

## Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

### By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

## How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<b>QUARTER 1</b>			
<b>PERFORM</b>			
<b>Foundation P1</b>			
Select, analyze, and interpret artistic work for performance.			
<b>HS3.T.P1.A</b> Analyze and apply unique choices to create believable and sustainable characters in a theatrical work.			
<b>HS3.T.P1.B</b> Identify essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.			
<b>Foundation P2</b>			
Develop and refine artistic techniques and work for performance.			
<b>HS3.T.P2.A</b> Refine a range of acting skills to build a believable and sustainable character in theatrical work.			
<b>HS3.T.P2.B</b> Apply multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.			
<b>Foundation P3</b>			
Express meaning through the performance of artistic work.			
<b>HS3.T.P3.A</b> Present a theatrical work for a specific audience using creative processes that shape the production.			
<b>HS3.T.P3.B</b> Conduct research to make directorial choices for a production.			
Self Analysis / Self Actualization CLEs 2.2, 2.3 SPIs 2.2.2, 2.2.3, 2.3.1	Discuss determining self-strengths and weaknesses to develop a plan improving abilities  Construct goals for self-improvement and technical skills	Analyze personal strengths and weaknesses by participating in theatre games/activities: (mirroring, partner observation, personal reflection, physical warm ups, breathing exercises, body alignment, body isolation, memorizing techniques). Class and self critiques  Create an improvement plan discussing goals and ways to improve weaknesses and reinforce strengths	pp. 19-41 <b>Interdisciplinary Connections:</b> <u>Character Education:</u> interpersonal communication, sociology, psychology
Team Building Process CLEs 2.2, 2.3 SPIs 2.2.1, 2.3.1	Direct theatre exercises to include: get acquainted activities, trust exercises, name games, listening and communication activities  Assign and assist with decision making on projects, goals, and roles for performances Explain expectations for technical theatre professionalism Discuss acceptable standards of dress Discuss standards of acceptable behavior Instruct in the use of constructive criticism	Participate in theatrical games/activities (mirroring, partner observation, personal reflection, physical warm ups, breathing exercises, body alignment, body isolation, memorizing techniques) to build confidence and team support  Participate in team-building exercises Participate in group performance projects/assessments Participate in group critiques of selected dramatic works	pp. 19-41, 146, 153, 251, 315 <b>Interdisciplinary Connections:</b> <u>Character Education:</u> interpersonal communication, sociology, psychology

