Drama Curriculum

Grades: 10-12
Course: Set Design and Construction
Course Description

Set Design is a hands-on practical exploration of the technical aspects of theater production. The focus of the course includes the various technical roles involved in creating the overall theatrical production. The students examine the fundamentals of technical theater and theoretical production. Students are taught the basic techniques of theatrical set design, costume design, lighting and sound design, set construction, set painting, stage management, general theater maintenance and scene shop organization, and prop construction.

Students actively experience each of these roles by creating set pieces, scale set models, costumes, lighting and sound plots as well as applying makeup. Students continue to explore personal commitment to the ensemble process by working crews for main stage productions. Set Design students also experience the need for effective communication skills among peers in order to achieve a single, unified goal realized in a production. Additionally, students recognize the numerous employment opportunities available within the theatre.
# Pacing Chart – Unit 1: Introduction to Set Design

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>NJCCCS</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SWBAT understand how different types of stages affect directing and audience perception.</td>
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<td></td>
<td>SWBAT to apply research skills in production planning.</td>
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<tr>
<td></td>
<td>SWBAT demonstrate an understanding of basic and alternative theatre spaces.</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
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<tr>
<td></td>
<td></td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
<td>September (4 weeks)</td>
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<tr>
<td>2</td>
<td>SWBAT use an understanding of measurement and scale to draw a rendering and build a model of a theatre.</td>
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<td>SWBAT identify and understand the function of the tools, equipment and supplies used in the technical areas of theatre.</td>
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<td></td>
<td>SWBAT apply organization skills in the setup and maintenance of technical areas of theatre.</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
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<td></td>
<td></td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
<td>October (3 weeks)</td>
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<tr>
<td>3</td>
<td>SWBAT draw a ground plan and an elevation using a scale drawing.</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
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<tr>
<td></td>
<td></td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
<td>October (1 week)</td>
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<tr>
<td></td>
<td>SWBAT prepare the set for the for the November and December Show.</td>
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<td>November (4 weeks)</td>
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# Pacing Chart – Unit 2: Set Construction and Research

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>NJCCCS</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SWBAT build a flat.</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
<td>December (4 weeks)</td>
</tr>
<tr>
<td></td>
<td>SWBAT identify and describe uses for various construction tools.</td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
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<tr>
<td></td>
<td>SWBAT built the set for the Christmas Show.</td>
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<tr>
<td>2</td>
<td>SWBAT build a platform.</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
<td>January (4 weeks)</td>
</tr>
<tr>
<td></td>
<td>SWBAT 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</td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SWBAT read the February play and design a set for the production.</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
<td>February (4 Weeks)</td>
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<tr>
<td></td>
<td>SWBAT built and paint a set for the February play.</td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
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</table>
# Pacing Chart – Unit 3: Lighting/Sound Design/Theater Jobs

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<tr>
<th>#</th>
<th>Student Learning Objective</th>
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<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SWBAT construct a flat (full size or scaled down), rehearsal cube or other unit of scenery.</td>
<td><strong>1.1 The Creative Process:</strong> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
<td>March (3-4 weeks)</td>
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<tr>
<td></td>
<td>SWBAT master using the school light board.</td>
<td><strong>1.2 History of the Arts and Culture:</strong> All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
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<td></td>
<td>SWBAT create and execute an original lighting look based on simulated text/directorial requirements.</td>
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<tr>
<td>2</td>
<td>SWBAT recall research strategies for set and lighting design and apply them to theatrical sound design.</td>
<td><strong>1.1 The Creative Process:</strong> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
<td>April (3-4 weeks)</td>
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<tr>
<td></td>
<td>SWBAT define and summarize the necessary skill set and duties required of each theatrical job.</td>
<td><strong>1.2 History of the Arts and Culture:</strong> All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
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# Pacing Chart – Unit 4: Student Design Projects

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</thead>
<tbody>
<tr>
<td>1</td>
<td>SWBAT discuss and write critically about varied theatrical performance and written works.</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
<td>March (3-4 weeks)</td>
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<tr>
<td></td>
<td>SWBAT be an effective audience member.</td>
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<td></td>
<td>SWK how to act for performance.</td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
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<td></td>
<td>SWK how to Create characters.</td>
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<tr>
<td>2</td>
<td>Students will be able to analyze a work of art by compare and contrast.</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
<td>April (3-4 weeks)</td>
</tr>
<tr>
<td></td>
<td>Students will apply knowledge of character development through historical biographies.</td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
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<td></td>
<td>Students will be able to relate theatrical literature to different time periods in history.</td>
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### Educational Technology

