nulle, Green Grove
Mark K. Alfone, Ed.D., Midtown Community
Janelle Opuku, Shark River Hills
Jerard L. Terrell, Ed.D., Summerfield

MIDDLE SCHOOL ADMINISTRATION

Arlene M. Rogo, Ed.D., Principal
Thomas Decker, Vice Principal

HIGH SCHOOL ADMINISTRATION

Kevin McCarthy, Principal
Titania M. Hawkins, Ed.D., Vice Principal
James H. Whitson, Vice Principal
Richard Arnao, Administrator for Athletic & Co-Curricular Activities
Adrian Bennett, Supervisor of Counseling

DEPARTMENT CHAIRPERSONS

Kelly Baldino
Dolores Dalelio
Meghan Plevier, Ed.D.
Dawn Reinhardt
Nicole Sanyigo
Karen Watt

NEPTUNE TOWNSHIP SCHOOL DISTRICT

TECHNICAL THEATER I CURRICULUM

Table of Contents

Acknowledgements.....	<i>i</i>
District Mission Statement.....	<i>ii</i>
District Educational Outcome Goals.....	<i>iii</i>
Course Description.....	<i>iv</i>

Curriculum

<u>Unit Title</u>	<u>Page</u>
Pacing Guide.....	1
Integrated Social and Emotional Learning Competencies.....	2
Unit 1: Safety, Systems, & Jobs.....	3
Unit 2: Types of Theaters, Architecture & History.....	12
Unit 3: Basic Scenery Construction.....	22
Unit 4: The Design Process.....	32
Accommodations and Modifications.....	43

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Technical Theater 1

Acknowledgements

The Technical Theater I Curriculum for grades 9-12 was developed for Neptune High School was developed through the dedicated efforts of Kara Scaramazza, Neptune High School Theatre Teacher, with the guidance of the district's curriculum steering committee members including Karen Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Technical Theater 1 is designed to provide students opportunities to develop hands-on design and building skills within the theater. This class offers career, college, and life transferable skills. Students will be introduced to design concepts, building, drafting, creating models, and understanding career based situations through the lens of theater. Topics will include set construction, scaling, sound design, theater history, marketing, costume design, and beyond. While completing hands-on projects, students will also learn a basic understanding of theater history, cultural impact, and career connections in the theater. This course will foster an enjoyable creative, career-applicable, historically relevant classroom environment.

This curriculum was written in alignment with the New Jersey Student Learning Standards for Visual and Performing Arts (2020) and the increased rigor that those standards provide. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

TECHNICAL THEATER I CURRICULUM

COURSE DESCRIPTION

(5 credits)

Technical Theater I is a hands-on course offering the opportunity for students to explore design, building, and career-ready skills through the world of technical theater. Technical Theater is everything that happens behind the scenes to create an onstage performance. This course allows students to understand design principles, conceptualize and create drafts, models, costumes, sets, sound design, and props. The course's essential goal is to introduce the learner to the basic operation, management, and maintenance of the various theatre systems, while promoting safety, critical thinking, and communication skills. An additional goal is to infuse real life task applications, historical competencies, marketable skills, and inspire students to be lifelong learners. While this course is steered towards live theater there are many intersections with film, music, arts history, architecture, construction, and graphic design.

Note: *For reasons of safety, the number of students for each section should be limited to 12 students per section. All students enrolled in this course must complete a written exam and demonstrate the ability of safe shop practices (personal safety/tool/material use).*

Prerequisites: No prerequisites required.

TECHNICAL THEATER I

Pacing Guide

Suggested Timeframe	Topics	Notes
4 Weeks (Approximately)	Safety, Systems, and Jobs	Students will learn the importance of safety in a tech shop. Safety Exam and demonstrate safe shop practice. Students will additionally understand an overview of theater systems and careers.
4-5 Weeks (Approximately)	Types of Theaters, Architecture, and History	Students will gain knowledge and understanding of theater types from a historical and architectural perspective. Students will recognize various styles of theater architecture and create a mask design.
2 Day	Midterm	
4-5 Weeks (Approximately)	Basic Scenery Construction, Lighting, and Sound	Students will discover the basic components of stage scenery, the materials used, and their fabrication techniques.
4-5 Weeks (Approximately)	The Design Process	Students will implement all the knowledge and skills learned throughout the course in preparation of their final project. They will design and create a unique model of a stage set.
2 days	Final Exam	Department created exam will consist of a Theatre-creation project, as well as critique of artistic work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES	
Self-Awareness	
X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Responsible Decision Making	
X	Develop, implement and model effective problem solving and critical thinking skills
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1: Safety, Systems, and Jobs
Suggested Time Frame	Approximately 4 Weeks

Overview
<p>Students will learn the critical importance of safety in tech theater. They will complete a safety project, demonstrating the concepts of safe working practice in the theater and scene shop. Students will practice safe handling and organization of materials, and demonstrate shop clean up procedures. Students will be introduced to the various systems of a performing arts center, as well as the available jobs/careers in technical theater. The culminating activity of this unit will be the successful completion of the written Safety Exam and as well as demonstration of safe shop practices.</p>

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p><u>New Jersey Student Learning Standards for Visual and Performing Arts (2020)</u></p> <p>Performance Expectation: CREATING</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Proficient:</p> <ul style="list-style-type: none"> • 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work. • 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work. <p>Accomplished:</p> <ul style="list-style-type: none"> • 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.

- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Performance Expectation: PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work

Proficient:

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theater performance

Performance Expectation: RESPONDING

Anchor Standard 7: Perceiving and analyzing products

Proficient

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Anchor Standard 9: Applying criteria to investigate, explore and assess drama and theater work

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Performance Expectation: CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

National Core Art Standards for Theatre (2014)		
Students who participate in this course will achieve the High School Accomplished Level.		
Artistic Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.		
Essential Questions: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?		
Envision/ Conceptualize	TH:Cr1. 1.II	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
		b. Understand and apply technology to design solutions for a drama/theatre work.
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
Anchor Standard 2: Organize and develop artistic ideas and work.		
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.		
Essential Questions: What inspires an artist’s process and decision process?		
Develop	TH:Cr2. 1.II	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
Anchor Standard 3: Refine and complete artistic work.		
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.		
Essential Questions: How do theatre artists transform and edit their initial ideas?		
Rehearse	TH:Cr3. 1.II	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.
		c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Artistic Strand: Performing		
<i>Anchor Standard 4:</i> Select, analyze, and interpret artistic work for presentation.		
<i>Enduring Understanding:</i> Theatre artists make strong choices to effectively convey meaning		
<i>Essential Questions:</i> Why are strong choices essential to interpreting a drama or theatre piece?		
<i>Select</i>	TH:Pr4.1 .II	a. Discover how unique choices shape believable and sustainable drama/ theatre work.
		b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.
<i>Anchor Standard 5:</i> Develop and refine artistic techniques and work for presentation.		
<i>Enduring Understanding:</i> Theatre artists develop personal processes and skills for a performance or design.		
<i>Essential Questions:</i> What can I do to fully prepare a performance or technical design?		
<i>Prepare</i>	TH:Pr5.1 .II	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
		b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
<i>Anchor Standard 6:</i> Convey meaning through the presentation of artistic work.		
<i>Enduring Understanding:</i> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.		
<i>Essential Questions:</i> What happens when theatre artists and audiences share a creative experience?		
<i>Share, Present</i>	TH:Pr6.1 .II	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Artistic Strand: Responding		
<i>Anchor Standard 7:</i> Perceive and analyze artistic work		
<i>Enduring Understanding:</i> Theatre artists reflect to understand the impact of drama processes and theatre experiences.		
<i>Essential Questions:</i> How do theatre artists comprehend the essence of drama processes and theatre experiences?		
<i>Reflect</i>	TH:Re7. 1.II	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
<i>Anchor Standard 8:</i> Interpret intent and meaning in artistic work.		
<i>Enduring Understanding:</i> Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences, research, and aesthetics.		
<i>Essential Questions:</i> How can the same work of art communicate different messages to different people?		
<i>Interpret</i>	TH:Re8. 1.II	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding. c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
<i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i>		
<i>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</i>		
<i>Essential Questions: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</i>		
<i>Evaluate</i>	TH:Re9.1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations. c. Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Strand: Connecting		
<i>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>		
<i>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</i>		
<i>Essential Questions: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</i>		
<i>Empathize</i>	TH:Cn10.1.II	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
<i>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>		
<i>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</i>		
<i>Essential Questions: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</i>		
<i>Interrelate</i>	TH:Cn11.1.II	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Essential Questions: <ul style="list-style-type: none"> Why is safety imperative in a work environment? Why is it important to perform duties in a safe and appropriate manner? How does my performance of my duties affect the other members of the production team, and the production? 	Enduring Understandings <ul style="list-style-type: none"> Safe working practices are paramount. Duties and descriptions of various jobs in theatre production. Constant safe use of hand and power tools. Accurate measurements.
---	--

<ul style="list-style-type: none"> • What makes a great theater employee? 	<ul style="list-style-type: none"> • Organizational and cleaning procedures for the shop. • The various systems in a theatre require precision and knowledge to support the production. • Concepts of professionalism.
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> • Responsibilities and duties of each member of the production team. • Safety procedures in the theatre. • Safe and appropriate operation of hand and power tools. • Conflict resolution techniques and strategies appropriate for a work environment. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Work independently to complete a task. • Work in cooperative groups to complete a unified task. • Demonstrate safe work practices. • Respond to works of art with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods. • Problem-solve conflict resolution situations.

Computer Science and Design Thinking (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product of system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achievement

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

Making Connections to Careers

Ask students what they think is involved in these theatre-related jobs/careers and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Playwright- a person who writes for the stage

- Director- a person who oversees, orchestrates, and stages an opera, theater, or film production
- Set Designer- an individual in charge of designing and creating the sets that appear in films, theater, and television
- Costume Designer- an individual in charge of designing and create costumes that appear in films, theater, and television
- Stage Manager- an individual in a production responsible for the rehearsal to performance process, as well as the organization of the production
- Technical Director- technical director is a resident technical expert who supervises the activities of all technical departments—from lighting to carpentry—and oversees the use and maintenance of theater equipment

Interdisciplinary Connections

New Jersey Student Learning Standard for Visual Arts (2020)

Anchor Standard 1- Creating and Conceptualizing Ideas

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Student Resources

Excerpts from: “Theatrical Design and Production”, “Scene Design and Stage Lighting”
 “Accuracy In Measurement”- Stage Directions magazine, August 2017 “6 Theatre Safety Rules for Drama Students”- Theatrefolk, Drama Teacher Resource Co. (internet source), “Safety Tips”