## Instructional Map

## HS Theatre III -Technical Theatre

	<p>Explain the necessity to work independently and as a team to use appropriate problem solving strategies</p> <p>Discuss the importance of resume building and give examples of resumes</p> <p>Explain and instruct the writing of resume for experiences onstage and backstage</p>	<p>Participate in self-critique (oral/written)</p> <p>List expectations for technical theatre professionalism, acceptable standards of dress, and standards of acceptable behavior when working as tech support team member</p> <p>Participate in resume development</p> <p>Begin journal writing of projects to add to resume</p>	
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# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>CREATE</b></p> <p><b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.  <b>HS3.T.Cr1.A</b> Conduct and apply basic research to construct ideas about the visual composition of a theatrical work.  <b>HS3.T.Cr1.B</b> Design and implement a design for a theatrical work that incorporates multiple elements of technology. (e.g., lighting, scenery, sound, props, costumes, and makeup).  <b>HS3.T.Cr1.C</b> Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.</p> <p><b>Foundation Cr2</b> Organize and develop artistic ideas and work.  <b>HS3.T.Cr2.A</b> Use critical analysis of original ideas to explore the function of history and culture in the development of a dramatic concept in a theatrical work.  <b>HS3.T.Cr2.B</b> Develop and refine a dramatic concept or character to demonstrate a critical understanding of the historical and cultural influences of original ideas applied to a theatrical work.</p> <p><b>Foundation Cr3</b> Refine and complete artistic work.  <b>HS3.T.Cr3.A</b> Analyze and critique the dramatic concept of a devised or scripted theatrical work.  <b>HS3.T.Cr3.B</b> Research, analyze, and demonstrate effective physical, vocal and physiological choices to develop a believable, authentic, and relevant performance in a theatrical work.  <b>HS3.T.Cr3.C</b> Conceptualize and construct technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup).</p>			
<p>Theatrical Elements CLEs 3.1, 3.2 SPIs 3.1.1, 3.2.1</p>	<p>Discuss how set color, shape, and texture create mood and support plot in theatrical performances</p> <p>Explain how costumes/ wigs/ makeup create mood and support plot in theatrical performances</p> <p>Discuss how lighting/sound create mood &amp; supports plot in theatrical performances</p> <p>Discuss how music can impact mood, pace, and setting in theatrical performances</p> <p>Explain/show how props support actions, settings, and characters in theatrical performances</p> <p>Explain how character is conveyed vocally, physically, and visually in theatrical performances</p> <p>Explain how plot relates to pyramid of introduction, rising action, climax, falling action, and resolution in theatrical performances</p>	<p>Watch, interpret, and discuss how sets/music/costumes/makeup/props create mood &amp; supports plot in performances</p> <p>Discuss characterization in performances</p> <p>Analyze plot elements in performances</p> <p>Write a critique demonstrating understanding of theatrical elements observed in theatrical performances including: sets, costumes, make-up, lights, sound/music, props, characterization, and plot</p>	<p>pp. 68, 98, 176-180, 202, 203, 540-543</p> <p><i>Theatre Art in Action Teacher's Resource/ Period Style for the Theatre Costume History and Style/Costume 1066 - 1990s/ Designing and Painting for the Theatre/ Costume Through the Ages</i></p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Science</u>: understanding of light; color theory, and problem solving</p> <p><u>Math</u>: understanding of computation to create design/set elements</p> <p><u>Visual Arts</u>: the importance of color, design</p>
<p>Safety and Safety Procedures CLEs</p>	<p>Discuss and demonstrate safety rules relating to using electricity, rigging lights</p>	<p>Use shop tools and materials accurately/safely</p> <p>Properly store, accurately and safely use</p>	<p>pp. 81, 97, 334, 335</p> <p>Theatre safety video: <i>Playing It Safe</i></p>

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

## Instructional Map

## HS Theatre III -Technical Theatre

3.1 SPIs 3.1.2	Propose responsible choices relating to makeup/wigs/scene supplies/tools Demonstrate safety in the shop; stress the importance of organizing and maintaining a safe shop/storing and using equipment accurately/safely Demonstrate safety relating to rigging systems	wigs/make-up/scene supplies/tools: Use structural systems correctly	
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# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Set Design CLEs 3.2 SPIs 3.2.1, 3.2.3	<p>Discuss and demonstrate proper use of tools necessary for drafting</p> <p>Discuss drafting techniques, ground plans, front and rear elevation</p> <p>Show examples of ground plans/front and rear elevation; demonstrate the techniques</p> <p>Assign the draft of a basic ground plan including front/rear elevation, perspective, and color; monitor and critique student's work</p> <p>Discuss the term perspective; show examples of perspective</p> <p>Discuss basic perspective view; show examples</p> <p>Discuss the importance of color and show examples of how color is used to create mood and support text for productions</p> <p>Assign class teams a scene from a play to experiment with paints to illustrate the use of color generating emotion/mood for the scene</p>	<p>Create a blue print demonstrating ability to draft in scale including: Ground plan, front elevation, rear elevation, and perspective view. Teacher assessment</p> <p>Create drawings/color designs of theatre-related forms, demonstrating understanding of color schemes and choice to create mood for a scene</p> <p>Experiment with paints to determine mood(s) for an assigned scene</p>	<p>pp. 98, 176-180, 202-225, 263-265, 465-469, 518-520</p> <p><i>Designing and Painting for the Theatre/American Set Design/Scene Design and Stage Lighting Script Analysis for Actors, Designers and Designers</i></p> <p><b>Interdisciplinary Connections:</b>  <u>Math:</u> use of computations, equations, scale and proportions</p>

## RESPOND

### Foundation R1

Perceive and analyze artistic work.

**HS3.T.R1.A** Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.

**HS3.T.R1.B** Analyze and assess peer work using artistic criteria and knowledge of various production and performance elements.

### Foundation R2

Interpret intent and meaning in artistic work.

**HS3.T.R2.A** Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing a theatrical work.

**HS3.T.R2.B** Apply concepts from a theatrical work for personal realization about cultural perspectives and understanding of those perspectives.