<table>
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<tr>
<th>Standards</th>
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- **Technology Operations and Concepts**  
  Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- **Creativity and Innovation**  
  Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**  
  Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**  
  Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

- **Research and Information Literacy**  
  Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**  
  Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at
interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an
awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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### Assistive Technology

<table>
<thead>
<tr>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td>• Color code materials</td>
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<tr>
<td><strong>Behavior/Attention</strong></td>
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Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
- Rubrics
New Jersey Core Curriculum Content Standards (NJCCCS):

- 1.1.12.C.1

**Content Statement:** Theatre and the arts play a significant role in human history and culture.

**Cumulative Progress Indicator:** Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.

- 1.1.12.C.2

**Content Statement:** Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

**Cumulative Progress Indicator:** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

- 1.1.12.C.3

**Content Statement:** Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

**Cumulative Progress Indicator:** Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

- 1.2.12.A.3

**Content Statement:** Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

**Cumulative Progress Indicator:** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
Content Statement: Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.

Cumulative Progress Indicator: Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

❖ 1.3.12.C.2

Content Statement: Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Cumulative Progress Indicator: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

❖ 1.4.5.A.1

Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

❖ 1.4.5.A.2

Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.

Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

❖ 1.4.5.A.3

Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
**Cumulative Progress Indicator:** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).

❖ 1.4.5.B.1

**Content Statement:** Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

**Cumulative Progress Indicator:** Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

❖ 1.4.5.B.2

**Content Statement:** Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

**Cumulative Progress Indicator:** Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

❖ 1.4.5.B.3

**Content Statement:** While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.

**Cumulative Progress Indicator:** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

❖ 1.4.5.B.4

**Content Statement:** Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

**Cumulative Progress Indicator:** Define technical proficiency, using the elements of the arts and principles of design.

❖ 1.4.5.B.5

**Content Statement:** Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).
Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
<table>
<thead>
<tr>
<th>Interdisciplinary Connections</th>
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<tbody>
<tr>
<td>❖ History: Students study historical playwrights and read plays related to various moments in history.</td>
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<tr>
<td>❖ Language Arts: Students write, interpret, and analyze scripts. Students also read classic and contemporary literature.</td>
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<td>❖ Visual Art: set design, costume design, and makeup require understanding of visual arts</td>
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<td>❖ Math: set design, production management, costuming, and layouts of sound and lighting demonstrate understanding of math calculations</td>
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<tr>
<td>❖ Music: Musical Theater, rhythm, plays with music, understanding vocal uses such as projection, pitch, and rate</td>
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<tr>
<td>NJDOE Student Learning Objective</td>
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</table>
| **Standard 1.1 Aesthetics**    | How does art add to drama? | • Study scripts  
• Interpret the descriptions of locations | • Textbook  
• The Community  
• Instructor  
• Internet | Read and analyze a scene for technical aspects.  
Stage model  
Videos and CD ROMs dealing with the technical aspects of theatre. |
| All students will use aesthetic knowledge in the creation of and in response to theater. Elements and principles of design form the foundation of effective stage production. Play analysis informs the physical requirements of a dramatic production. The designers should be involved in the rehearsal process. Collaboration between the director and technical team develops a unified production. | What are the elements used in critiquing a play or a scene?  
How do the director and technical crew work together in a production?  
How does lighting affect the color of costumes and set painting? | |
| **Standard 1.2 Creation and Performance** | How does creating and performing in the arts differ from viewing the arts? | • creating sketches  
• drawings and translating these into built sets | 1. Textbook  
2. The Community | • Find local productions and school |
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of theater.</td>
<td>To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? What is the importance of various technical elements in a production?</td>
<td>3. Instructor 4. Internet</td>
<td>performances to see. - Complete student rubrics and self rubrics after performances. - Students choose and analyze different styles of drama. - Critique performances.</td>
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<tr>
<td>The creative process and decision-making skills are necessary to complete a production.</td>
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<tr>
<td>The design of a production makes a major contribution to the way an audience perceives, understands, and enjoys a play.</td>
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<tr>
<td><strong>Standard 1.3 Elements and Principles of the Arts</strong>  All students will demonstrate an understanding of the elements and principles of theater.</td>
<td>How do you organize a production? Why is planning necessary?</td>
<td>Ability to create or buy furniture, Create fixtures and other props, The importance of tool safety.</td>
<td>1. Textbook 2. The Community 3. Instructor 4. Internet</td>
<td>Rehearsing and performing in class and for a public audience. Character maps, journaling, and textual clues. Graphic organizers for compare/contrast emotional life of character with self. View and critique theatrical performances.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
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| **Standard 1.4 Critique**       | All students will develop, apply, and reflect upon knowledge of the process of critique. Proper use of technical elements (costumes, sets, sound, lights, make-up, props and special effects) support the dramatic text. | - use art and craft supplies to make other elements of sets  
- supervise technicians in building them  
- The importance of tool safety | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet | • Flat construction and painting.  
• Field trips and guest speakers.  
• Make production schedules. |