Teacher Resources

Texts: “Theatrical Design and Production” by J. Michael Gillette, Mayfield Publishing Co.- 4th Edition, “Scene Design and Stage Lighting” by W. Oren Parker/Harvey K. Smith, Holt, Reinhart,

Additional Resources:

- Technical Theater Safety Policy Guidelines
- Measuring templates/materials
- Power and Hand tools
- Materials
- Safety Exam Study Guide
- Past Safety Project Exemplars

Videos: “Technical Theater- Shop Safety”

Stage 2 – Assessment Evidence

Pre-Assessments:

- Surveys
- Quizzes
- Oral Questioning Techniques

Formative Assessments:

- Journal Entries
- Question & Answer Sessions
- Quizzes
- Exit Tickets
- Do Now Activities
- Critiques
- Initial Response

Summative Assessment:

- Department created rubrics
- Department created summative assessments

Performance Task:

- Safety Poster Design
- Digital Portfolio

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Theatre Practices:

- Creating: Imagine, Envision, Plan, Construct, Evaluate, Clarify, Reality
- Performing: Establish, Analyze, Choose, Rehearse, Share
- Responding: Examine, Discern, Critique, Interpret
- Connecting: Incorporate, Affect, Expand

Instructional Strategies:

Direct Instruction: Lecture, simulations, handouts, film exemplar observation, assigned questions, active practice, tutorials, guided research

Interactive: Cooperative groups, role playing, brainstorming, open discussion, debate, problem solving, peer critique

Indirect: Guided, unguided inquiry, discovery, exemplars, Socratic questioning, problem solving, focused imaging, composing.

Individual: Written reflections, research, rehearsal, practice, scripting, rewriting, self-critique, assigned questions, tasks.

Experiential: Performance, presentation, constructive critique, self- critique, practice, rehearsal, exemplar observation, composing, task execution experience.

Suggested Learning Activities for Unit 1:

Students will be able to design a safety poster utilizing safety principles used within the class. Students will learn appropriate critiquing procedures and language throughout the safety poster project then complete a peer critique and a self critique.

Students will be able to create a Digital Portfolio.

Students will study/observe works by important voices such as:

- Actors, Playwrights, Designers, and Directors who have made an impact, especially those who represent the Black Indigenous and/or People of Color community of theater artists including but limited to: David Korins, Mimi Lien, Ruth E. Carter, Lin Manuel Miranda, Quiara Alegria Hudes, James Ijames
- Productions that have made an impact on theater history such as but not limited to: *Rent*, *In the Heights*, *Hamilton*, *Electra*, *Medea*, *Macbeth*.

Unit Plan Title	Unit 2: Types of Theaters, Architecture & History
Suggested Time Frame	4-5 Weeks (Approximately)

Overview / Rationale
The students will research and explore theater styles from a historical and architectural perspective. Students will examine the earliest theater styles, history, and architecture including: Greek, Roman, Medieval, Renaissance, and Elizabethan. Students will create a pictorial example of one architectural aspect of a theater type, with corresponding text explanations, and present their project to the class and design a greek mask. Students will also explore various texts from these time periods.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p><u>New Jersey Student Learning Standards for Visual and Performing Arts (2020)</u></p> <p>Performance Expectation: CREATING</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Proficient:</p> <ul style="list-style-type: none"> ● 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work. ● 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work. ● 1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.

- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.
- 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.

Advanced

- 1.4.12adv.Cr1a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
- 1.4.12adv.Cr1b: Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.

Anchor Standard 2: Organizing and developing ideas

Proficient

- 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Accomplished

- 1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
- 1.4.12acc.Cr2b: Cooperate as a creative team to make informative and analytical choices for a devised or scripted theater work

Anchor Standard 3: Refining and completing products

Proficient

- 1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.
- 1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.
- 1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.

Accomplished

- 1.4.12acc.Cr3a: Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
- 1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.

Performance Expectation: PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work

Proficient:

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theater performance

Performance Expectation: RESPONDING

Anchor Standard 7: Perceiving and analyzing products

Proficient

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Accomplished

- 1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work

Anchor Standard 9: Applying criteria to investigate, explore and assess drama and theater work

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Accomplished

- 1.4.12acc.Re8a: Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- 1.4.12acc.Re8b: Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
-

Performance Expectation: CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Accomplished

- 1.4.12acc.Cn10a: Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

Accomplished

- 1.4.12acc.Cn11a: Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
- 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

National Core Art Standards for Theatre (2014)

Students who participate in this course will achieve the High School Accomplished Level.

Artistic Strand: Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Questions: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

*Envision/
Conceptualize*

TH:Cr1
.1.II

a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

b. Understand and apply technology to design solutions for a drama/theatre work.

c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Questions: What inspires an artist's process and decision process?

Develop

TH:Cr2
.1.II

a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Questions: How do theatre artists transform and edit their initial ideas?

