Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Stagecraft Curriculum

Course Description: Stagecraft introduces students to a practical approach to technical and production aspects. Students learn the skills needed to construct scenery, hang and focus lighting instruments, and implement a sound system. Students are trained in the usage of tools, lumber, and machinery. Students will play an active role in the current production. The final project is the selection and analysis of a play and the design of a scale model.

Curriculum Standards:

- Missouri Learning Standards - Fine Arts - Theatre Standards
- National Core Arts Standards - Theatre

Scope and Sequence:

Time Frame	Unit	Instructional Topics
10 Blocks	Welcome to Stagecraft	Topic 1: Team Building Topic 2: Terminology Topic 3: The Stage
15 Blocks	Research and Design	Topic 1: Source Material Topic 2: Research Topic 3: Types of Scenery Topic 4: Artistic Vision Topic 5: Budget Research Topic 6: Scale Measurements
10 Blocks	Safety	Topic 1: Correct Tool Usage Topic 2: Common Practices Topic 3: Personal Safety

45 Blocks	Set Construction	Topic 1: Developing a Plan Topic 2: Implement Safety Practices Topic 3: Executing Design Topic 4: Strike

Curriculum Revision Tracking

Spring 2026

- Added Learning Targets
- Updated Engaging Scenarios
- Updated Engaging Experiences

Fall 2020

- Updated to new Missouri Learning Standards for Fine Arts

Unit 1: Welcome to Stagecraft

Subject: Stagecraft
Grade: 10-12
Name of Unit: Welcome to Stagecraft
Length of Unit: 10 Blocks
Overview of Unit: In this unit, students learn the appropriate terminology used in technical theatre productions and how it is used by directors to articulate the artistic vision of the set. Team building is also a necessary skill learned in this unit, as it impacts the work for the entire course.

Priority Standards for unit:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Supporting Standards for unit:

- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Learning Targets:

Priority Standard: TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.

Learning Targets	Webb's DOK Level Bloom's Level
Students will identify different types of theatre technologies (such as power tools, digital drafting software, automation, and projection) and explain how they influence set design choices.	Understanding 1
Students will safely operate common power tools used in theatrical set construction (such as drills, jigsaws, and circular saws) and explain how each tool influences the types of designs that can be built.	Applying 2
Students will use accurate set-construction vocabulary (such as platform, flat, toggle, keystone, rake, and reveal) to describe how technology and tools shape the building process	Understanding 1

Priority Standard: TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will communicate effectively with team members by using appropriate theatre and construction vocabulary to plan, problem-solve, and adjust design choices.	Applying 2
Students will contribute responsibly to group tasks by sharing labor, offering ideas, and supporting others so that our set is safe, functional, and aligned with the production's artistic goals.	Analyzing 3
Students can collaborate with peers to interpret the director's vision and make shared design decisions that support the story of the production.	Creating 4

Essential Questions:

1. What's the appropriate terminology used in technical theatre production and how is it used to communicate the artistic vision of the director?
2. Why is it important to work collaboratively when constructing scenery and property materials?
3. How do we navigate the specific facilities associated with theatrical productions?

Enduring Understanding/Big Ideas:

- See vocabulary list on appropriate terminology. Using consistent terminology on the set allows for seamless communication between the director and crew.
- Working collaboratively allows for more efficiency within the workspace and leads to clear communication.
- There are various areas of importance that must be located: tool storage, green room, arbor (fly-system), wing space, lighting booth, and various other areas.

Unit Vocabulary:

- Apron
- Battens
- Borders
- Catwalk
- Curtain Line
- Cyclorama (Cyc)
- Drop
- Flat
- Flats
- Floor Plan
- Front or Act Curtain
- Legs
- Masking
- Properties
- Proscenium Opening
- Riser
- Scrim
- Set
- Sight Line
- Spiking
- Stage Directions
- Stage Weights
- Teaser
- Tormentors
- Traveler
- Wings

Topic 1: Team Building

Engaging Experience 1

Title: Team Building Exercises

Suggested Length of Time: 4 Blocks

Standards Addressed

Priority:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students participate in a variety of team-building exercises in order to get to know one another and practice collaborating in different student groups. Example activities could include:

- Personal introductions - Students are paired with one another to learn names and three facts about each other. Each pair introduces the other partner to the class.
- This is a watch - concentration game: Students memorize the basic "script" and "blocking" for the game, then rehearse until the script runs smoothly. The object of the game is to pass the object or objects around the circle without stopping or breaking the rhythm of the script– eventually, the group should be able to complete a circle in which everyone has an object.
- Tennis Ball Transfer: Materials Needed - Two lengths of 10-15 ft of ¼ diameter small rope, 8-10 tennis balls per team, Bucket or open top receptacle that can hold 8 balls, Large open area Overview: In the allotted time, work together to score as many points as possible by transferring balls into the receptacle as a team.
- Cup Stack Challenge: Student teams receive a stack of six cups, an elastic, and a piece of string for each person. The challenge is to unstack the cups collaboratively without using their hands, then re-stack them into a pyramid using the same strategy.

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 2

Title: Creating Classroom Expectations

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students work together to create a set of classroom expectations. Provide posters titled with the following topics: Safety, Teamwork, Initiative, and Respect. Students work together to create a set of class norms, focusing on what behaviors and

attitudes students should strive to display under each heading. Students present the completed posters to the group and display the posters inside of the classroom.
Bloom's Levels: Understanding
Webb's DOK: 1

Topic 2: Terminology

Engaging Experience 1

Title: Scene Shop Scavenger Hunt

Suggested Length of Time: 2 Block

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.

Supporting:

- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Detailed Description/Instructions: Students will participate in a Scene Shop Scavenger Hunt. Working with partners or a small group, students will explore a variety of tools, hardware, stock scenery, and parts of the stage. Students are given definitions for all items on the scavenger hunt list and will find the corresponding item labeled within the scene shop or stage area.

Bloom's Levels: Understanding

Webb's DOK: 1

Topic 3: The Stage

Engaging Experience 1

Title: Theatre Orientation

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.

Supporting:

- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Detailed Description/Instructions: Students will complete an orientation of the stage and theatre area, including being able to name various components of each. Students will draw a floor plan on grid paper labeling each part of the stage and the different types of curtains.

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Scenario

Engaging Scenario: Tibbs the Safety Mouse

Students will demonstrate proficiency and safety with each tool before working on larger projects. Students build a small mouse figure using shop tools to learn safety procedures. Using a miter saw, jigsaw, power drill, tape measure, and pneumatic stapler to construct the mouse, students will learn a variety of saw cut techniques and how to operate tools to attach hardware. Materials: Scrap wood (2x4 and thin plywood), measuring tape, wood glue, small screws, yarn. Students may also paint/decorate their finished mouse if time allows.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Team Building	Team Building Exercises	Students participate in a variety of team-building exercises in order to get to know one another and practice collaborating in different student groups.	3 Blocks
Team Building	Creating Classroom Expectations	Students work together to create a set of classroom expectations. Provide posters titled with the following topics: Safety, Teamwork, Initiative, and Respect. Students work together to create a set of class norms, focusing on what behaviors and attitudes students should strive to display under each heading. Students present the completed posters to the group and display the posters inside of the classroom.	1 Block
Termin-ology	Scene Shop Scavenger Hunt	Students will participate in a Scene Shop Scavenger Hunt. Working with partners or a small group, students will explore a variety of tools, hardware, stock scenery, and parts of the stage. Students are given definitions for all items on the scavenger hunt list and will find the corresponding item labeled within the scene shop or stage area.	1 Block
The Stage	Theatre Orientation	Students will complete an orientation of the stage and theatre area, including being able to name various components of each. Students will draw a floor plan on grid paper labeling each part of the stage and the different types of curtains.	1 Block

Unit 2: Research and Design

Subject: Stagecraft
Grade: 10-12
Name of Unit: Research and Design
Length of Unit: 15 Blocks
Overview of Unit: In this unit, students will understand the importance of understanding the historical and cultural backgrounds of a play and how that impacts scenery decisions, budget, scaling, and other decisions related to a production.

