



Stage Design 2

Grades 10-12

Curriculum Committee Members

Charles Anderson, Hazelwood Central High School
Riina Hirsch, ELA Curriculum Coordinator

Reviewed by Drama Teachers on January 25th, 2018
Reviewed by Curriculum Advisory Committee on February 8th, 2018
Reviewed by the Board of Education on May 15th, 2018
Approved by the Board of Education on May 29, 2018

TABLE OF CONTENTS

Stage Design 2

Hazelwood School District Mission Statement	3
Hazelwood School District Vision Statement	3
Hazelwood School District Goals	3
Curriculum Overview	4
Course Overview	5
Unit 1	9
Unit 2	68
Unit 3	114
Unit 4	155

Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal # 3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

In Stage Design 2, young people have the opportunity to enhance 21st century skills such as collaboration, dependability, problem-solving, creativity, innovation and effective use of technology sought by modern employers. Stage Design 2 provides further opportunities to develop hands-on skills such as conceptualizing, designing and realizing ideas. A correlation between participation in the Arts and increased academic achievement on standardized test measures has also been proven. The Hazelwood School District will continue to offer and expand on stage design courses aligned to the vision of preparing students to be productive 21st century citizens.

A need for updated curriculum was determined by the curriculum committee to more closely align with Redefining Ready and explicitly focus on a wide array of 21st Century skills and opportunities. Stage Design 2 supports students seeking to pursue a wide range of careers in the context of the theater arts.

Before beginning to revise the curriculum, the curriculum committee members researched best practices. The curriculum supports an approach that values all aspects of creating and appreciating live Theater from behind the curtain with a focus on technical and management skills. The activities, materials and scoring guides for each unit are designed to support the development of 21st century skills in a complex world. The course is designed to increase expertise at a variety of skills introduced in Stage Design 1.

The committee members aligned the curriculum to The National Standards for Theater Education created by a consortium of theater education organizations and published by the American Alliance for Theater and Education. In addition, the committee members aligned the curriculum with the Theater Arts Course Level Expectations established in February, 2006 by the Missouri Department of Elementary and Secondary Education (DESE). The Stage Design 2 curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building and student-centeredness.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments.

COURSE TITLE: Stage Design 2

GRADE LEVEL: 10-12

Course Description:

This course offers a more in-depth practical application of technical theater concepts. A strong emphasis will be placed on the design process regarding scenery, lighting, sound, costumes and make-up. Students will develop practical skills in a variety of backstage areas and contribute to successful productions.

This course can only be taken after the student has passed Introduction to Theater and Stage Design I. This course is a prerequisite for Independent Study and Honors Theater Practicum.

Course Rationale:

Stage Design 2 exposes the students to theories of technical theater and affords opportunities to apply these principles to the construction of actual sets. Students will be involved in the design process as they make the transition from practical application to artistic expression. This will help prepare the students for lifelong appreciation for theater as a vocation or avocation.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
Theater Design	Stage Craft	Technology	Directing and Producing
<i>10-11 sessions 90 minutes each</i>	<i>10-11 of sessions 90 minutes each</i>	<i>10-11 of sessions 90 minutes each</i>	<i>10-11 of sessions 90 minutes each</i>

Unit Objectives

Unit 1

1. Students will be able to evaluate stage design jobs to determine personal preferences.
2. Students will be able to analyze performances to determine the impact of various stage design choices.

Unit 2

1. Students will be able to implement appropriate safety measures for various aspects of stage design.
2. Students will be able to plan and create a set or set pieces following a universal vision for use in a performance production.
3. Students will be able to design, plan and execute costume, make-up and hair plots.
4. Students will be able to evaluate the needs of a production and provide appropriate props.

5. Students will be able to manage properties including tools for props management and costs.

Unit 3

1. Students will be able to follow safety and use procedures for a variety of equipment in the theater.
2. Students will be able to evaluate a production vision to determine appropriate elements to create an aligned sound design.
3. Students will be able to plan and incorporate the usage of appropriate hardware and software in sound design.
4. Students will be able to evaluate a production vision to determine appropriate elements to create an aligned lighting design.
5. Students will be able to plan and incorporate the usage of appropriate hardware and software in light design.