Rehearse

TH:Cr3
.1.II

a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Artistic Strand: Performing

<i>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i>		
<i>Enduring Understanding:</i> Theatre artists make strong choices to effectively convey meaning		
<i>Essential Questions:</i> Why are strong choices essential to interpreting a drama or theatre piece?		
<i>Select</i>	TH:Pr4. 1.II	a. Discover how unique choices shape believable and sustainable drama/ theatre work.
		b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.
<i>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i>		
<i>Enduring Understanding:</i> Theatre artists develop personal processes and skills for a performance or design.		
<i>Essential Questions:</i> What can I do to fully prepare a performance or technical design?		
<i>Prepare</i>	TH:Pr5. 1.II	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
		b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
<i>Anchor Standard 6: Convey meaning through the presentation of artistic work.</i>		
<i>Enduring Understanding:</i> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.		
<i>Essential Questions:</i> What happens when theatre artists and audiences share a creative experience?		
<i>Share, Present</i>	TH:Pr6. 1.II	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Artistic Strand: Responding		
<i>Anchor Standard 7: Perceive and analyze artistic work</i>		
<i>Enduring Understanding:</i> Theatre artists reflect to understand the impact of drama processes and theatre experiences.		
<i>Essential Questions:</i> How do theatre artists comprehend the essence of drama processes and theatre experiences?		
<i>Reflect</i>	TH:Re7 .1.II	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
<i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i>		
<i>Enduring Understanding:</i> Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences, research, and aesthetics.		
<i>Essential Questions:</i> How can the same work of art communicate different messages to different people?		
<i>Interpret</i>	TH:Re8 .1.II	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
<i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i>		
<i>Enduring Understanding:</i> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.		
<i>Essential Questions:</i> How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?		
<i>Evaluate</i>	TH:Re9 .1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Strand: Connecting		
<i>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>		
<i>Enduring Understanding:</i> Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.		
<i>Essential Questions:</i> What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?		
<i>Empathize</i>	TH:Cn1 0.1.II	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
<i>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i>		
<i>Enduring Understanding:</i> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.		
<i>Essential Questions:</i> What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?		
<i>Interrelate</i>	TH:Cn1 1.1.II	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Essential Questions: <ul style="list-style-type: none"> • How does theater begin historically? • How does theater evolve? • What are the different styles of stage? • How does theater reflect history? 	Enduring Understandings <ul style="list-style-type: none"> • Theatre architecture reflects societal expectations. • Artistic needs determine the types of stage required. • Arena Stage, Proscenium Stage, Thrust Stage are the three primary styles of theaters • Theater began with the Greeks, the Romans borrowed some methodologies
--	---

	<p>of the Greeks while developing their own style</p> <ul style="list-style-type: none"> • Medieval Theaters main focus is to teach Christianity • Renaissance Theater was a cultural rebirth for theater • Elizabethan is an extension of Renaissance Theater, most generally associate Shakespeare with this time period but there were other playwrights and styles of drama developing.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Historic architectural theatre types. • Types and uses of various stages. • Greek Theatre architecture terminology. • Basic operations of the stage • Greek Masks were used by the Greek to amplify sound and denote character 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use terminology of the theatre, the physical stage, and equipment. • Identify the areas of a stage. • Identify and explain the various early period of theater • Read excerpts from Shakespeare and Sophocles • Label an Elizabethan and Greek Theater • Design a Greek Theater Mask

Computer Science and Design Thinking (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

Making Connections to Careers

Ask students what they think is involved in these theatre-related jobs/careers and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Theater Historian- an expert in the history of theater, generally specialize in a particular period, generally employed for specific research grants, academic symposiums, and academic research
- College Professor- a professional teacher in a college environment
- Dramaturg- Research expert for theater production
- Actor- a person who portrays characters in theater, film, television and other performing arts
- Playwright- a person who writes for the stage
- Director- a person who oversees, orchestrates, and stages an opera, theater, or film production
- Set Designer- an individual in charge of designing and creating the sets that appear in films, theater, and television
- Costume Designer- an individual in charge of designing and create costumes that appear in films, theater, and television
- Stage Manager- an individual in a production responsible for the rehearsal to performance process, as well as the organization of the production
- Technical Director- technical director is a resident technical expert who supervises the activities of all technical departments—from lighting to carpentry—and oversees the use and maintenance of theater equipment

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.

New Jersey Student Learning Standards for Visual Arts (2020):

Anchor Standard 1- Creating and Conceptualizing Ideas

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

Student Resources

Unit excerpts from “Theatrical Design and Production”

“Scene Design and Stage Lighting”

“Greek/Roman Theatre” (Play Production Today, Acting I text), “Types of Stages” (Theatre Arts-The Dynamics of Acting, Acting I text)

Teacher Resources

Texts:

“Theatrical Design and Production” by J. Michael Gillette, Mayfield Publishing Co.- 4th Edition
“Scene Design and Stage Lighting” by W. Oren Parker/Harvey K. Smith, Holt, Reinhart, and Winston- 3rd Edition

Additional Resources:

Architectural Theater Terms Defined
Theater Architecture Posters
Theater Architecture Study Guide
Power tool use video clips

Videos: YouTube: *“History of Greek Theatre- Thespis, Athens”*
“Medea- The National Theater”
“The Globe”

Stage 2 – Assessment Evidence

Pre-Assessments:

- Oral Questioning
- Surveys

Formal Assessments:

- Journal Entries
- Questioning
- Quizzes
- Do Now Activities

Summative Assessments:

- Department created rubrics
- Department created summative assessments

Performance Tasks:

- Sketched & labeled styles of theater
- Sketched and labeled map of stage
- Designed Greek Mask

Stage 3- Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Theatre Practices:

- Creating: Imagine, Envision, Plan, Construct, Evaluate, Clarify, Reality
- Performing: Establish, Analyze, Choose, Rehearse, Share
- Responding: Examine, Discern, Critique, Interpret
- Connecting: Incorporate, Affect, Expand

Instructional Strategies:

Direct Instruction: Lecture, simulations, handouts, film exemplar observation, assigned questions, active practice, tutorials, guided research

Interactive: Cooperative groups, role playing, brainstorming, open discussion, debate, problem solving, peer critique

Indirect: Guided, unguided inquiry, discovery, exemplars, Socratic questioning, problem solving, focused imaging, composing.