| **Standard 1.5 World Cultures, History, and Society** | How effective is music in setting the mood of the performance?  
How do the designers collaborate during a production? | liaise with directors, producers lighting designers and camera operators to get the right look or feel for a production | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet  
5. Script | compare and contrast productions  
Interdisciplinary lessons with the history teacher.  
Students make playbill, program, and set design, costume design, lighting design, and sound design, etc. for production. |
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| **Standard 1.1 Aesthetics**     | • How to analyze and interpret dramatic texts  
• How to design technical elements for a production. | • Learn to safely use power tools.  
• Problem solve while working in a group. | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet | Record performances and self-critique.  
Go to see plays. |

**Standard 1.2 Creation and Performance**  
All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of theater.  
• Why are personal experience, heritage, and imagination critical for understanding an author’s intent?  
• Use computer for research of the play.  
• Communicate as a team during a production. | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet | Find local productions and school performances to see.  
Complete student rubrics and self-rubrics after performances. |
| Standard 1.3 Elements and Principles of the Arts | How do different styles affect artistic choices? | Use math skills in designing. | Research the play historical/cultural context to inform technical choices. | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet | Rehearsing and performing in class and for a public audience.  
Character maps, journaling, and textual clues.  
Graphic organizers for compare/contrast emotional life of character with self.  
View and critique theatrical performances. |
|---|---|---|---|---|---|
| Standard 1.4 Critique | What criteria are used in determining the physical requirements of a play or scene? | Organize human and material resources to produce a play. | Follow the organizational chart for a production. | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet | Character maps, journaling, and textual clues.  
Graphic organizers for compare/contrast emotional life of character with self.  
View and critique theatrical performances. |
| Standard 1.5 World Cultures, History, and Society | What are the elements and principles of design? | Design technical aspects. | Use of tools. | Textbook  
The Community  
Instructor  
Internet  
Script | Class Discussions compare and contrast productions  
Interdisciplinary lessons with the history teacher.  
Students make playbill, program, and set design, costume design, lighting design, and sound design, etc. for production. |
| Grade: 10-12 | Unit: 3 | Topic: Sound and Lighting Design: Theater Jobs
Description: Students will become familiar with technical theater vocabulary. Students will design and create sound and light designs. |

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
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<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| **Standard 1.1 Aesthetics** | • What is the importance of the technical aspects in the production?  
• How do the designers collaborate during a production?  
• How do you select the appropriate tools and supplies for a production? | 1. design and construct sets  
2. props | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet | Learn how to read a clothing pattern.  
Build costumes using sewing machines. |
## Standard 1.2 Creation and Performance
All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of theater.

<table>
<thead>
<tr>
<th>How do the designers collaborate during a production?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create Costumes</td>
</tr>
<tr>
<td>2. Create sound</td>
</tr>
</tbody>
</table>

| 1. Textbook |
| 2. The Community |
| 3. Instructor |
| 4. Internet |

Learn to design and apply make-up.

Properly measuring and marking building materials.

## Standard 1.3 Elements and Principles of the Arts
All students will demonstrate an understanding of the elements and principles of theater.

<table>
<thead>
<tr>
<th>How do you select the appropriate tools and supplies for a production?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to act for performance.</td>
</tr>
<tr>
<td>2. How to Create characters.</td>
</tr>
<tr>
<td>3. How to discuss and write</td>
</tr>
<tr>
<td>4. critically about varied theatrical performance and written works.</td>
</tr>
</tbody>
</table>

| 1. Textbook |
| 2. The Community |
| 3. Instructor |
| 4. Internet |

Rehearsing and performing in class and for a public audience.

