

Teacher Name: Donna Slawson

Grade Level: 9-12

Class: Theater Production and Exploration

2025-26 GVCS CURRICULUM MAP

Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment	Writing
Sept (Weeks 1–2)	Std. 1 – Students will understand foundational elements of theater and production roles.	Theater basics handouts, Wizard of Oz clips, glossary	Stage, blocking, rehearsal, director, producer, ensemble	Quiz on theater terms; group participation	Reflective journal: personal theater experiences & goals
Sept (Weeks 3–4)	Std. 2 – Students will design and build a scale model set for The Wizard of Oz.	Cardboard, foam board, paint, blueprints (Kansas, Munchkinland, Emerald City)	Scale model, blueprint, proportion, dimensionality	Completed model set; presentation	Design plan & rationale
Oct (Weeks 5–6)	Std. 2 – Students will create realistic props for the production.	Foam, paint, fabric, wood, plastic; prop references	Prop, fabrication, realism, detail, texture	Props evaluated for accuracy, creativity; peer review	Prop design process log
Oct (Weeks 7–8)	Std. 1 – Students will design and create costumes reflecting character attributes.	Fabric, sewing machines, costume patterns, accessories	Costume, silhouette, tailoring, accessories, character analysis	Completed costumes; design presentations	Costume design plan + character breakdown
Nov (Weeks 9–11)	Std. 2 – Students will apply lighting and sound design techniques (tornado, Emerald City glow, witch laugh).	Spotlights, gels, dimmers, soundboard, microphones, editing software	Gel, spotlight, dimmer, cue, wash, focus, soundboard, mixing	Lighting and sound cue execution & plan	Lighting and sound design documentation
Dec (Weeks 12–13)	Std. 3 – Students will create marketing	Canva/graphic design software, printing, social media	Promotion, campaign, poster, press release	Completed marketing materials; strategy presentation	Marketing plan document

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	strategies and materials.				
Dec (Week 14)	Std. 1 – Students will begin integrating elements (early tech cues, blocking rehearsals).	Partial set, props, costumes, lighting, sound	Cue-to-cue, blocking, integration	Observation of early rehearsal participation	Rehearsal reflections
Jan (Weeks 15–16)	Std. 1 – Students will integrate set, props, costumes, lighting, and sound into rehearsals.	Full set, props, lighting, sound, costumes, script	Cue-to-cue, blocking, integration	Observation of rehearsal participation	Rehearsal reflections & notes
Jan (Weeks 17–18)	Std. 1 – Students will finalize all production elements for readiness.	Full production setup; rehearsal checklists	Dress rehearsal, technical run, adjustments	Evaluation of run-throughs; readiness feedback	Final checklist & production reflection
Feb (Weeks 19–21)	Std. 1 – Students will complete final rehearsals and adjustments in preparation for performance.	Full production setup, dress rehearsals, technical run	Dress rehearsal, polish, readiness	Run-through evaluations	Readiness reflections
Mar 1–11	Std. 1 – Students will conduct final production preparations.	Full production setup; final rehearsal schedules	Dress rehearsal, cue-to-cue, final adjustments	Observation of readiness	Final rehearsal notes
Mar 12–15	Std. 4 – Students will perform in The Wizard of Oz production.	Full production setup	Performance, critique	Performance evaluation	Performance reflection journal

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Mar 17–28	Std. 2 – Students will clean, organize, and reset theater spaces post-production.	Cleaning supplies, organizational tools	Organization, reset, storage	Observation of cleanup participation	Cleanup reflection
Apr (Weeks 1–2)	Std. 4 – Students will research and select a junior production (analyzing cast size, licensing, costs).	Sample scripts, licensing resources, show research tools	Selection, licensing, budget, junior production	Show research notes; preliminary proposals	Reflection on show options
Apr (Week 3)	Std. 4 – Students will create and present a proposal pitch for the junior show.	Presentation tools, script samples	Proposal, pitch, criteria, voting	Proposal presentations; peer evaluation	Show pitch write-up
May (Weeks 1–2)	Std. 2 – Students will draft pre-production designs for set, props, costumes, lighting, and sound for junior show.	Design software, sketches, props & set references	Design, draft, pre-production, technical elements	Design drafts evaluated for creativity & feasibility	Design documentation
May (Week 3)	Std. 3 – Students will create a marketing and promotion campaign for the junior show.	Canva, social media, poster templates	Campaign, audience, press release, poster	Completed promotional materials	Marketing plan & press release draft
May (Week 4)	Std. 1 – Students will assign leadership roles and develop rehearsal schedules for junior show.	Scheduling tools, rehearsal templates	Leadership, schedule, rehearsal plan	Evaluation of rehearsal plan & leadership roles	Rehearsal planning notes

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Jun (Week 1)	Std. 4 – Students will complete an independent theater exploration project (directing, design, playwriting, critique).	Independent research tools, design software, writing materials	Independent, exploration, directing, critique, showcase	Independent project rubric	Independent project write-up
Jun (Week 2)	Std. 4 – Students will present independent projects and reflect on year-long learning.	Presentation tools, reflection prompts	Showcase, reflection, critique	Presentation evaluation; participation in discussion	Final reflection essay