Individual: Written reflections, research, rehearsal, practice, scripting, rewriting, self-critique, assigned questions, tasks.

Experiential: Performance, presentation, constructive critique, self- critique, practice, rehearsal, exemplar observation, composing, task execution experience.

Suggested Learning Activities for Unit 2:

Students will be able to make connections between that theater and history from Greek times through the Elizabethan Era.

Students will be encouraged to reflect on their own experiences from past English classes with Shakespeare and/or Greek Plays.

Student will participate in projects such as:

- Sketch & label styles of theater
- Sketch and label map of stage
- Design Greek Mask

Students will also be able to study/observe diverse color conscious casting performances of the following:

- Shakespeare's Globe Theater, *Macbeth*
- National Theater, *Medea*

Unit Plan Title	Unit 3: Basic Scenery Construction
Suggested Time Frame	4-5 Weeks (Approximately)

Overview / Rationale
Students will discover the basic components of stage scenery, sound, and lighting. They will also get the chance to work with stage lighting and see how lighting can dramatically affect a stage. They will construct the basic background unit of scenery- the flat. Technical theater production terms will be researched and discussed in the classroom, and put into practice in the scene shop and within the theater. Students will also further investigate and discuss the importance of practicing (and/or developing) a viable work ethic.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p>New Jersey Student Learning Standards for Visual and Performing Arts (2020)</p> <p>Performance Expectation: CREATING</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Proficient:</p> <ul style="list-style-type: none"> ● 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work. ● 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work. ● 1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. ● 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.

- 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.

Advanced

- 1.4.12adv.Cr1a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
- 1.4.12adv.Cr1b: Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.

Anchor Standard 2: Organizing and developing ideas

Proficient

- 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Accomplished

- 1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
- 1.4.12acc.Cr2b: Cooperate as a creative team to make informative and analytical choices for a devised or scripted theater work

Anchor Standard 3: Refining and completing products

Proficient

- 1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.
- 1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.
- 1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
- 1.4.12acc.Cr3a: Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
- 1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.

Performance Expectation: PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work

Proficient:

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theater performance

Performance Expectation: RESPONDING

Anchor Standard 7: Perceiving and analyzing products**Proficient**

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Accomplished

- 1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work

Anchor Standard 9: Applying criteria to investigate, explore and assess drama and theater work**Proficient**

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Accomplished

- 1.4.12acc.Re8a: Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- 1.4.12acc.Re8b: Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

Performance Expectation: CONNECTING**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.****Proficient**

- 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Accomplished

- 1.4.12acc.Cn10a: Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**Proficient**

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

Accomplished

- 1.4.12acc.Cn11a: Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.

National Core Art Standards for Theatre (2014)		
Students who participate in this course will achieve the High School Accomplished Level.		
Artistic Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.		
Essential Questions: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?		
Envision/ Conceptualize	TH:Cr1 .1.II	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
		b. Understand and apply technology to design solutions for a drama/theatre work.
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
Anchor Standard 2: Organize and develop artistic ideas and work.		
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.		
Essential Questions: What inspires an artist’s process and decision process?		
Develop	TH:Cr2 .1.II	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
Anchor Standard 3: Refine and complete artistic work.		
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.		
Essential Questions: How do theatre artists transform and edit their initial ideas?		
Rehearse	TH:Cr3 .1.II	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.
		c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
Artistic Strand: Performing		
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.		
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning		
Essential Questions: Why are strong choices essential to interpreting a drama or theatre piece?		

<i>Select</i>	TH:Pr4. 1.II	a. Discover how unique choices shape believable and sustainable drama/ theatre work.
		b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.
<i>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i>		
<i>Enduring Understanding:</i> Theatre artists develop personal processes and skills for a performance or design.		
<i>Essential Questions:</i> What can I do to fully prepare a performance or technical design?		
<i>Prepare</i>	TH:Pr5. 1.II	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
		b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
<i>Anchor Standard 6: Convey meaning through the presentation of artistic work.</i>		
<i>Enduring Understanding:</i> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.		
<i>Essential Questions:</i> What happens when theatre artists and audiences share a creative experience?		
<i>Share, Present</i>	TH:Pr6. 1.II	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Artistic Strand: Responding		
<i>Anchor Standard 7: Perceive and analyze artistic work</i>		
<i>Enduring Understanding:</i> Theatre artists reflect to understand the impact of drama processes and theatre experiences.		
<i>Essential Questions:</i> How do theatre artists comprehend the essence of drama processes and theatre experiences?		
<i>Reflect</i>	TH:Re7 .1.II	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
<i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i>		
<i>Enduring Understanding:</i> Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences, research, and aesthetics.		
<i>Essential Questions:</i> How can the same work of art communicate different messages to different people?		
<i>Interpret</i>	TH:Re8 .1.II	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
<i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i>		