**HS3.T.R2.C** Debate and distinguish between multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.

### Foundation R3

Apply criteria to evaluate artistic work.

**HS3.T.R3.A** Analyze and assess a theatrical work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and artistic criteria.

**HS3.T.R3.B** Construct meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

**HS3.T.R3.C** Assess how a theatrical work communicates to a specific audience for a specific purpose.

## CONNECT

### Foundation Cn1

## Instructional Map

## HS Theatre III -Technical Theatre

Synthesize and relate knowledge and personal experiences to artistic endeavors.

**HS3.T.Cn1.A** Examine a community issue through multiple perspectives in a theatrical work.

**HS3.T.Cn1.B** Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical text.

**HS3.T.Cn2.A** Use different forms of theatrical work to examine contemporary social, cultural, or global issues.

**HS3.T.Cn2.B** Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.

**HS3.T.Cn2.C** Formulate creative choices for a devised or scripted theatrical work based on research about the selected topic.

<p>Historical Periods and Styles CLEs 5.1, 5.3 SPIs 5.1.1, 5.1.4, 5.3.1</p>	<p>Present examples of technical theatre to discuss relevance to history/culture Discuss ways drama can influence social change and attitudes Explain how history and culture influence drama Explain the impact of works by exemplary actors/actresses and their impact on drama Explain how technical elements vary by style and theme Discuss accomplishments of playwrights</p>	<p>Read and discuss examples of dramatic literature and its influence on society/history Choose and write a report on a favorite exemplary actor/actress explaining their style and dramatic elements in their work Make a comparison chart of style, theme, and dramatic elements from 3 historical time periods Write a report on a playwright describing style and theme of one of their works</p>	<p>pp. 1-15, 61-68, 73, 154-157, 189, 192-298, 327-329, 426-429, 456-459 <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> dramatic elements relate to those in literature <u>Arts:</u> dramatic elements relate to those in all arts discipline</p>
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# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Script Analysis CLEs 5.1, 5.3 SPIs 5.1.1, 5.1.4, 5.3.1	Explain theatrical elements as given circumstances in a script including: plot summary, character summary, setting summary, plot exposition, inciting incident, rising action, climax, falling action, character analysis, theme analysis, symbolism, and style  Explain the creation of cue lists as inferred from script for each of the following elements: lighting, sound, scenery shifts, prop/costume changes  Demonstrate the use of accurate cues to provide technical directions on a sample play script	Read assigned script and write a report on the script elements including: plot summary, character summary, setting summary, plot exposition, inciting incident, rising action, climax, falling action, character analysis, theme analysis, symbolism, and style  Create cue lists for lighting and sound from script  Mark scripts showing accurate cue directions	pp. 164-174, 272, 283, 344, 345, 353, 345  <u><b>Interdisciplinary Connections:</b></u> Language Arts: critique techniques and literature script elements
<b>QUARTER 2</b>			
<b>PERFORM</b>			
<b>CREATE</b>			
Critiquing Process CLEs 3.1, 3.2, 3.3 SPIs 3.1.1, 3.2.1, 3.3.1	Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)  Demonstrate/explain the language of technical theatre  Explain the use of theatre language when interpreting/assessing drama	Write critiques of structural components (set design, set construction, and prop construction) of dramatic works to assess and demonstrate an understanding of technical elements and technical merit in both taped and live performances using appropriate theatre terminology/vocabulary  Working with a partner and in small teams, will generate questions that will share personal opinions and ideas.	pp. 540-546, 566-567  <u><b>Interdisciplinary Connections:</b></u> Language Arts: dramatic elements relate to those in literature; critiquing process