Character maps, journaling, and textual clues.

Graphic organizers for compare/contrast emotional life of character with self.

View and critique theatrical performances.
| Standard 1.4 Critique | What is the relationship between the stage manager and the crew/cast once the show is running?? | 1. How to discuss and write critically about varied theatrical performance and written works.  
2. How to be an effective audience member. | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet | Character maps, journaling, and textual clues.  
Graphic organizers for compare/contrast emotional life of character with self.  
View and critique theatrical performances. |
|----------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Standard 1.5 World Cultures, History, and Society | • What technology will be used to create a production?  
• How do you use the creative process in making decisions about a production?  
• What is the importance of the technical aspects in the production? | 1. Students will be able to analyze a work of art by compare and contrast.  
2. Apply knowledge of character development through historical biographies.  
3. Student will be able to relate theatrical literature to time periods in history. | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet  
5. Script | 1. Class Discussions  
2. compare and contrast productions  
3. Interdisciplinary lessons with the history teacher. |
Grade: 10-12  
Unit: 4  
Topic: Student Design Projects  
Description: By May students will find an area in Technical Theater they are interested in and propose a project to complete that is related to their area of specialization. Students may decide between set design, stage management, production management, light design, and sound design.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| **Standard 1.1 Aesthetics**  
All students will use aesthetic knowledge in the creation of and in response to theater. Research a play’s historical and cultural context.  | • How does culture affect drama through history?  
• How does the creative process involve making connections to history and culture? | 1. Students will have an understanding of how theater affects their lives.  
2. Student gains an understanding of human behavior and psychology. | *Stage to School* texts, library books, the Internet and other acting and stagecraft books. | Record performances and self critique.  
Go to see plays and sketch their scenes |
<table>
<thead>
<tr>
<th>Standard 1.2 Creation and Performance</th>
<th>How does culture influence personal preference in drama?</th>
<th>1. How to discuss and write critically about varied theatrical performance and written works. 2. How to be an effective audience member.</th>
<th>Ben Nye’s Make-up books and videos Interactive Education Videos Practical Technical Theater Stagecraft 1 by William H. Lord</th>
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</thead>
<tbody>
<tr>
<td>How does culture influence personal preference in drama?</td>
<td>1. How to discuss and write critically about varied theatrical performance and written works. 2. How to be an effective audience member.</td>
<td>Ben Nye’s Make-up books and videos Interactive Education Videos Practical Technical Theater Stagecraft 1 by William H. Lord</td>
<td></td>
</tr>
<tr>
<td>All students will demonstrate an understanding of the elements and principles of theater.</td>
<td>Read and evaluate a play for production.</td>
<td>Rehearsing and performing in class and for a public audience. Character maps, journaling, and textual clues. Graphic organizers for compare/contrast emotional life of character with self. View and critique theatrical performances.</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 1 Vocabulary

- Apron
- Backdrop
- Beam
- Blackout
- Boom
- Box Boom
- Box Set
- Center Line
- Center Line Section
- Cross Fade
- Crossover
- Dressing
- Electric
- Ellipsoidal Reflector Spotlight
- Fade to Black
- Fire Curtain
- Flat
- Fly System
- Fresnel
- Gobo or Pattern or Template
- Grand Curtain
- Ground Plan
- House
- Jack
- Light Plot
- Demo Reel
- Resume’
- Crew

- Head Shot
- Edit
- Portfolio
# Unit 2 Vocabulary

- Apron
- Backdrop
- Beam
- Blackout
- Boom
- Box Boom
- Box Set
- Center Line
- Center Line Section
- Cross Fade
- Crossover
- Dressing
- Electric
- Ellipsoidal Reflector Spotlight
- Fade to Black
- Fire Curtain
- Flat
- Fly System
- Fresnel
- Gobo or Pattern or Template
- Grand Curtain
- Ground Plan
- House
- Jack
- Light Plot
- Demo Reel
- Resume'
- Crew
- Masking
- Orchestra
- Orchestra Pit
- Platform
- Props
- Proscenium Arch
- Pull
- Sightlines
- Rake
- Scrim
- Screwdriver
- Circular Saw
- Drill
- Wrench
- Production Budget
- call
- dry tech
- Paper tech
- rigging
- Head Shot
- Edit
- Portfolio
### Unit 3 Vocabulary