Unit 4

1. Students will be able to analyze a play to support a meaningful, cohesive performance through design choices and team work.
2. Students will be able to create cohesive design plans for technical aspects of a production.

Essential Terminology/Vocabulary

Unit 1

Stage Manager, Producer, Director, Playwright, Scenic designer, Lighting designer, Costume designer, Set designer, Sound designer, Property master, Production manager, Technical Director, Show control designer, Choreographer, Makeup designer, Actor, Conductor, Music Director, Stage hand, Carpenter, Charge artist, Electrician, Front of house, Painter, Publicist, Scenic artist, Technical director, Wardrobe supervisor, Artistic director, Director, Dramaturg, Usher, Ticketing agent, Janitor, Grips, Call boy, Running crew, Spotlight operator, Mic wrangler, Flymen, Lightboard operator, Soundboard operator, ensemble, analysis, scene changes, unified concept, conventional, unconventional, stage space, mood, symbol, set, style and effectiveness.

Unit 2

Applique, backstitch, needle, bar tack, baste, bias, binding, bobbin, bodice, button hole, cutting line, dart, ease, edgestitch, embellish, facing, finish, fold line, gather, grain, hem, closure, inseam, iron, lining, embroidery, notch, notion, pinking shears, pins, piping, pleat, press, raw, seam, selvedge, server, size, spool, tack, tension, thread, trim, tuck, view and garment.

Unit 3

Technical vocabulary, light board, transitions, spotlight, gels, placement, rigging, headsets, running sheets, stage drops, soundscape, sound plot, sound board, sound engineering and automation.

Unit 4

Production, prop schedule, rehearsal schedule, cohesion, design, technical, promptbook, blocking, technician, script analysis, front of house, backstage, nuance, portrayal and technician.

Course Materials and Resources:

Instructional Resources:

Unit 1:

- <https://www.digitaltheaterplus.com/education>
- Promptbook: <https://tinyurl.com/yah8vdqu>
- Student Director's Handbook: <https://tinyurl.com/ybh6eueb>
- Notes: <https://tinyurl.com/yb2gu9bo>
<https://tinyurl.com/yajndksm>
<https://tinyurl.com/yd6pdugx>
<https://tinyurl.com/ya9mnwsb>
- Performance Analysis materials: <https://tinyurl.com/ybxsaacg>

Unit 2:

- <https://www.digitaltheaterplus.com/education>
- CORTEC cardboard construction manual: <https://tinyurl.com/ybmeyxov>
- Costume design graphic organizers: <https://tinyurl.com/y7262l8p>
- Shoebox Design Project: <https://tinyurl.com/y9gvxaq7>
- Shoebox Design Project Rubric: <https://tinyurl.com/yb45x5td>

Unit 3:

- Digitaltheaterplus.com
- Soundtrack and Sound Cues: <https://tinyurl.com/ya8zt9tw>
- Lighting assignments: <https://tinyurl.com/yc2r5qzd>
- Light plot: <https://tinyurl.com/ydzcalja>
- Lighting Rubric: <https://tinyurl.com/yd5r2mek>
- Soundtrack and Sound Cues: <https://tinyurl.com/ya8zt9tw>
- sound design rubric <https://tinyurl.com/ya8zt9tw>

Unit 4:

- Student Director's Handbook: <https://tinyurl.com/ybh6eueb>
- Character Analysis Worksheet: <https://tinyurl.com/ya3rzm3g>
- Director's Script Analysis: <https://tinyurl.com/y8negvk9>
- Technical Script Analysis: <https://tinyurl.com/y9u8vxj2>
- Production Plan Project and Rubric <https://tinyurl.com/y75wshmk>

Additional Resources:

- Lazear, Susan M. *Adobe Photoshop for fashion design*. Prentice Hall, 2010. ISBN: 9780131191938 (district owned resource)
- Theaterfolk.com