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Model Construction</p> <p>CLEs</p> <p>3.1</p> <p>SPIs</p> <p>3.1.1, 3.1.2, 3.1.4</p>	<p>Discuss tools necessary for model construction</p> <p>Explain the use of tools</p> <p>Provide materials for practicing the use of the tools</p> <p>Show and explain examples of ground plans</p> <p>Show and explain examples of front elevation</p> <p>Show a model using ground plan and front elevation</p> <p>Construct a 3-D model of stage reflecting ability to read ground plan and elevations, ability to measure, and build to scale</p>	<p>Examine and practice using tools accurately and safely with materials provided</p> <p>Examine and read ground plan and front elevation examples</p> <p>Create plans and the construction of a 3-D model of stage reflecting ability to read ground plan and elevations, ability to measure, and build to scale as directed by teacher, teacher approved plans and assessment</p>	<p>pp. 98, 115-117, 202-225, 263-265, 465-469, 518-520</p> <p>pp. 76-81, 202-226, 465</p> <p><i>Stagecraft 1/The Stagecraft Handbook/ Stagecraft</i></p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Visual Art:</u> Architecture, costume design, painting, and drawing</p>
<p>Basic Set Construction</p> <p>CLEs</p> <p>3.1</p> <p>SPIs</p> <p>3.1.1, 3.1.2, 3.1.4</p>	<p>Demonstrate tools necessary for construction of sets and using them safely</p> <p>Demonstrate measuring accurately in feet and inches</p> <p>Show examples of proportions and parts of a basic flat</p> <p>Show examples of a specialty flat, i.e., door, fireplace, window</p> <p>Show examples of a platform</p> <p>Instruct and monitor the construction of 3-D scale models of set pieces (i.e. flat, specialty flat, and/or platform) based on 2-D drawings</p>	<p>Construct a 3-D scale models of set pieces (i.e. flat, specialty flat, and/or platform) based on 2-D drawings</p>	<p>pp. 98, 176-180, 202-225, 263-265, 465-469, 518-520</p> <p><i>Theatre Art in Action chap 5, 6, 9 Stagecraft 1/The Stagecraft Handbook/ Stagecraft/Small Stage Sets on Tour/Measure Twice, Cut Once</i></p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Visual Art:</u> architecture, woodworking, <u>Engineering and math:</u> : use of math computations to figure accurate proportions; measuring</p>
<p>Scenic Painting</p> <p>CLEs</p> <p>3.1</p> <p>SPIs</p> <p>3.1.1, 3.1.2, 3.1.4</p>	<p>Explain and demonstrate safety relating to painting a scene</p> <p>Explain latex vs. enamel paint</p> <p>Explain and demonstrate painting techniques associated with set design: scumble, stenciling, spattering, stippling, marbling, brickwork, and dry brush</p> <p>Assign areas/materials for practicing painting techniques</p>	<p>Experiment with painting techniques on extra flats or large sheets of paper. Take notes on these techniques and discuss with class the ease/difficulty of use and share any problem-solving ideas if needed during the practices</p>	<p>pp. 202-225, 263-265, 465-469, 518-520</p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Visual Arts:</u> use of color and paints</p>

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Prop Construction CLEs 3.1, 3.2 SPIs 3.1.1, 3.1.2, 3.2.1	Demonstrate the safe use of tools necessary for construction of props  Assign the creation of a prop based on a given text	Create a basic stage prop based on given text	pp. 98, 202, 203, 226, 227, 465-469, 518-520 <i>Theatre Art in Action</i> chaps. 6,9,12 <i>Stage Design and Properties</i> <b>Interdisciplinary Connections:</b> <u>Math:</u> use of math computations to figure accurate proportions for props
<b>RESPOND</b>			
Critiquing Process CLEs 7.1 SPIs 7.1.1, 7.1.2	Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)  Demonstrate/explain the language of technical theatre  Explain the use of theatre language when interpreting/assessing drama	Write critiques of structural components (set design, set construction, and prop construction) of dramatic works to assess and demonstrate an understanding of technical elements and technical merit in both taped and live performances using appropriate theatre terminology/vocabulary  Working with a partner and in small teams, will generate questions that will share personal opinions and ideas.	pp. 540-546, 566-567 <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> dramatic elements relate to those in literature; critiquing process
<b>CONNECT</b>			
Historical Periods and Styles CLEs 5.1, 5.3 SPIs 5.1.1, 5.1.4, 5.3.1	Explain how drama depicts life and authentic history/culture  Explain how drama influences social changes  Explain how history and culture influence drama  Explain how the works of exemplary actors/actresses throughout time can enhance today's performances  Explain how style, theme, and dramatic elements vary	Discuss social changes and attitudes that have been influenced by drama and visa versa  Critique works of exemplary actors/actresses, the performance style/theme/ and dramatic elements; observe the changes from past to present	pp. 1-15, 61-68, 154-157, 189, 192-298, 327-329, 426-429, 456-459, 530-533, 540-543 <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> dramatic elements relate to those in literature

