

CURRICULUM

FOR

TECHNICAL

THEATER

GRADE(S) 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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Business Education**

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Subject/Course Title:  
**Technical Theater**  
Grade(s) **9-12**

Date of Board Adoption:  
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# RAHWAY PUBLIC SCHOOLS CURRICULUM

Technical Theater: Grade(s) 9-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	The Physical Theater	5 weeks
2	Roles in Theater	5 weeks
3	Set Design	8 weeks
4	Light Design	5 weeks
5	Sound Design	4 weeks
6	Costume and Make Up Design	5 weeks
7	Designing For a Show	8 weeks

## ***ACCOMMODATIONS***

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> </ul>

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## ***UNIT OVERVIEW***

**Content Area.** Technical Theater

**Unit Title:** The Physical Theater

**Target Course/Grade Level:** 9-12

**Unit Summary:** This unit will cover the history of the physical theater and the different configurations a theater can take. Students will become familiar with our performing space, the names of different spaces in the theater and stage terminology and directions; they will receive their first introduction to the scale ruler and the concept of drawings and documents in scale, to use more specifically in future units.

**Approximate Length of Unit:** 5 weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

- 1.4.12acc.Cr1a.** Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theater work.
- 1.4.12prof.Re7b.** Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
- 1.4.12 prof.Cr1b.** Explore the impact of technology on design choices in devised or scripted theater work.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Unit Understandings:**

*Students will understand that...*

- An influencing element of theater is the physical configuration of the space which directly impacts the relationship between the audience and performers.
- The geography of the physical theatrical space(s) and where things are located is an essential element of being a proficient theater technician.

- Familiarity with basic theatrical terminology is an essential element of being a proficient theater technician.
- Familiarity with stage directions is an essential element of being a proficient theater technician.

**Unit Essential Questions:**

- Why is the stage configuration important for a production?
- How do you know where to find things in the theater?
- How would you direct someone to find something in the theater?
- How would you direct someone to a specific point on stage?

**Knowledge and Skills:**

*Students will know...*

- How to operate in the theater space safely
- How to find their way around the theater space
- The importance of being familiar with their theater
- The advantages and disadvantages of different stage configurations

*Students will be able to...*

- Identify aspects and components of different stage configurations
- Identify aspects and components of the Rahway performance space
- Understand appropriate terminology of the theater space
- Understand stage directions
- Take measurements of a physical space
- Use a scale ruler proficiently

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will label a diagram of the theater.
- Students will build a model of the theater to scale to use for later units.

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will participate in finishing a PowerPoint Presentation that requires them to analyze the pros and cons of theater stages and conventions and how that affects a theatrical production.
- Students will participate in a scavenger hunt in order to become familiar with the different components of our theater.

- Students will participate in a theater game utilizing stage directions in order to show understanding, both receiving instructions but also giving instructions appropriately.

## *RESOURCES*

### **Teacher Resources:**

- Scale rulers
- White glue
- Glue sticks
- Pins
- Exacto knives
- Measuring tapes
- Foamboard

### **Equipment Needed:**

- Computer
- Projector

## ***UNIT OVERVIEW***

**Content Area.** Technical Theater

**Unit Title:** Jobs in Theater

**Target Course/Grade Level:** 9-12

**Unit Summary:** This unit will cover the various jobs that are involved in theater. After a general overview, we will be looking more closely at the role of stage management and design as broad categories.

**Approximate Length of Unit:** 5 weeks.

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

- 1.4.12prof.Cr2b.** Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
- 1.5.12acc.Cr1b.** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12prof.Cr2a.** Engage in making a work of art or design without having a preconceived plan.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.6.** Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## **Unit Understandings:**

*Students will understand that...*

- There are many different roles that must be filled in order for a theater production to run smoothly.
- There is a place for everyone in theater.
- There are standard documents and protocols that every position must complete as part of their job.

## **Unit Essential Questions:**

- What are the roles involved in a theater?
- Can I pursue a career in theater?
- What does a stage manager do?
- What does a designer do?
- Why are designer documents and protocols so important?

## **Knowledge and Skills:**

*Students will know...*

- The many roles involved in a theater.
- What a stage manager's responsibilities are.
- What a designer's responsibilities are.
- The parameters of "good, fast, cheap" motto for designers.

*Students will be able to...*

- Explain the many roles involved in theater.
- Spike a stage.
- Read a script through the lens of a designer.
- Annotate a script through the lens of stage manager or designer.

## ***EVIDENCE OF LEARNING***

## **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- Students will complete a written quiz on the different jobs in theater.
- Students will participate in group discussion on the annotation of the script.

## **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will take a personality quiz and examine their strengths and weaknesses based on the results, analyzing where they may fit best in a theater role.
- Students will read and annotate a script as a group, through the lens of the stage manager and designer.
- Students will spike a stage and work with scene changes to understand some important roles of stage managers and run crew members.
- Students will participate in a drawing activity demonstrating the importance of designer documents.
- Students will participate in a communication activity to demonstrate the importance of role delegation in theater.
- Students will participate in an activity where they demonstrate decision making and creativity when considering the “good, fast, cheap” motto of designers to build a bridge.
- Students will create a designer nameplate utilizing the seven elements of design.

