

Course: Technical Theater
 Grade Level: 9-12
 LG 1 Design and Production

HIGH PRIORITY STANDARDS

NCCAS Standards 2014

Creating

Anchor Standard: Refine and complete artistic work

TH:Cr3-II. c. Create and refine technical choices during the course of the rehearsal process that support the emotional impact of a devised or scripted drama- or theatre-based work

LEARNING GOAL	PROFICIENCY SCALE
<p>Students will be able to design scenic elements for plays or musicals.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: The student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Creating aesthetically appropriate scenic designs. • Planning for the execution of scenic designs in a production. • Meeting and completing individual design deadlines in hierarchal task order in a production. <p>Level 2: Student demonstrates he/she is nearing proficiently by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: hierarchal tasks, sequence, design construction, scene, aesthetic, production. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the sequence of designs in a production. ○ Completing partial individual design deadlines or tasks in a production. <p>Level 1: Student demonstrates limited understand or skill with the learning goal.</p>

Course: Technical Theater
 Grade Level: 9-12
 LG 2 Scene Design

HIGH PRIORITY STANDARDS	
<p>NCCAS Standards 2014 Create Anchor Standard: Organize and develop artistic ideas and work. TH:Cr2-II.c. Revise and refine staging and technical elements to alter dramatic impact in a drama- or theatre-based work.</p>	
LEARNING GOAL	PROFICIENCY SCALE
<p>Students will be able to analyze theatrical literature for scenic design production.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: The student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Analyzing dramaturgical research to determine past applications and justify new designs. • Innovating with research-based designs for a scripted theater piece. <p>Level 2: Student demonstrates he/she is nearing proficiently by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: dramaturgical literature, theatrical scenes, reviews, pictures, plays, scripts • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying dramaturgical research. <p>Level 1: Student demonstrates limited understand or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Compile research-based design ideas for future use.

Course: Technical Theater
 Grade Level: 9-12
 LG 3 Production Meetings

HIGH PRIORITY STANDARDS

NCCAS Standards 2014

Create

Anchor Standard: Organize and develop artistic ideas and work.

TH:Cr2-8.c. Support risk taking of self and others, share leadership, contribute, accept, and incorporate the ideas of others in developing a collaborative drama or theatre work.

LEARNING GOAL	PROFICIENCY SCALE
<p>Students will be able to use the elements of scenic design.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Using production meetings to brainstorm, discuss, and justify design decisions. • Creating thumbnail drawings and drafts of production designs. • Creating color renderings with legends. <p>Level 2: Student demonstrates he/she is nearing proficiently by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary such as: drawing, draft, legend, render. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying and reading thumbnail drawings, drafts, legends, and renderings in production meetings. <p>Level 1: Student demonstrates limited understand or skill with the learning goal.</p>

Course: Technical Theater
 Grade Level: 9-12
 LG 4 Post-production Reflection

HIGH PRIORITY STANDARDS	
<p>NCCAS Standards 2014 Responding Anchor Standard: Apply criteria to analyze artistic work. TH:Re9-II.c. Verify how a drama- or theatre-based work communicates for a specific purpose and audience.</p>	
LEARNING GOAL	PROFICIENCY SCALE
<p>Students will be able to use post production reflection to critique scenic designs.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Critiquing the success of a production by reflecting on the effect of the stage design, production design, and stage crew performance. • Examining post production reflection to improve design. <p>Level 2: Student demonstrates he/she is nearing proficiently by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: critique, production, scenic crew, stage design. • Performing processes such as: <ul style="list-style-type: none"> ○ Discussing stage design after the production. ○ Identifying ways the design could work better. <p>Level 1: Student demonstrates limited understand or skill with the learning goal.</p>