Priority Standards for unit:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.
- TH:Pr5.1.III.b Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Supporting Standards for unit:

- TH:Cr2.I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Learning Targets:

Priority Standard: TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will research historical, architectural, or stylistic details and use that information to make informed choices about the materials, textures, and construction methods used in our set.	Applying 2
Students will analyze how different technical elements—such as lighting, materials, color, and construction techniques—affect the mood and storytelling of a production, and apply that knowledge to our set design.	Analyzing 3
Students will incorporate researched technical solutions into the building process to enhance the visual effectiveness, safety, and functionality of the set.	Evaluating 4

Priority Standard: TH:Pr5.1.III.b Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will explain how specific construction materials, tools, and techniques support the production's overall concept and help communicate the story to the audience.	Applying 2
Students will justify design and construction decisions by referencing research, design principles, and the director's concept statement.	Analyzing 3
Students will evaluate different technical options (such as joinery methods, surface treatments, or structural designs) and defend the choices that best enhance the production's visual impact and functionality.	Evaluate 4

Essential Questions:

- Why is it important to facilitate a class read-through of the script?
- Why is it important to research the historical and cultural aspect and how do we effectively create the appropriate material to do so?
- What are the different types of scenery used and how will we use them in creating our production?
- How will we build a set that matches the vision of the director(s)?
- How will we effectively build a budget for the specific production?

Enduring Understanding/Big Ideas:

- Facilitating a class read-through provides students with the needed information to build a set design.
- Students should use a variety of resources to research and create essential material needed to capture the historical and cultural aspect of the production.
- Different types of scenery serve different purposes in various productions.
- Classroom design meetings will help foster a collaborative discussion between students and director to create an accurate vision for the production.
- Classroom budget meetings will help foster a collaborative discussion between students and director to create an accurate vision for the production.

Unit Vocabulary:

- Design
- Research
- Backdrop
- Box Set
- Crew
- Floor Plan
- Front Elevation
- Lighting Plot
- Periaktoi
- Rendering
- Scale
- Unit Set
- Wagons

Topic 1: Source Material

Engaging Experience 1

Title: Script Read-Through

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Detailed Description/Instructions: Students participate in a read-through of the material. Depending on the choice of the production, students may listen and follow along or actively read and speak the lines. Throughout the reading/viewing scenic needs will be addressed to inform design choices later.

Bloom's Levels: Analyzing

Webb's DOK: 4

Topic 2: Research

Engaging Experience 1

Title: Collaborative Meeting-Design

Suggested Length of Time: 3 Blocks

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Detailed Description/Instructions: Students participate in a collaborative meeting with the teacher to discuss potential design ideas for the production. Students analyze the production text to create detailed environmental pieces related to the text. Using this information students collaborate to create a collection of visual inspiration for the scenic design. Students will present their visual inspiration to the group to facilitate discussion and final decision making.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 3: Types of Scenery

Engaging Experience 1

Title: Guided Discussion of Scenery

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Detailed Description/Instructions: Students will discuss different build options for the various scenery seen in the production. Looking at various stock pieces (platforms, flats, and stairs) students will practice calculating measurements and creating a cut list of lumber. Students can also determine which stock pieces are on hand that could be used in the production.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 4: Artistic Vision

Engaging Experience 1

Title: Collaborative Meeting-Production Design

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Detailed Description/Instructions: Students will create visual designs of the types of scenery discussed in Topics Two & Three. Students will present sketches of their scenery proposals to the group for discussion and to help guide final decision making.

Bloom's Levels: Creating

Webb's DOK: 4

Topic 5: Budget Research

Engaging Experience 2

Title: Collaborative Meeting-Budget

Suggested Length of Time: 2 Block

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.
- TH:Pr5.1.III.b Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Supporting:

- TH:Cr2.I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Detailed Description/Instructions: Students participate in a collaborative meeting with the teacher to discuss the budget related to the production. Students will research materials costs on items such as dimensional lumber, paint, hardware, and soft goods. Students analyze the production design to prioritize levels of budget need.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 6: Scale Measurements

Engaging Experience 1

Title: Scaling Practice

Suggested Length of Time: 2 Block

Standards Addressed

Priority:

- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.
- TH:Pr5.1.III.b Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Supporting:

- TH:Cr2.I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Detailed Description/Instructions: Using digital resources, such as, Sketch Up or physical materials such as scrap plywood, matte board, or index cards, students will create practice models of one set piece, such as a platform. The models should be measured to an appropriate scale to represent the desired measurements of the finished, full size product.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Scenario

Engaging Scenario: Scale Model Project

Working as a team, students will create a scale model of the production set. Students will combine their design decisions with their budget decisions to build a creative yet financially responsible set. Students will use their scale project as a model throughout the construction period of the class.