- Apron
- Backdrop
- Beam
- Blackout
- Boom
- Box Boom
- Box Set
- Center Line
- Center Line Section
- Cross Fade
- Crossover
- Dressing
- Electric
- Ellipsoidal Reflector Spotlight
- Fade to Black
- Fire Curtain
- Flat
- Fly System
- Fresnel
- Gobo or Pattern or Template
- Grand Curtain
- Ground Plan
- House
- Jack
- Light Plot
- Demo Reel

- Resume’
- Crew
- Head Shot
**Unit 4 Vocabulary**

<table>
<thead>
<tr>
<th>Left Column</th>
<th>Right Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apron</td>
<td>Masking</td>
</tr>
<tr>
<td>Backdrop</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Beam</td>
<td>Orchestra Pit</td>
</tr>
<tr>
<td>Blackout</td>
<td>Platform</td>
</tr>
<tr>
<td>Boom</td>
<td>Props</td>
</tr>
<tr>
<td>Box Boom</td>
<td>Proscenium Arch</td>
</tr>
<tr>
<td>Box Set</td>
<td>Pull</td>
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<tr>
<td>Center Line</td>
<td>Sightlines</td>
</tr>
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<td>Center Line Section</td>
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<td>Cross Fade</td>
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<td>Drill</td>
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<tr>
<td>Ellipsoidal Reflector Spotlight</td>
<td>Wrench</td>
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<td>Fire Curtain</td>
<td>call</td>
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<td>Fresnel</td>
<td>rigging</td>
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<tr>
<td>Gobo or Pattern or Template</td>
<td>Brace</td>
</tr>
<tr>
<td>Grand Curtain</td>
<td>Front Elevation</td>
</tr>
<tr>
<td>Ground Plan</td>
<td>Stiles</td>
</tr>
<tr>
<td>House</td>
<td>Toggles</td>
</tr>
<tr>
<td>Jack</td>
<td>Head Shot</td>
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<td>Light Plot</td>
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<td></td>
</tr>
<tr>
<td>Crew</td>
<td></td>
</tr>
</tbody>
</table>
Projects/Assessment Tasks

❖ Collages (design and construction)
❖ Costumes (designing and constructing)
❖ Critiques/reviews
❖ Make-up (designing and constructing)
❖ Vocabulary Quizzes
❖ Peer coaching and evaluation
❖ Written Assignments
❖ Presentations

Assessment Tools

❖ Conferences with students
❖ Evaluation by self, peers and teacher
❖ Projects
❖ Multimedia devices (e.g., computers, digital cameras)
❖ Performance observations
❖ Portfolios
❖ Recordings (video- and audiotapes) • Reports, essays, reviews

❖ Rubrics
❖ Standardized theatre assessments • Teacher-made quizzes and tests
### Set Design Rubric

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>10</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ground Plan and Set Perspective</td>
<td>Includes all of the required elements, is presented neatly and clearly, reflects a sophisticated understanding of the play</td>
<td>May be missing two or three elements (or two or three elements made be incorrectly executed), some mistakes are visible, reflects a basic understanding of the play</td>
<td>Is missing, or has poorly completed several of the elements, is presented haphazardly, does not show a strong connection to the script</td>
</tr>
</tbody>
</table>

**Required Elements**
Mark your copy of the script with notations for set needs

For Both the Ground Plan and the Set Perspective:
- Drawn on unlined paper with a well-defined border
- Title Block is located in the bottom right corner inside the border
- Title Block includes (in all CAPITAL letters) the student’s name, date and title
- The Ground Plan and Set Perspective clearly represent the same space and the same set pieces
- Write a typed paragraph that justifies your choices

For the Ground Plan ONLY:
- Identifies the scale
- Correctly utilizes scale in the drawing of set pieces so that relative size is logical within the space.
- All set pieces are drawn as seen from above
For the Set Perspective ONLY:
• The set is drawn from the point of view of the audience
• Drawing uses one-point perspective to provide depth of objects

Ground Plan_______________________/20

Set Perspective______________________/20

Total_________________________/40
Costume Design Rubric

<table>
<thead>
<tr>
<th>Wardrobe Plot</th>
<th>20</th>
<th>10</th>
<th>5</th>
</tr>
</thead>
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<td>Includes all of the required elements, is presented neatly and clearly, reflects a sophisticated understanding of the play</td>
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<td></td>
</tr>
</tbody>
</table>

