Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Fine, Performing & Practical Arts
Course: Stagecraft
Grade(s): 8

Course Overview

Stagecraft introduces students to the fundamental principles and practices of theatrical design and production. Students explore the roles and responsibilities of the theatrical production team, the relationship between design and storytelling, the history and evolution of theatrical design, and the influence of artistic aesthetics. Through research, analysis, discussion, and hands-on design projects, students develop and communicate their own creative design aesthetic while learning how scenery, costumes, lighting, props, sound, makeup, and other production elements contribute to the overall artistic vision and audience experience.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards.

Content Area Standards:

1.4.8.Cr2a – Articulate and apply critical analysis, background knowledge, sociohistorical research, and cultural context related to existing or developing theatrical work.
1.4.8.Pr4b – Analyze the relationship between design elements, technical choices, and the intended artistic vision.
1.4.8.Re8a – Analyze how production elements such as scenery, lighting, costumes, props, sound, and makeup contribute to storytelling.
1.4.8.Cn11a – Relate theatrical works and production practices to societal, historical, and cultural contexts.

Interdisciplinary Standards:

VISUAL ARTS:
1.5.8.Cn11a – Analyze how art reflects societal, cultural, and historical contexts

READING:

RI.CR.8.1 – Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2 – Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.8.6 – Evaluate the choices made by authors, directors, or actors when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats.

RI.CT.8.8 – Analyze and reflect on two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

WRITING:
W.IW.8.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.8.4 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks, seeking assistance, models, sources, or feedback, and focusing on purpose and audience.

W.WR.8.5 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions.

W.SE.8.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and quote or paraphrase information while avoiding plagiarism and following a standard format for citation.

W.RW.8.7 – Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING & LISTENING:

SL.PE.8.1.2 is particularly relevant because it includes following rules for collegial discussion, tracking progress toward goals and deadlines, and defining individual roles.

SL.PI.8.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details.

SL.UM.8.5 – Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SOCIAL STUDIES:

6.1.8.HistoryCC.1 – Evaluate how historical events and developments were shaped by the circumstances of their time and place.

6.1.8.HistoryCC.2 – Analyze the impact of events and developments on various groups and individuals.

6.1.8.HistoryCC.3 – Evaluate how historical events and developments shaped the cultural landscape.

Career Readiness, Life Literacies and Key Skills Standards:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4: Explain how an individual's online behavior may impact opportunities for employment or advancement.

Computer Science and Design Thinking Standards:

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

Career Ready Practices (list if relevant)
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates: (list only relevant ones)

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)

- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

- Students will be able to identify and explain the roles and responsibilities of members of the theatrical production team by analyzing the collaborative process involved in creating a theatrical production.
- Students will be able to compare historical and contemporary examples of theatrical design by evaluating how design choices, technology, and artistic aesthetics support storytelling and audience experience.
- Students will be able to develop and communicate an original theatrical design concept by creating a visual design board and justifying artistic choices that support the style, mood, and story of a selected production
- Students will be able to explain the roles of scenic and properties designers by analyzing how scenery and props contribute to storytelling, character development, and audience understanding.
- Students will be able to apply basic drafting, measurement, and theatre safety practices by creating preliminary scenic designs and organizing production property lists.
- Students will be able to create original scenic and prop designs by applying principles of theatrical design and justifying artistic and practical design decisions.
- Students will be able to explain the roles of lighting and sound designers by analyzing how lighting and sound enhance storytelling, mood, and audience experience.
- Students will be able to apply technical theatre practices by interpreting lighting plots, operating basic lighting equipment, and organizing sound cues for theatrical productions.
- Students will be able to create original lighting and sound designs by applying the functions of lighting and sound and justifying artistic and technical design choices
- Students will be able to analyze how hair, makeup, wigs, and costumes communicate character, setting, and historical context by examining professional theatrical designs and historical examples.
- Students will be able to apply principles of theatrical hair, makeup, and costume design by experimenting with styling techniques, analyzing historical influences, and selecting appropriate materials and design elements.
- Students will be able to create original hair, makeup, and costume designs by developing professional design renderings and portfolios that justify artistic choices through research, color theory, fabric selection, and character analysis.
- Students will be able to analyze the careers and artistic contributions of professional theatre designers by researching their work and evaluating how their designs support theatrical storytelling.
- Students will be able to apply professional theatre practices by developing a theatrical resume and portfolio that effectively documents their artistic growth and technical skills.
- Students will be able to create and present an original theatrical design project by synthesizing course concepts and evaluating their own work through reflection and peer critique.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: Intro to Design (1 week)

- How does theatrical design help tell a story?
- How do designers collaborate to create a unified artistic vision for a production?
- How have theatre design and artistic aesthetics evolved over time?
- How do a designer's creative choices influence an audience's experience and interpretation of a performance?