Note: Depending on scheduling of this course (term vs. split-block), this scenario may or may not occur at this point in the course. Teachers have the option of moving to the next unit if teaching a term class, while teachers who have a split-block may opt to push this scenario until after the set of the play has been finished.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Source Material	Script Read-Through	Students participate in a read-through of the material. Depending on the choice of the production, students may listen and follow along or actively read and speak the lines. Throughout the reading/ viewing scenic needs will be addressed to inform design choices later.	1 Block
Research	Collaborative Meeting-Design	Students participate in a collaborative meeting with the teacher to discuss potential design ideas for the production. Students analyze the production text to create detailed environmental pieces related to the text. Using this information students collaborate to create a collection of visual inspiration for the scenic design. Students will present their visual inspiration to the group to facilitate discussion and final decision making.	2 Blocks
Types of Scenery	Guided Discussion of Scenery	Students will discuss different build options for the various scenery seen in the production. Looking at various stock pieces (platforms, flats, and stairs) students will practice calculating measurements and creating a cut list of lumber. Students can also determine which stock pieces are on hand that could be used in the production.	½ Block
Artistic Vision	Collaborative Meeting-Production Design	Students will create visual designs of the types of scenery discussed in Topics Two & Three. Students will present sketches of their scenery proposals to the group for discussion and to help guide final decision making.	2-3 Blocks

Budget Research	Collaborative Meeting-Budget	Students participate in a collaborative meeting with the teacher to discuss the budget related to the production. Students will research materials costs on items such as dimensional lumber, paint, hardware, and soft goods. Students analyze the production design to prioritize levels of budget need.	1 Block
Scale Measure-ments	Scaling Practice	Using digital resources, such as, Sketch Up or physical materials such as scrap plywood, matte board, or index cards, students will create practice models of one set piece, such as a platform. The models should be measured to an appropriate scale to represent the desired measurements of the finished, full size product.	1 Block

Unit 3: Safety

Subject: Stagecraft
Grade: 10-12
Name of Unit: Safety
Length of Unit: 10 Blocks
Overview of Unit: In this unit, students will learn the proper techniques and procedures associated with using tools in stagecraft. Additionally, students will learn common practices used on a set and apply them in a safe manner.

Priority Standards for unit:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting Standards for unit:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Learning Targets:

Priority Standard: TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify common stagecraft tools and equipment (such as drills, miter saws, circular saws, and rigging systems) and describe the purpose of each in building and operating a set.	1 Understanding
Students will explain how the selection of specific tools and technology affects the design possibilities and limitations of a production.	2 Analyzing
Students will demonstrate safe and purposeful use of stagecraft tools and equipment, connecting their choices to the design needs of a drama/theatre work.	2 Applying

Priority Standard: TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify standard construction and rigging practices (such as proper stair rise, bracing vertical scenery, and flying battens) and explain why each practice matters for safety.	1 Understanding
Students will apply researched safety procedures and construction standards when building scenery and operating stage equipment.	2 Applying
Students will evaluate their own and their peers' use of technical elements for safety and effectiveness, making recommendations for improvement.	3 Evaluating

Essential Questions:

1. What are the correct procedures for using tools and equipment in a safe manner and why is it important to follow correct procedures when building a set?
2. How is scenery constructed in a manner that is safe for the performers and crew?

Enduring Understanding/Big Ideas:

1. It is important to use correct safety procedures when using tools and equipment because incorrect usage and unsafe practices can lead to injuries and/or damage to the equipment.
2. There are a variety of standards in construction that ensure the safety of performers and crew. For example, one must use the standard rise on stairs and ensure that vertical scenery is braced.