## ***RESOURCES***

### **Teacher Resources:**

- Paper
- Pencils
- Scripts
- Highlighters
- Colored pencils
- Spike tape
- Popsicle sticks
- Q tips
- Toothpicks
- Hot glue
- Pipe cleaners

### **Equipment Needed:**

- Computer
- Projector

## ***UNIT OVERVIEW***

**Content Area.** Technical Theater

**Unit Title:** The Set Designer

**Target Course/Grade Level:** 9-12

**Unit Summary:** In this unit, students will examine the role of the set designer, learning about the history of set design, the design process and how to create the designs and drafts that set designers provide for the production.

**Approximate Length of Unit:** 8 weeks.

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

**1.4.12prof.Cr3c.** Explore technical design choices that support the story and emotional impact of a scripted or devised theater work.

**1.4.12prof.Re7a.** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theater critique.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

## **Unit Understandings:**

*Students will understand that...*

- Set design is an important aspect of any theatrical production.
- In order to be a successful set designer, there are standard expectations one needs to follow.
- Creativity, collaboration, and communication are some of the most important aspects of designing.

## **Unit Essential Questions:**

- How are set designs expressed?
- How does scenery affect the interpretation of a production?
- What role does set design play in an overall theatrical work?
- What are the standard protocols and procedures that set designers are expected to follow?

## **Knowledge and Skills:**

*Students will know...*

- The history of set design.
- The general, conventional scenic elements.

*Students will be able to...*

- Draft their own ground plan and renderings.
- Annotate a play from the perspective of a set designer.
- Build a sample flat.
- Analyze a set design and identify thematic, stylistic and functional elements.

# ***EVIDENCE OF LEARNING***

## **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will research and present on a set design of their choosing, explaining how it properly and creatively conveys the themes and style of the play.
- Students will complete a written exam on important aspects of set design.
- Students will complete drafts of a ground plan and set renderings.
- Students will complete a cutlist.

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will build sample flats.
- Students will experiment with different scene painting techniques.

<b><i>RESOURCES</i></b>
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**Teacher Resources:**

- Paper
- Pencils
- Scale rulers
- Popsicle sticks
- Hot glue
- Markers
- Scissors
- Paint brushes
- Paint sponges
- Paint

**Equipment Needed:**

- Computer
- Projector

## *UNIT OVERVIEW*

**Content Area.** Technical Theater

**Unit Title:** The Light Designer

**Target Course/Grade Level:** 9-12

**Unit Summary:** In this unit, students will examine the role of the light designer, learning about the history of light design, the design process and how to create the designs and drafts that light designers provide for the production.

**Approximate Length of Unit:** 5 weeks.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**1.4.12prof.Cr3c.** Explore technical design choices that support the story and emotional impact of a scripted or devised theater work.

**1.4.12prof.Re7a.** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theater critique.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

## **Unit Understandings:**

*Students will understand that...*

- Light design is an important aspect of any theatrical production.
- In order to be a successful light designer, there are standard expectations one needs to follow.
- Creativity, collaboration, and communication are some of the most important aspects of designing.

## **Unit Essential Questions:**

- How can a designer create a world using light?
- How can a designer tell a story using light?
- Why is light important to a production?
- How can light be used to enhance emotional elements of a production?
- What are the standard protocols and procedures that light designers are expected to follow?

## **Knowledge and Skills:**

*Students will know...*

- The history of light design.
- The instruments used in light design.

*Students will be able to...*

- Hang, patch and focus their own light.
- Program a show.
- Create a gobo.
- Draft their own light plot, mini plot and renderings.
- Read a hookup sheet.

# ***EVIDENCE OF LEARNING***

## **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete a written exam on important aspects of light design.
- Students will complete drafts of a light plot, mini plot and renderings.

## **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will hang, patch, and focus a light.

- Students will program cues into the board.
- Students will present an interesting lighting look they found, employing the controllable properties of light in their written and oral description to share with the rest of the class.

## *RESOURCES*

### **Teacher Resources:**

- Paper
- Pencils
- Scale rulers
- Exacto knives
- Tin foil
- Cardboard
- Gels

### **Equipment Needed:**

- Computer
- Projector
- Light board
- Lighting instruments

## ***UNIT OVERVIEW***

**Content Area.** Technical Theater

**Unit Title:** The Sound Designer

**Target Course/Grade Level:** 9-12

**Unit Summary:** In this unit, students will examine the role of the sound designer, learning about the history of sound design, the design process and how to create the designs and drafts that sound designers provide for the production.

**Approximate Length of Unit:** 4 weeks.

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

**1.4.12prof.Cr3c.** Explore technical design choices that support the story and emotional impact of a scripted or devised theater work.