Unit 2: Scenic & Props Design (1 week)

- How do scenery and props help tell a theatrical story?
- How do scenic and properties designers balance creativity with practical production needs?
- Why are planning, drafting, and safety essential parts of the scenic design process?
- How can a single prop or scenic element become an important storytelling tool?

Unit 3: Lighting & Sound Design (1 week)

- How do lighting and sound influence the way audiences experience a story?
- How do lighting and sound designers use technology to support artistic storytelling?
- How do lighting and sound work together to create mood, focus, and emotion?
- How do designers balance technical precision with creative expression when designing a production?

Unit 4: Hair, Make-up, & Costumes Design (1 week)

- How do hair, makeup, wigs, and costumes help tell a character's story?
- How do history, culture, and fashion influence theatrical design?
- How do designers use color, texture, silhouette, and materials to communicate ideas to an audience?
- How do costume, hair, and makeup designers balance creativity, research, and practicality when creating theatrical designs?

Unit 5: Portfolio Building (2 weeks)

- How do theatre designers communicate their skills, experiences, and artistic vision in a professional setting?
- How does the design process transform an idea into a finished theatrical production?
- How can reflection, critique, and collaboration improve artistic work?
- How do theatre artists continue to learn, grow, and prepare for future opportunities in the performing arts?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students. During independent reading activities, students may utilize books from the school library and ones brought from home. Teachers will utilize a wide variety of print, audio and visual texts throughout the year. Below is a list of frequently used materials:

- *Theatre: The Lively Art* - McGraw Hill Education
- Educational Theatre Association of New Jersey
- The Speech and Theatre Association of New Jersey
- *The Stage and the School* 10th Edition - McGraw Hill Education - Chapters 13, 14, and 15
- *Behind the Emerald Curtain* – Scenic Design & Props Episode

- PBS LearningMedia – Theatre Production & Scenic Design Resources
- *National Theatre: Set Design Behind the Scenes*
- Theatrecrafts.com – Scenic design galleries and drafting basics.
- *Broadway by Design* – Scenic design process videos.
- *Behind the Emerald Curtain* – Costumes, Hair & Makeup Episode
- PBS LearningMedia – Fashion, Costume & Character Design Resources
- Official Wicked Costume Featurettes (Universal Pictures promotional videos)
- The Costume Society of America Educational Resources
- *Broadway by Design* – Costume Design Episodes
- *National Theatre Costume Shop Behind the Scenes*
- *Behind the Emerald Curtain* – Production Team/Technical Careers Episode
- Educational Theatre Association – Theatre Career Resources
- Broadway Professionals "Day in the Life" Videos *(Broadway.org / Broadway Cares educational features)*
- *Broadway.com* Backstage Career Videos
- Playbill Careers in Theatre Articles
- National Theatre Careers Videos

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Director Research Report
- Exit Tickets
- Theatre Design Reflection Journals
- Artist Journals
- Aesthetics Worksheet
- Gallery Walk
- Peer Review
- Teacher conferences and feedback
- Class discussions and Think-Pair-Share activities
- Interactive review activities and prior-knowledge games
- Ongoing observation of students' design development

Summative:

- Theatre Design Analysis Assessment
- Unit 1 Quiz

Benchmark:

- Application of foundational theatrical design knowledge by:
    - collaborating as a production team
    - communicating an original design aesthetic
    - explaining artistic choices

    - considering how design elements work together to support the story and artistic vision of a production.

Alternative:

- Verbal recording of design analysis
- Digital infographic demonstrating unit learning
- Electronic/verbal responses

Suggested Strategies for Modification & Differentiation

Modifications Chart (update for your content area)

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