Unit Vocabulary:

- Ear Plugs
- Safety Goggles
- "Thank You"
- Battens
- Blade Guard
- Catwalk
- Circular Saw
- Cyclorama (Cyc)
- Drill
- Drop
- Flat
- Fly-In/Fly-Out
- Ghost Light
- Mitre Saw
- Pipe Weight
- Platform Anchor/Wagon Brake
- Rigging
- Sawhorses
- Scrim
- Stage Weights
- Work Light

Topic 1: Correct Tool Usage

Engaging Experience 1

Title: Tool Usage Demonstrations & Orientation

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students will be introduced to the variety of tools and equipment that they will be using in the class (drill, miter saw, circular saw, jig saw, etc.) Students will be shown by the teacher how to safely use each tool in the correct manner.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 2: Common Practices

Engaging Experience 1

Title: Communication and Organization

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students will be introduced to the correct procedure for flying battens, curtains, drops, and electrics from the arbor. Each student will practice unlocking the fly line from the arbor, calling out to those on stage (i.e., "First electric coming in"), flying the electric in and again locking the fly line. The students on stage will practice with the response of "Thank you, first electric." Additionally, students will learn other common practices, including organization on the stage and in the tool/equipment storage areas.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 3: Personal Safety

Engaging Experience 1

Title: Keeping Yourself and Others Safe

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students will work in small groups to brainstorm various ways that we can keep one other safe when working with tools and in the scene shop. Each group will create a short "Public Service Announcement" to advertise the top safety concerns to keep in mind. Examples may include, always using eye/ear protection, appropriate attire, communication with those around you, keeping work areas clean and clutter free, etc.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Scenario

Engaging Scenario: Tool Safety Assessment

Students will individually demonstrate how each of the major tools are used in a safe manner. Each student will be given a scrap piece of lumber to cut using each type of saw. Students will practice flying in electrics and battens using the proper procedures and communication with those on stage.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Correct Tool Usage	Tool Usage Demonstrations & Orientation	Students will be introduced to the variety of tools and equipment that they will be using in the class (drill, miter saw, circular saw, jig saw, etc.) Students will be shown by the teacher how to safely use each tool in the correct manner.	1–2 Blocks
Common Practices	Communication and Organization	Students will be introduced to the correct procedure for flying battens, curtains, drops, and electrics from the arbor. Each student will practice unlocking the fly line from the arbor, calling out to those on stage (i.e., "First electric coming in"), flying the electric in and again locking the fly line. The students on stage will practice with the response of "Thank you, first electric." Additionally, students will learn other common practices, including organization on the stage and in the tool/equipment storage areas.	1 Block
Personal Safety	Keeping Yourself and Others Safe	Students will work in small groups to brainstorm various ways that we can keep one other safe when working with tools and in the scene shop. Each group will create a short "Public Service Announcement" to advertise the top safety concerns to keep in mind. Examples may include, always using eye/ear protection, appropriate attire, communication with those around you, keeping work areas clean and clutter free, etc.	1 Block

Unit 4: Set Construction

Subject: Stagecraft
Grade: 10-12
Name of Unit: Set Construction
Length of Unit: 45 Blocks
Overview of Unit: In this unit, students will develop a plan for building a set and execute it from start to finish in a safe manner.

Priority Standards for unit:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting Standards for unit:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Learning Targets:

Priority Standard: TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.

Learning Targets	Webb's DOK Level Bloom's Level
Students will identify the tools, materials, and technology available for set construction and explain how each one affects what can be designed and built.	1 Understanding
Students will analyze a set design and determine which tools, construction methods, and materials are best suited to bring the design to life safely and effectively.	3 Analyzing
Students will build assigned set pieces and properties using appropriate tools and technology, demonstrating how their construction choices support the overall design vision of the production.	4 Creating

Priority Standard: TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify standard construction techniques (such as building flats, platforms, and bracing) and explain how following these standards ensures a safe, functional set.	1 Understanding
Students will apply researched construction techniques and finishing methods (such as painting, texturing, and hardware installation) to build set pieces that meet production design requirements.	3 Applying
Students will evaluate completed set pieces and properties for structural integrity, visual quality, and readiness for performance, recommending revisions where needed.	4 Evaluating

Essential Questions:

- Why is it important to develop a plan and how will it be constructed?
- How will safety measures be implemented?
- How will students execute their design decisions that they made in early units of the class?

