Drama Curriculum

Grade: 9th Grade

Unit: Introduction to Drama
This course offers an introductory study and practice of theatre arts. Students are introduced to various aspects of drama. This course focuses on set design, theater safety, set building, costuming, and makeup. The students will learn about the history of drama along with a hands-on approach to drama development and support.
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>Timeline</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SWBAT discuss and apply safety on a set and during a production.</td>
<td>September</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>
</tr>
<tr>
<td></td>
<td>SWBAT discuss basics of theatre design</td>
<td>September</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>
</tr>
<tr>
<td></td>
<td>SWBAT apply a practical theatre design for a production</td>
<td>September</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>SWBAT create at least one design for one technical theatre area</td>
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<td>SWBAT document design (for ex: photos, swatches, descriptions, etc.)</td>
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<td></td>
<td>SWBAT create a designer’s concept and statement</td>
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<td></td>
<td>SWBAT present design to a production team</td>
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<td>1</td>
<td>SWBAT build trust and acceptance of others within a group</td>
<td>October</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>SWBAT use basic theater rigging</td>
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<td>SWBAT hang and focus a light.</td>
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</table>
| 2 | SWBAT identify hand and power tools and their use  
    SWBAT apply use of hand/power tools while building a designed set  
    SWBAT build standard scenery including platform, bracing, flat, and rails or a mini-model.  
    SWBAT spike a stage. | October-November | 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. |
| 2 | SWBAT determine and apply appropriate scenic painting techniques  
    SWBAT assemble/strike scenic elements on stage  
    SWBAT create properties paperwork and running sheets from an existing script  
    SWBAT layout and label a prop table.  
    SWBAT construct and repair basic props using a variety of materials and skills  
    SWBAT identify techniques for constructing props including paper maché, foam, and other materials ~ Demonstrate knowledge of prop safety construction and use  
    SWBAT create and use properties budget. | December | 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. |
<table>
<thead>
<tr>
<th></th>
<th>SWBAT create and use scenic budgets.</th>
<th>January-March</th>
<th><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.</th>
</tr>
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<tr>
<td></td>
<td>SWBAT create a budget for a show.</td>
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<td>SWBAT create and execute an advertising plan and budget for a show.</td>
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<tr>
<td>4</td>
<td>SWBAT perform basic hand and machine stitching. SWBAT take measurements and perform fittings SWBAT label costumes, accessories and shoes</td>
<td>April-May</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>
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<tr>
<td>4</td>
<td>SWBAT apply basic theatrical make up on their face and on another person’s face.</td>
<td>June</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>
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36 Total Weeks of Instruction
## Educational Technology Standards


### 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.
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

### 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.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

### 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.
Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

- **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>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>Reading partners</td>
<td></td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
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.
1.3.12.C.1

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.
## Interdisciplinary Connections

- **History:** Students study historical playwrights and read plays related to various moments in history.
- **Language Arts:** Students write, interpret, and analyze scripts. Students also read classic and contemporary literature.
- **Visual Art:** Set design, costume design, and makeup require understanding of visual arts.
- **Math:** Set design, production management, costuming, and layouts of sound and lighting demonstrate understanding of math calculations.
- **Music:** Musical Theater, rhythm, plays with music, understanding vocal uses such as projection, pitch, and rate.
<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**     | What types of challenges are found when keeping a set safe?  
How are power tools safely used on a set?  
How do we consider the audience when focusing on safety? | Understand the equipment you have, and get training to maintain it properly.  
Make your scene shop safe wear closed-toe shoes, and wear gloves for handling materials. Avoid loose clothing and tie hair back. | 1. Textbook: Theater Art In Action by Robert D. Strickland  
2. The Community: Trips to Productions, Participating in productions in Paterson and surrounding areas.  
Identify hand and power tools and their use  
Apply use of hand/power tools while building a designed set |
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<td><strong>Standard 1.2 Creation and Performance</strong>&lt;br&gt;Compare and contrast different types of set designs that have been used.&lt;br&gt;Evaluate the different aspects of set design.</td>
<td>Why is it important to build trust within test designing?&lt;br&gt;How have designs varied based on the era?&lt;br&gt;What are the challenges experienced when creating a designer’s concept?</td>
<td>If your students are using stage aspects or equipment, make sure that it is age appropriate and skill level appropriate.&lt;br&gt;Younger students running a counterweight system might be allowed to move a 50-pound object instead of a 500-pound one.</td>
<td><a href="www.oakparkusd.org/cms/lib5/.../B%20Theatre%20Safety%20and%20Tools.ppt">www.oakparkusd.org/cms/lib5/.../B%20Theatre%20Safety%20and%20Tools.ppt</a></td>
<td>SWBAT build trust and acceptance of others within a group&lt;br&gt;SWBAT apply a practical theatre design for a production&lt;br&gt;SWBAT create at least one design for one technical theatre area&lt;br&gt;SWBAT document design (for ex: photos, swatches, descriptions, etc.)&lt;br&gt;SWBAT create a designer’s concept and statement&lt;br&gt;SWBAT present design to a production team</td>
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<td><strong>Standard 1.3 Elements and Principles of the Arts</strong>&lt;br&gt;Describe the use of light in terms of focusing and hanging.&lt;br&gt;Determine the use of basic theater rigging.</td>
<td>How does light impact set design?&lt;br&gt;Why is theater rigging used?</td>
<td>Use pieces, equipment, and connectors that are made for theatrical purposes.&lt;br&gt;Use flame-retardant paint to treat muslin or Hollywood flats just like you would any other kind of set piece.</td>
<td><a href="http://www.uiltexas.org/files/academics/theatre/theatre-safety-manual.pdf">http://www.uiltexas.org/files/academics/theatre/theatre-safety-manual.pdf</a></td>
<td>SWBAT use basic theater rigging&lt;br&gt;SWBAT hang and focus a light.</td>
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</table>
### Standard 1.2 Creation and Performance
Examine scenes from a script of determine how many scenes will be needed.
Analyze the use of a set to depict a mood in time and era.