**1.4.12prof.Re7a.** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theater critique.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

## **Unit Understandings:**

*Students will understand that...*

- Sound design is an important aspect of any theatrical production.
- In order to be a successful sound designer, there are standard expectations one needs to follow.
- Creativity, collaboration, and communication are some of the most important aspects of designing.

## **Unit Essential Questions:**

- How can a designer create a world using sound?
- How can a designer tell a story using sound?
- Why is sound important to a production?
- How can sound be used to enhance emotional elements of a production?
- What are the standard protocols and procedures that sound designers are expected to follow?

## **Knowledge and Skills:**

*Students will know...*

- The history of sound design.
- The equipment used in sound design.

*Students will be able to...*

- Operate the sound board.
- Create soundscapes.
- Patch equipment into the sound board.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete a written exam on important aspects of sound design.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will patch equipment into the sound board.
- Students will record, edit and present their own sounds.

## ***RESOURCES***

**Equipment Needed:**

- Computer
- Projector
- Sound board
- Sound equipment (depending what we have)
- Chromebooks
- Phones/recording devices

## ***UNIT OVERVIEW***

**Content Area.** Technical Theater

**Unit Title:** The Costume Designer

**Target Course/Grade Level:** 9-12

**Unit Summary:** In this unit, students will examine the role of the costume designer, learning about the history of costume design, the design process and how to create the designs and drafts that costume designers provide for the production.

**Approximate Length of Unit:** 5 weeks.

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

**1.4.12prof.Cr3c.** Explore technical design choices that support the story and emotional impact of a scripted or devised theater work.

**1.4.12prof.Re7a.** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theater critique.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

## **Unit Understandings:**

*Students will understand that...*

- Costume design is an important aspect of any theatrical production.
- In order to be a successful costume designer, there are standard expectations one needs to follow.
- Creativity, collaboration, and communication are some of the most important aspects of designing.

## **Unit Essential Questions:**

- Why are costumes important to a production?
- Why is makeup important to a production?
- How can costumes and makeup be used to enhance thematic elements of a production?
- What are the standard protocols and procedures that costume designers are expected to follow?

## **Knowledge and Skills:**

*Students will know...*

- The history of costume design.
- The importance of makeup in a production.

*Students will be able to...*

- Take measurements for costumes.
- Draft their own costume renderings.
- Create makeup looks.

# ***EVIDENCE OF LEARNING***

## **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete a written exam on important aspects of costume design.
- Students will complete drafts of costume renderings.

## **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will take measurements.
- Students will participate in “Quick Change Olympics.”
- Students will complete standard makeup looks.

- Students will examine the different ways that clothes can be worn in order to convey certain messages.

## *RESOURCES*

### **Teacher Resources:**

- Paper
- Pencils
- Scale rulers
- Exacto knives
- Colored pencils / markers
- Makeup
- Individual makeup brushes
- Makeup wipes
- Costume pieces
  - Shirt
  - Pants
  - Jacket
  - Shoes
  - Hat
  - Bandanna
  - Scarf
  - Bag (purse or backpack)

### **Equipment Needed:**

- Computer
- Projector

## ***UNIT OVERVIEW***

**Content Area.** Technical Theater

**Unit Title:** Designing and Production Meetings

**Target Course/Grade Level:** 9-12

**Unit Summary:** In this unit, students will take on the role of the production team, learning how the director, designers and stage managers collaborate to produce a specific show.

**Approximate Length of Unit:** 8 weeks.

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

**1.4.12prof.Cr3c.** Explore technical design choices that support the story and emotional impact of a scripted or devised theater work.

**1.4.12prof.Re7a.** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theater critique.

**1.4.12adv.Cr1b.** Create a complete design for devised or scripted theater work that incorporates multiple elements of technology.

**1.4.12adv.Cr2b.** Collaborate as a creative team to make original artistic choices in devised or scripted theater work.

**1.4.12adv.Cr3c.** Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theater work.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

**9.4.12.CT.2.** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Unit Understandings:**

*Students will understand that...*

- A theater production calls for creativity and collaboration to create a cohesive vision.
- Each member of the production has specific duties they must fulfill.

**Unit Essential Questions:**

- What is the importance of a command structure in a theater production?
- Who is in charge of the show during production meetings?
- How does the production team collaborate effectively and creatively?

**Knowledge and Skills:**

*Students will know...*

- The structure of production meetings.
- What is necessary to plan and design a show.
- The importance of collaboration and communication when working on one production.

*Students will be able to...*

- Participate in a production meeting professionally and productively.
- Fill the roles of designers and stage management staff.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Student progress will be noted every week throughout the production meetings.
- Students will hand in the necessary paperwork for their given field at the end of the “production process.”

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students present orally in production meetings.
- Students will present their designs, drafts, soundscapes, etc. based on their given interests.

<b><i>RESOURCES</i></b>
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**Teacher Resources:**

- Paper
- Pencils
- Scale rulers
- Exacto knives
- Foamboard
- Colored pencils / markers

**Equipment Needed:**

- Computer
- Projector
- Chromebooks