<i>Enduring Understanding:</i> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.		
<i>Essential Questions:</i> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?		
<i>Evaluate</i>	TH:Re9 .1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Strand: Connecting		
<i>Anchor Standard 10:</i> Synthesize and relate knowledge and personal experiences to make art.		
<i>Enduring Understanding:</i> Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.		
<i>Essential Questions:</i> What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?		
<i>Empathize</i>	TH:Cn1 0.1.II	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
<i>Anchor Standard 11:</i> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
<i>Enduring Understanding:</i> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.		
<i>Essential Questions:</i> What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?		
<i>Interrelate</i>	TH:Cn1 1.1.II	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Essential Questions: <ul style="list-style-type: none"> • Why do accuracy and quality matter when building and designing? • How can something that is two-dimensional represent something that is three-dimensional? • How does organization relate to safety? • How does lighting and additional technical elements affect production? 	Enduring Understandings <ul style="list-style-type: none"> • Cooperation and teamwork are critical to successful completion of a task. • Following procedures leads to superior results in all aspects of the theater: scenic shop, lighting booth, onstage, and behind the scenes. • Two-dimensional scenery is the primary building block of set construction. • Two-dimensional scenery is used to create a three-dimensional representation. • Estimation and measurement skills are essential for successful fabrication of scenery.
--	---

Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> • Each individuals' contribution to the overall work is essential. • How to add and subtract fractions. • How to determine width, length, and area • Types and uses of adhesives, hardware, and fabrics. • Basic types of flats. • Shop order and cleanliness are essential for efficient work and safety. • Duties and responsibilities of lighting, sound, and set designer. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Work independently to complete a task. • Work cooperatively to complete a task. • Follow oral and written directions to complete a task. • Estimate materials required to build a specified flat. • Using a tape measure to measure accurately within 1/16 inch. • Determine the tools required for a task. • Fabricate a flat; measure, cut, and assemble frame and skin muslin.
--	--

Computer Science and Design Thinking (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Career Readiness Life Literacies, and Key Skills (2020)

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Making Connections to Careers

Ask students what they think is involved in these jobs and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Scenic Designer: Individual responsible for designing and sometimes create the visual environment on stage
- Master Carpenter: resident technical expert who supervises the activities of all technical departments—from lighting to carpentry—and oversees the use and maintenance of theater equipment
- Technical Shop Assistant: those who work on a team to build sets and stage

- environments under the supervision of the master carpenter and scenic designer
- Lighting Designer: individual responsible for lighting the stage and enhancing the stage environment

Interdisciplinary Connections

New Jersey Student Learning Standards for Visual Arts (2020):

Anchor Standard 1- Creating and Conceptualizing Ideas

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

New Jersey Student Learning Standards for Math (2020)

N-Q Reason quantitatively and use units to solve problems.

N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.

G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

Student Resources

Readings:

Unit excerpts from “Theatrical Design and Production”

“Scene Design and Stage Lighting”

“Unitized Set Construction” by Kevin M. Mitchell- Stage Directions Magazine, March 2018

Teacher Resources

Texts:

“Theatrical Design and Production” by J. Michael Gillette, Mayfield Publishing Co.- 4th Edition

“Scene Design and Stage Lighting” by W. Oren Parker/Harvey K. Smith, Holt, Reinhart, and Winston- 3rd Edition

Additional Resources:

Construction materials- wood, muslin, glue, screws, nails

Basic Flat Construction Layout

Production Terms List

Digital Lighting Lab

Spotify

“How to Read a Light Plot- A Guide for Stage Hands” by Mick Alderson

Videos: YouTube: “Theatre Practice - Scenic Construction”

“Scenic Construction: Using Materials”

“How to Build Theatre Flats”

Stage 2 – Assessment Evidence

Pre-Assessments:

- Surveys
- Quizzes
- Oral Questioning Techniques

Formative Assessments:

- Journal Entries
- Question & Answer Sessions with individuals and production teams
- Quizzes
- Do now activities
- Critiques

Performance Task(s):

- Utilize Drill & Jigsaw
- Build miniature flat

Summative Assessments:

- Department created rubrics
- Department created summative assessments

Stage 3- Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Theatre Practices:

- Creating: Imagine, Envision, Plan, Construct, Evaluate, Clarify, Reality
- Performing: Establish, Analyze, Choose, Rehearse, Share
- Responding: Examine, Discern, Critique, Interpret
- Connecting: Incorporate, Affect, Expand

Instructional Strategies

Direct Instruction: Lecture, simulations, handouts, film exemplar observation, assigned questions, active practice, tutorials, guided research

Interactive: Cooperative groups, role playing, brainstorming, open discussion, debate, problem solving, peer critique

Indirect: Guided, unguided inquiry, discovery, exemplars, Socratic questioning, problem solving, focused imaging, composing.

Individual: Written reflections, research, rehearsal, practice, scripting, rewriting, self-critique, assigned questions, tasks.

Experiential: Performance, presentation, constructive critique, self- critique, practice, rehearsal, exemplar observation, composing, task execution experience.

Students will be able to imagine, rehearse, and construct a short non-verbal scene and interpret

other student's scenes.

Suggested Learning Activities for Unit 3:

Students will be able to work together to build a small theater project.

Students will understand how the scaling process works in order to better understand the design concepts in scenic design.

Students will be able to observe designs from a diverse body of designers & productions.

