

Unit 2: Theatre / Set Design

6th Grade Art

8 Class Meetings

Created May 2026, Updated May 2026

• Essential Questions

- How can the elements of art be used by a set designer to support a story?
- How do the stories of visual art compare to the performing arts?

Enduring Understandings with Unit Goals

EU 1: Artists use elements of art and principles of design intentionally to tell a story.

- Analyze artistic choices created in various artworks.
- Explore color combinations that connect to mood, tone, or theme.
- Compare and contrast various set design examples.

EU 2: Images can be used to communicate ideas, messages and moods.

- Analyze art used in various set designs.
- Compare and contrast various art connected to the years musical.
- Analyze and critique others designs.
- Create a work of art that demonstrates knowledge of basic set theatre set design.

Standards

Common Core State Standards:

- **VA:Cr1.1.6a:** Combine concepts collaboratively to generate innovative ideas for creating art.
- **VA:Cr2.1.6a:** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- **VA:Cr.3.1.6a:** Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- **ELA-Literacy:** cite text-based evidence to support an analysis of informational text. (RI 6.1)

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Analysis of Theatre Sets

- Describe a theatre set based on visual observations.
- Analyze and interpret works of art connected to musicals.
- Evaluate works of art.
- Key vocabulary and terms: symbolism, themes, mood, tone

2. Set Design

- Sketch a potential theatre set
- Compare and contrast color combinations to produce tone or feeling.
- Create images that pair with the selected script.
- Key vocabulary and terms: expression, backdrop, realistic vs. stylized, props, set piece

3. Art Creation and critique

- Examine rubric criteria and student exemplars.
- Design mock-up sets that pair with a script.
- Evaluate and reflect on your own work.
- Critique a peer's image using the art analysis process.
- Demonstrate vocabulary and content knowledge with quizzes.
- Key vocabulary and terms: rubric, criteria, peer, revise, well-crafted, reflect.

Interdisciplinary Connection:

- Language Arts
- Math
- Social Studies
- Science

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Explore different aspects of a theatre set that connect to a script.
How does visual art connect to the performing arts?
- Analyze various settings and symbolism of props / set pieces.
What is the role of the background and set pieces?
- Integrate space into a set design layout.
Why does it matter where certain props and features are placed in a set?
- Sketch a model design of a potential theatre set.
What are major aspects of the story that could be portrayed through the setting / props?
- How do artists use creative problem solving to build props?
How can a backdrop and props work together to enhance the storyline of a musical?
- Combine set design concepts. **
What makes this set look interesting? Would it support the storyline of the musical
- Present & reflect on final design for critique
What are the major strengths and areas for growth that you can see in this set?

Instructional Strategies/Differentiated Instruction

- Visual Demonstrations
- Student-led instruction
- Independent problem-solving
- Feedback and Critique
- Revising and editing
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

EL Strategies

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

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Assessments

FORMATIVE ASSESSMENTS:

- Warm-ups (TWPS)
- Sticky note critiques
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Student-led instruction
- Homework
- Image Performance Task
- Weekly Studio Grades

SUMMATIVE ASSESSMENTS:

- Unit 2 Quiz
- Unit Task – Set Design Model

Unit Task

Unit Task Name: Mock Set Design

Description: Students will apply concepts of set design to build a set design model. The model must support their chosen storyline (EU 1, 2)

Evaluation: Summative Assessment.

Unit Resources

- Visual Images – Art History References
- Practice Worksheets
- Pencils
- Laptops
- Basic Art Materials (Paper, Paint, Marker, etc.)