Enduring Understanding/Big Ideas:

- Developing a plan will assign students directly to particular projects that have been designed.
- Safety measures will be implemented through instruction and creating common practices and repetitions.
- Students will execute their design decisions by analyzing earlier work and following a distinct process which allows the students to work at a certain pace.

Unit Vocabulary:

- Band Saw
- C Clamp
- Chalk Line
- Circular Saw
- Claw Hammer
- Cordless Drill
- Crowbar
- Framing Square
- Hand Saw
- Hand Stapler
- Jig Saw
- Linesman's Pliers
- Mallet
- Measuring Tape
- Mitre Saw
- Open End Wrench
- Parallel Jaw clamp
- Phillips Screwdriver
- Portable Circular Saw
- Rip Hammer
- Slotted Screwdriver
- Spirit Level
- Stage Directions
- Table Saw
- Tack Hammer
- Vise Grip Pliers

Topic 1: Developing a Plan

Engaging Experience 1

Title: Task Assignments

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students will discuss and assign various types of scenery to each student. This allows the students to become focused on a singular piece of scenery, ultimately leading to mastery of a single skill.

Bloom's Levels: Understanding

Webb's DOK: 1

Topic 2: Implement Safety Practices

Engaging Experience 1

Title: Guided Tools Instruction & Practice

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students will be verbally and visually instructed followed by simple practice of each item. Guided practice of tool usage will go on throughout Unit 4. Students will participate in daily checklists to ensure safety is being followed.

Bloom's Levels: Understanding

Webb's DOK: 1

Topic 3: Executing Design

Engaging Experience 1

Title: Set & Property Building

Suggested Length of Time: 30 Blocks

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students will work on assigned scenery and property materials. Students will be in charge of finding and using the correct tools to create the scenery. Students will communicate with each other to create efficiency in building the theatrical set. Be mindful of individual instruction that may need to occur to execute painting techniques and/or finishing work on a variety of set pieces.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Experience 2

Title: Analyze Set & Property Building

Suggested Length of Time: 2- 3 Blocks

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students will analyze and polish completed work from Engaging Experience 1. Students will determine whether or not the completed set piece is ready for show or if other work needs to be done. Students will verbally discuss thematic completion of sets or property pieces.

Bloom's Levels: Evaluating

Webb's DOK: 4

Topic 4: Strike

Engaging Experience 1

Title: Strike

Suggested Length of Time: 2-5 Blocks

Standards Addressed

Priority:

- TH:Cr1.1.I.b Explore the impact of technology on design choices in a drama/theatre work.
- TH:Pr5.1.I.b Use researched technical elements to increase the impact of design for a drama/theatre production.

Supporting:

- TH:Cr2.II.b Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Detailed Description/Instructions: Students will "strike" the set. Students will deconstruct the set properly and attempt to salvage as much material used as possible.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Scenario

Engaging Scenario: Peer Reflection

Students will write a 2-3 page reflection on how they navigate Unit 4. Students will be asked to write about the experience of creating the various set pieces and property materials. Students will review the show from an audience perspective and analyze how specific work affected the production in a positive way.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Developing a Plan	Task Assignments	Students will discuss and assign various types of scenery to each student. This allows the students to become focused on a singular piece of scenery, ultimately leading to mastery of a single skill.	1 Block
Implement Safety Practices	Guided Tools Instruction & Practice	Students will be verbally and visually instructed followed by simple practice of each item. Guided practice of tool usage will go on throughout Unit 4. Students will participate in daily checklists to ensure safety is being followed.	2 Blocks
Executing Design	Set & Property Building	Students will work on assigned scenery and property materials. Students will be in charge of finding and using the correct tools to create the scenery. Students will communicate with each other to create efficiency in building the theatrical set. Be mindful of individual instruction that may need to occur to execute painting techniques and/or finishing work on a variety of set pieces.	30 Blocks
Executing Design	Analyze Set & Property Building	Students will analyze and polish completed work from Engaging Experience 1. Students will determine whether or not the completed set piece is ready for show or if other work needs to be done. Students will verbally discuss thematic completion of sets or property pieces.	2–3 Blocks
Strike	Strike	Students will “strike” the set. Students will deconstruct the set properly and attempt to salvage as much material used as possible.	2–5 Blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.