Unit Plan Title	Unit 4: The Design Process
Suggested Time Frame	5 Weeks (approximately)

Overview / Rationale
Students will implement all the knowledge and skills learned throughout the course in preparation of their final project. They will learn the seven Design Process Steps- Commitment, Research, Analysis, Questioning, Incubation, Implementation, and Evaluation, and implement these steps in preparing their Final Project. Students will select a scene from a play or movie and design a set for that scene. They will research, create an image board, and isolate a particular scene. Next, they will create a series of thumbnail sketches, create an inscale sketch, and create a ground plan. When these are accomplished, students will then fabricate a model of their set design. Finally, students will present their entire portfolio to the class, fielding and answering design solution questions from the group.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p>New Jersey Student Learning Standards for Visual and Performing Arts (2020)</p> <p>Performance Expectation: CREATING</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Proficient:</p> <ul style="list-style-type: none"> ● 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work. ● 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work. ● 1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic. <p>Accomplished</p>

- 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.
- 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.

Advanced

- 1.4.12adv.Cr1a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
- 1.4.12adv.Cr1b: Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.

Anchor Standard 2: Organizing and developing ideas

Proficient

- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Accomplished

- 1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
- 1.4.12acc.Cr2b: Cooperate as a creative team to make informative and analytical choices for a devised or scripted theater work

Anchor Standard 3: Refining and completing products

Proficient

- 1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.
- 1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.
- 1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
- 1.4.12acc.Cr3a: Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
- 1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.

Performance Expectation: PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work

Proficient:

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theater performance

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Proficient

- 1.4.12prof.Pr5a: Identify and explore different pacing options per character to better communicate the story in a theatre work.
- 1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work.

Accomplished

- 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
- 1.4.12acc.Pr5b: Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.

Anchor Standard 6: Conveying art through art

Proficient

- 1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.

Accomplished

- 1.4.12acc.Pr6a: Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.

Performance Expectation: RESPONDING

Anchor Standard 7: Perceiving and analyzing products

Proficient

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Accomplished

- 1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work

Anchor Standard 8: Interpreting intent and meaning

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience

Accomplished

- 1.4.12acc.Re8a: Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- 1.4.12acc.Re8b: Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

- 1.4.12acc.Re8c: Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.

Anchor Standard 9: Applying criteria to investigate, explore and assess drama and theater work

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Accomplished

- 1.4.12acc.Re8a: Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- 1.4.12acc.Re8b: Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

Advanced

- 1.4.12adv.Re8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

Performance Expectation: CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Accomplished

- 1.4.12acc.Cn10a: Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

Accomplished

- 1.4.12acc.Cn11a: Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
- 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work

Advanced

- 1.4.12adv.Cn11c: Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.

National Core Art Standards for Theatre (2014)		
Students who participate in this course will achieve the High School Accomplished Level.		
Artistic Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.		
Essential Questions: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?		
Envision/ Conceptualize	TH:Cr1 .1.II	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
		b. Understand and apply technology to design solutions for a drama/theatre work.
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
Anchor Standard 2: Organize and develop artistic ideas and work.		
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.		
Essential Questions: What inspires an artist’s process and decision process?		
Develop	TH:Cr2 .1.II	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
Anchor Standard 3: Refine and complete artistic work.		
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.		
Essential Questions: How do theatre artists transform and edit their initial ideas?		
Rehearse	TH:Cr3 .1.II	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.
		c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
Artistic Strand: Performing		
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.		
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning		

<i>Essential Questions:</i> Why are strong choices essential to interpreting a drama or theatre piece?		
<i>Select</i>	TH:Pr4. 1.II	a. Discover how unique choices shape believable and sustainable drama/ theatre work. b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.
<i>Anchor Standard 5:</i> Develop and refine artistic techniques and work for presentation.		
<i>Enduring Understanding:</i> Theatre artists develop personal processes and skills for a performance or design.		
<i>Essential Questions:</i> What can I do to fully prepare a performance or technical design?		
<i>Prepare</i>	TH:Pr5. 1.II	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance. b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
<i>Anchor Standard 6:</i> Convey meaning through the presentation of artistic work.		
<i>Enduring Understanding:</i> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.		
<i>Essential Questions:</i> What happens when theatre artists and audiences share a creative experience?		
<i>Share, Present</i>	TH:Pr6. 1.II	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Artistic Strand: Responding		
<i>Anchor Standard 7:</i> Perceive and analyze artistic work		
<i>Enduring Understanding:</i> Theatre artists reflect to understand the impact of drama processes and theatre experiences.		
<i>Essential Questions:</i> How do theatre artists comprehend the essence of drama processes and theatre experiences?		
<i>Reflect</i>	TH:Re7 .1.II	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
<i>Anchor Standard 8:</i> Interpret intent and meaning in artistic work.		
<i>Enduring Understanding:</i> Theatre artists' interpretations of drama/theatre work are influenced by personal experiences, research, and aesthetics.		
<i>Essential Questions:</i> How can the same work of art communicate different messages to different people?		
<i>Interpret</i>	TH:Re8 .1.II	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work. b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
<i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i>		
<i>Enduring Understanding:</i> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.		
<i>Essential Questions:</i> How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?		
<i>Evaluate</i>	TH:Re9 .1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Strand: Connecting		
<i>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>		
<i>Enduring Understanding:</i> Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.		
<i>Essential Questions:</i> What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?		
<i>Empathize</i>	TH:Cn1 0.1.II	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
<i>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i>		
<i>Enduring Understanding:</i> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.		
<i>Essential Questions:</i> What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?		
<i>Interrelate</i>	TH:Cn1 1.1.II	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Essential Questions: <ul style="list-style-type: none"> • Why is a production concept necessary? • How can research help design? • How does a production concept lead to a physical set? • How is the physical set related to the performance? • How does the scenic design function to support the performance? 	Enduring Understandings <i>Students will be able to understand...</i> <ul style="list-style-type: none"> • Theatrical design is the plan for a three-dimensional realization of a playwright's ideas. • Theatrical design is integral to the production theme or concept. • There are multiple design elements contributing to the production concept.
--	---