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# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Critiquing Process CLEs 5.1 SPIs 5.1.1, 5.1.4	Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)  Demonstrate/explain the language of technical theatre  Explain the use of theatre language when interpreting/assessing drama	Write critiques of structural components (set design, set construction, and prop construction) of dramatic works to assess and demonstrate an understanding of technical elements and technical merit in both taped and live performances using appropriate theatre terminology/vocabulary  Working with a partner and in small teams, will generate questions that will share personal opinions and ideas.	pp. 540-546, 566-567  <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> dramatic elements relate to those in literature; critiquing process
<b>QUARTER 3</b>			
<b>PERFORM</b>			
<b>CREATE</b>			
Critiquing Process CLEs 3.1, 3.2, 3.3 SPIs 3.1.1, 3.2.1, 3.3.1	Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)  Explain personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects  Explain theatre language when interpreting/assessing drama	Write critiques of scripts addressing the quality of theatrical elements using appropriate theatre language	pp. 112, 387-389, 530-533, 540-543, 566, 567  <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> Literature, critiquing

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Basic Costume Design</p> <p>CLEs</p> <p>3.1, 3.2</p> <p>SPIs</p> <p>3.2.1, 3.2.2</p>	<p>Discuss cultural/historical periods use of color, silhouette, and fabrics in selected costumes</p> <p>Discuss various characteristics and implications of mood/time periods based on fabric choices visible in selected dramatic works</p> <p>Discuss various periods relating to fashion/costumes</p> <p>Explain how fashion evolution reflects cultural/sociological changes</p> <p>Assign the rendering of a costume for a character in a play depicting a particular time period</p>	<p>Research and report on the costumes of a favorite time period</p> <p>Compare and contrast various periods relating to fashion/costumes</p> <p>Critique structural components and cultural evolution relating to costume design</p> <p>Create a costume rendering for a specific character from a given play and time period based on research demonstrating the ability to analyze a character reflective of a specific time/culture</p>	<p>pp. 68, 99, 202-23</p> <p><i>Script Analysis for Actors, Designers and Directors</i></p> <p>Video Tape: <i>Fashion through the Ages</i></p> <p><i>A History of costume</i>, Carl Kohler:  <a href="http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&amp;field-keywords=Costume+History+and+Style%2FCostume+1066-1900s">http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&amp;field-keywords=Costume+History+and+Style%2FCostume+1066-1900s</a></p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Visual Art</u>: figure drawing, color theory, costume design, set design</p> <p><u>Science</u>: body proportions relates to life science</p>
<p>Construct a Human Form</p> <p>CLEs</p> <p>3.1, 3.2</p> <p>SPIs</p> <p>3.1.1, 3.2.1</p>	<p>Discuss/instruct/monitor the costume rendering of both male and female human forms based on scale and proportion</p>	<p>Illustrate the costume rendering of a human a male and female form using scale and proportion</p>	<p>pp. 234-237</p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Visual Art</u>: figure drawing, costume design</p> <p><u>Science</u>: body proportions relates to life science</p>
<p>Costume Rendering</p> <p>CLEs</p> <p>3.1, 3.2</p> <p>SPIs</p> <p>3.1.1, 3.2.1, 3.2.2</p>	<p>Show represented examples from various texts that reflect the color, period, shapes, silhouette, and texture of character's costumes</p> <p>Explain designing a costume to scale using basic human form</p> <p>Show represented examples from various texts that reflect the color, period, shapes, silhouette, and texture of character's accessories</p> <p>Show examples of accessories on costume designs</p> <p>Assign the design rendering of a costume for a play that reflects choices based on research of selected text and include accessories</p>	<p>Research to determine the color, period, shapes, silhouette, and texture. The character's costume should reflect from a given text</p> <p>Create a rendering of a costume that reflects choices based on the research of a given text</p> <p>Draw accessories to costume designs</p>	<p>pp. 234-237</p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Visual Art</u>: figure drawing, costume design</p> <p><u>Science</u>: body proportions relates to life science</p>