Required Elements
Mark your copy of the script with notations for costume needs

For the Wardrobe Plot ONLY:
• Create a chart with four columns: Character, Ideal Scene, Real Scene, Explanation
• List at least one costumes for each character
• In the Ideal Scene section describe how the character would dress if time and money were no issue
• In the Real Scene section describe how the character will dress when you actually perform. The costume you should describe here must match what the actor wears during the performance
• In the Explanation section provide evidence to justify your choices

For the Costume Sketches ONLY:
• Provide an image for each costume on the Wardrobe Plot
• Label and print the images, or neatly draw your own on unlined paper
• Create a typed Works Cited in MLA format to identify the source of the images, OR if you drew your own images, provide sources that justify your designs
• Write a typed paragraph that justifies your choices

Wardrobe Plot_______________________/20
Costume Sketches______________________/20

Total__________________/40
## Lighting Design Rubric

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>10</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light Cue Sheet</td>
<td>Includes all of the required elements, is presented neatly and clearly, reflects a sophisticated understanding of the play</td>
<td>May be missing two or three elements (or two or three elements made be incorrectly executed), some mistakes are visible, reflects a basic understanding of the play</td>
<td>Is missing, or has poorly completed several of the elements, is presented haphazardly, does not show a strong connection to the script</td>
</tr>
<tr>
<td>Lighting Plot</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Elements

Mark your copy of the script with notations for lighting needs

For the Light Cue Sheet ONLY:
- Create a chart with the following categories: Cue (Numbered), Page #, Description, Action, Direction, Color, Notes, End
- Description: What part of the stage is lit up?
- Action: What happens on stage to cue this light?
- Direction: Top, Bottom, Side, Back or Front light?
- Minimum 5 cues

For the Lighting Plot ONLY:
- The Lighting Plot should be an exact match for the Ground Plan
- Use solid lines to denote hard edges
• Use dotted lines to denote soft edges
• Label light directions in ALL CAPS
• Color-code each lighting area
• Write a typed paragraph that justifies your choices

Light Cue Sheet________________/20

Lighting Plot___________________/20

Total_____________/40
## Sound Design Rubric

<table>
<thead>
<tr>
<th>Sound Design Rubric</th>
<th>20</th>
<th>10</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Cue Sheet Sound Recording</td>
<td>Includes all of the required elements, is presented neatly and clearly, reflects a sophisticated understanding of the play</td>
<td>May be missing two or three elements (or two or three elements made be incorrectly executed), some mistakes are visible, reflects a basic understanding of the play</td>
<td>Is missing, or has poorly completed several of the elements, is presented haphazardly, does not show a strong connection to the script</td>
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### Required Elements
Mark your copy of the script with notations for sound needs

For the Sound Cue Sheet ONLY:
- Create a chart with the following categories: Cue (Numbered), Page #, Description, Action, Track, Format, Notes, End
- Description: What does it sound like?
- Action: What happens on stage to cue this sound?
- Track: What number is this on the cd, file, cassette?
- Format: Live sound, MP3, CD
- Minimum 5 cues

For the Sound Recording ONLY:
• Research and collect or record your own sounds
• Save your sounds to a cd or disk that can be turned in on the project due date
• Write a typed paragraph that justifies your choices

Sound Cue Sheet___________________/20

Sound Recording___________________/20

Total___________________/40
## Stage Manager Rubric

<table>
<thead>
<tr>
<th></th>
<th>50</th>
<th>25</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt Book</td>
<td>Includes all of the required elements, is presented neatly and clearly, reflects a sophisticated understanding of the play</td>
<td>May be missing two or three elements (or two or three elements made be incorrectly executed), some mistakes are visible, reflects a basic understanding of the play</td>
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</table>

**Required Elements**

Management Forms:
- Rehearsal Report - after each rehearsal, what actually took place, what is needed for the next rehearsal
- Blocking Notation - create a blank ground plan, make enough copies for each scene, note the blocking for each scene on its own page, provide a key on each page
- Cueing Notation - mark the script with lighting (numerical) and sound (alphabetical) cues, as well as entrances and exits for the actors
- Pre-show Check List - what steps have to be taken before each performance to prepare set, props, lights, sound, costumes, actors, etc to begin
- Performance Report - write a typed one page reflection after the performance that provides warm and cool feedback for each department (Light, Sound, Costume, Set, Props, Performance)

Total_________________/50