<table>
<thead>
<tr>
<th>How many sets are needed based on a screenplay and why?</th>
<th>an interest in design and the performing arts. creative flair. problem-solving skills. manual or practical skills. organizational skills. the ability to work to tight deadlines</th>
<th>Create an aspect of a set based on the scene written.</th>
</tr>
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</table>

### Standard 1.3 Elements and Principles of the Arts
Analyze the used of a spike on a stage.
Determine the criteria for building a standard scenery and the elements it is composed of.

<table>
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<tr>
<th>How does a mini-model assist in determining the set?</th>
<th>an interest in design and the performing arts. creative flair problem-solving skills manual or practical skills organizational skills the ability to work to tight deadlines</th>
<th>SWBAT build standard scenery including platform, bracing, flat, and rails or a mini-model.</th>
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Grade: 9th
Unit 2
9 Weeks
Topic: Set design
| **Standard 1.1 Aesthetics** | What is the type of impact that painting and painting techniques have on a set? What factors contribute to the different elements of a set design? Does this differ depending on the screen play? | an interest in design and the performing arts. creative flair problem-solving skills manual or practical skills. organizational skills. the ability to work to tight deadlines. | https://www.youtube.com/watch?v=bmpMflNh5OE | SWBAT determine and apply appropriate scenic painting techniques  
SWBAT assemble/strike scenic elements on stage  
SWBAT create properties paperwork and running sheets from an existing script  
SWBAT layout and label a prop table.  
SWBAT construct and repair basic props using a variety of materials and skills |
### Standard 1.2 Creation and Performance
Evaluate the budgeting process and how it can impact your piece of work and performance.
- Why does the budget directly impact the performance in stage?
- Why does a performance from a specific scene have to be manipulated based on the budget?

SWBAT create and use scenic budgets.
- See money as a tool
  - Keep track of transactions
  - Assess spending
  - Plan ahead
  - Determine possible unexpected cost

http://www.investopedia.com/articles/partnerships/08/small-business-budget.asp

SWBAT create a budget for a show in its entirety.

### Standard 1.3 Elements and Principles of the Arts
Examine the use of advertising in design and budgeting.
- How are the elements of art an essential aspect of advertising?
- How does an advertising campaign, its art, and the budget all work together?

SWBAT create and execute an advertising plan and budget for a show. The action plan should work in conjunction with the budget.

<table>
<thead>
<tr>
<th>Textbook</th>
<th><a href="https://creativeskillsset.org/creative_industries/advertising_and_marketing_communications/ways_into_the_industry/skills">https://creativeskillsset.org/creative_industries/advertising_and_marketing_communications/ways_into_the_industry/skills</a></th>
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<td><a href="https://www.mymaj">https://www.mymaj</a>...</td>
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</tr>
<tr>
<td>Standard 1.1 Aesthetics</td>
<td>How are the creation of props and budget items imperative to remaining fiscally responsible? Why is there a connection between and budgeting? Does budgeting and creation of a set or props determine the success of a show or scene?</td>
</tr>
<tr>
<td>Grade: 9th</td>
<td>Unit 4 9 Weeks</td>
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**Standard 1.2 Creation and Performance**
Evaluate the designs used in performances in the past and techniques that can be used in the presence to enhance performance.
Analyze the impact of measurements and accessories when creating for a scene of performance.