<ul style="list-style-type: none"> • How do variations of particular design elements combine into a unified set design? 	<ul style="list-style-type: none"> • Technical theatre is an interdisciplinary artistic endeavor. • Scaling a design from ground plan to three dimensional rendering.
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> • The steps in the design process. • The concepts of line, shape, size, position, color and texture as elements of design. • The organization of harmony, contrast, variation, and patterns. • Balance, proportion and emphasis as it relates to composition and space. • The skills needed to draft and build a 3D design model. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Design a basic set for a scene. • Create thumbnail sketches, functional drawings, and a model for a set design. • Present a comprehensive project to the group, and offer explanation to design ideas. • Respond to and critique other student's designs eloquently.

Computer Science and Design Thinking (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Career Readiness Life Literacies, and Key Skills (2020)

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Making Connections to Careers

Ask students what they think is involved in these theatre-related jobs and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Scenic Designer: Individual responsible for designing and sometimes create the visual environment on stage
- Master Carpenter: resident technical expert who supervises the activities of all technical departments—from lighting to carpentry—and oversees the use and maintenance of theater equipment

- Technical Shop Assistant: those who work on a team to build sets and stage environments under the supervision of the master carpenter and scenic designer
- Lighting Designer: individual responsible for lighting the stage and enhancing the stage environment
- Playwright: a person who writes for the stage
- Director: a person who oversees, orchestrates, and stages an opera, theater, or film production

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

New Jersey Student Learning Standards for Visual Arts (2020):

Anchor Standard 1- Creating and Conceptualizing Ideas

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

New Jersey Student Learning Standards for Math (2020)

N-Q Reason quantitatively and use units to solve problems.

N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.

G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

Student Resources

Readings

Unit excerpts “Theatrical Design and Production”

“Scene Design and Stage Lighting”

“Designing From the Inside Out”, by Howard Sherman- Stage Directions Magazine, April 2019

“A Set Design From Start to Finish”, by George Lido- from Wordpress.com

Supporting Text pages

The Design Process

Teacher Resources

Texts: : “Theatrical Design and Production” by J. Michael Gillette, Mayfield Publishing Co.- 4th Edition

“Scene Design and Stage Lighting” by W. Oren Parker/Harvey K. Smith, Holt, Reinhart, and Winston- 3rd Edition

Additional Resources:

The Design Process Template

YouTube Clip exemplars (video)

Prior student design exemplars

Thumbnails sketch exemplars
 Scale Drawing materials
 Formal Drawing materials
 Model fabrication tools and materials

Videos: YouTube:

“Technical Theatre - Set Design”
 “Working In The Theatre: Scenic Design”
 “TedTalk: David Korins”

Stage 2 – Assessment Evidence

Pre-Assessments:

- Surveys
- Quizzes
- Oral Questioning Techniques

Formative Assessments:

- Teacher questioning
- Class discussion
- Written Assessments such as tests and quizzes
- Examples of student work demonstrating (trends toward) mastery
- Student demonstration
- Writing samples

Summative Assessments:

- Writing samples
- Student self-critique
- Peer constructive technique
- Student Presentation assessed with a performance rubric

Performance Task:

- Completed Set Design Project: 3D Rendering
- Appropriate research, concretes, image board for Set Design

Stage 3- Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Theatre Practices:

- Creating: Imagine, Envision, Plan, Construct, Evaluate, Clarify, Reality
- Performing: Establish, Analyze, Choose, Rehearse, Share
- Responding: Examine, Discern, Critique, Interpret
- Connecting: Incorporate, Affect, Expand

Instructional Strategies

Direct Instruction: Lecture, simulations, handouts, film exemplar observation, assigned questions, active practice, tutorials, guided research

Interactive: Cooperative groups, role playing, brainstorming, open discussion, debate, problem solving, peer critique

Indirect: Guided, unguided inquiry, discovery, exemplars, Socratic questioning, problem solving, focused imaging, composing.

Individual: Written reflections, research, rehearsal, practice, scripting, rewriting, self-critique, assigned questions, tasks.

Experiential: Performance, presentation, constructive critique, self- critique, practice, rehearsal, exemplar observation, composing, task execution experience.

Suggested Activities for Unit 4:

Students will be able to imagine, rehearse, and construct a short non-verbal scene and interpret other student's scenes.

Students will be able to make connections between that theater and film are both a product of oral tradition.

Students will be encouraged to reflect on their own oral tradition told through their family to understand their families culture and 'mythology'.

Student will complete a Set Design Project: 3D Rendering

Students will conduct appropriate research, concretes, image board for Set Design

Students will also be able to study/observe designs and performances with a variety if diverse writers, performances, and designer including:

- *In The Heights* (examples of flats)
- *Hamilton* (example of turntable set)
- *A Chorus Line* (example of prism set)
- *Carousel*
- *Rent*
- *Adaptations- Shakespeare*

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview theatre-related vocabulary
- Repeat or reword directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate directions
- Additional time
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic workstations / student groupings
- Check for understanding with more frequency
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)
- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers
<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 148-158) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview theatre- related vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Check for understanding with more frequency
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Extended time
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 167-174) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers

High Achieving:**Extension Activities**

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 159-165) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753

An Affirmative Action Equal Opportunity Employer

2021