| How does the fitting and size of a costume impact a scene and/or a performance? |
| Why is the creation of a performance and the creation of costume work hand in hand? |
| Creativity |
| Motivation |
| Interpretation of a script |
| Interpretation of the modd and era |

SWBAT perform basic hand and machine stitching.
SWBAT take measurements and perform fittings
Create a process to systematically have all fittings complete and accurate

http://artsalive.ca/en/eth/design/costume.asp
<table>
<thead>
<tr>
<th>Standard 1.3 Elements and Principles of the Arts</th>
<th>How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?</th>
<th>Creativity Motivation Interpretation of a script Interpretation of the modd and era</th>
<th><a href="https://www.aact.org/costume-designer">https://www.aact.org/costume-designer</a></th>
<th>SWBAT label costumes, accessories and shoes. Create a chart to organize the labeling process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1.1 Aesthetics</td>
<td>What challenges arise from the application of makeup? How does makeup and the scene props and lighting work in sync with each other?</td>
<td>Basic understanding of lighting Understanding of shading Hand eye coordination</td>
<td><a href="http://www.cuballet.com/RehearsalInfo/Makeup/Makeup.htm">http://www.cuballet.com/RehearsalInfo/Makeup/Makeup.htm</a></td>
<td>SWBAT apply basic theatrical make up on their face and on another person’s face. Create an old age makeup set for an actor. Make up reflection sheet</td>
</tr>
</tbody>
</table>

All students will demonstrate an understanding of the elements and principles of theater.
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

Vocabulary

❖ Masking
❖ Orchestra
❖ Orchestra Pit
❖ Platform
❖ Props
❖ Proscenium Arch
❖ Pull
❖ Sightlines
❖ Rake
❖ Scrim
❖ Screwdriver
❖ Circular Saw
❖ Drill
❖ Wrench
❖ Stage Manager
❖ Lighting Designer
❖ Set Designer
❖ Technical Director
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
- Multimedia devices (e.g., computers, digital cameras)
- Performance observations
- Portfolios
- Rubrics
- Standardized theatre assessments • Teacher-made quizzes and tests
# Sample Old Age Character Makeup Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Advanced 25 pts each</th>
<th>Proficient 20 pts each</th>
<th>Beginning 15 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Using sponge, applied foundation evenly over ½ of face including eye area</td>
<td>Using sponge, applied foundation fairly evenly over ½ of face including eye area</td>
<td>Using sponge, applied foundation over ½ of face—may miss areas [eye, mouth, etc.]</td>
</tr>
<tr>
<td>Shadows:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Sockets</td>
<td>Using brush, applied thin line of shadow and blended evenly &amp; up; can still see line of shadow but no brush strokes</td>
<td>Using brush, applied fairly thin line of shadow and blended evenly &amp; up; may not see line of shadow and/or may not brush strokes</td>
<td>Using brush, applied rather thick line of shadow may not be blended evenly; may not see line of shadow and/or may see brush strokes</td>
</tr>
<tr>
<td>Under Eye</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Side of Nose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forehead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasolabial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shadows:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheek Hollow</td>
<td>Using brush, applied shadow in cheek hollow, blending evenly &amp; down covering hollow of cheek—no visible line</td>
<td>Using brush, applied shadow in cheek hollow blending fairly evenly &amp; covering most of cheek hollow; may see visible line</td>
<td>Using brush, applied shadow either above or below cheek hollow and or not blended well; may see visible line</td>
</tr>
<tr>
<td>Highlights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under Eye</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Forehead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasolabial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brush</td>
<td>Used all necessary materials and tools properly [e.g. evidence of wipe used to cleaned off brush]</td>
<td>Used most necessary materials and tools properly [e.g. no evidence of wipe used to cleaned off brush]</td>
<td>Missing tools or used partner’s materials</td>
</tr>
<tr>
<td>Sponge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wipe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palette</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference[s]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade and Comments:

*Once you have cleaned up, please start on your reflection and put it on page ____.*

**Makeup Lab Reflection: Character Makeup for Old Age**

**Directions:** Please answer these questions in complete sentences and put on page ____.

1. Describe the sequence of applying character makeup for old age, starting with foundation. Include highlights, shadows, blending, and all the parts of the face that require shadows and highlights. Use page 65 for your reference.
2. How did you make your partner/yourself stay on task?
3. How is old age [character] makeup different from straight makeup?
4. What grade would you give yourself or your partner for the face, and why?