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<b>RESPOND</b>			
Critiquing Process CLEs 7.1 SPIs 7.1.1, 7.1.2	<p>Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)</p> <p>Explain personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects</p> <p>Explain theatre language when interpreting/assessing drama</p>	<p>Write critiques of scripts addressing the quality of theatrical elements using appropriate theatre language</p>	<p>pp. 112, 387-389, 530-533, 540-543, 566, 567</p> <p><b>Interdisciplinary Connections:</b>  <u>Language Arts:</u> Literature, critiquing</p>
<b>CONNECT</b>			
Historical Periods and Styles CLEs 5.1, 5.3 SPIs 5.1.1, 5.1.4, 5.3.1	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences social changes</p> <p>Explain how history and culture influence drama</p> <p>Explain how the works of exemplary actors/actresses throughout time can enhance education today</p> <p>Discuss the accomplishments of various playwrights</p> <p>Explain how style, theme, and dramatic elements vary</p>	<p>Critique dramatic works relating description, analysis, interpretation, and aesthetic preferences of chosen/assigned theatre productions; describe the style and themes</p> <p>Watch various teacher assigned DVDs to observe technical elements from past to present that indicate history/social/cultural changes in set/light/ sound; discuss changes observed</p> <p>Compare/contrast playwrights from three time periods</p>	<p>pp. 1-15, 61-68, 73, 154-157, 189, 192-298, 327-329, 426-429, 456-459</p> <p><b>Interdisciplinary Connections:</b>  <u>Language Arts:</u> Literature</p>

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Critiquing Process CLEs 5.1 SPIs 5.1.1, 5.1.4	Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)  Explain personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects  Explain theatre language when interpreting/assessing drama	Write critiques of scripts addressing the quality of theatrical elements using appropriate theatre language	pp. 112, 387-389, 530-533, 540-543, 566, 567 <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> Literature, critiquing
<b>QUARTER 4</b>			
<b>PERFORM</b>			
<b>CREATE</b>			
Critiquing Process CLEs 3.1, 3.2, 3.3 SPIs 3.1.1, 3.2.1, 3.3.1	Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)  Explain personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects  Explain theatre language when interpreting/assessing drama	Write critiques of dramatic works relating description, analysis, interpretation, and aesthetic preferences of chosen/assigned theatre productions  Critique dramatic works addressing the quality of theatrical elements of lighting and sound; use appropriate theatre language	pp. 112, 387-389, 530-533, 540-543, 566, 567 <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> Literature, critiquing

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Elements of Light</p> <p>3.1</p> <p>SPIs</p> <p>3.1.1, 3.1.3</p>	<p>Explain primary colors of light</p> <p>Explain secondary colors of light</p> <p>Explain the evolution of light from Greek to present</p> <p>Explain the evolution of gel from gelatin to present</p> <p>Explain warm and cool colors to gels presented from gel books</p> <p>Demonstrate 5 main light sources for the stage</p> <p>Explain the following lights: Fresno's, spots, scoops, ellipsoidal, and pars</p>	<p>Illustrate graphic layouts for the 5 main light sources</p> <p>Compare and contrast the function of Fresno's, spots, scoops, ellipsoidal, and pars</p>	<p>pp. 98, 228-232, 334-360, 478-483</p> <p><i>Light on the Subject/</i></p> <p><i>Stage Lighting Step by Step/</i></p> <p><i>Lighting and the Design Idea</i></p> <p>Roscolux or Lee Gel book</p> <p><b>Interdisciplinary Connections:</b></p> <p><u>TC:</u> careers relating to light and sound technology, set designers, costume designers</p>
<p>Elements of Electricity</p> <p>CLEs</p> <p>3.2</p> <p>SPIs</p> <p>3.2.1</p>	<p>Demonstrate electrical safety</p> <p>Discuss evolution of electricity from Edison to present</p> <p>Explain differences between direct current and alternating current</p> <p>Explain differences between ground wire, hot current, return/cold current</p> <p>Demonstrate the different types of stage plugs used including Edison, 3-prong twist, stage pin, etc.</p>	<p>Create graphic layout drawings for the different types of stage plugs (may be school specific)</p>	<p>pp. 228-231</p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Science:</u> understanding of sound theory</p>
<p>Basic Lighting Design</p> <p>CLEs</p> <p>3.1, 3.2</p> <p>SPIs</p> <p>3.1.3, 3.2.1, 3.2.4</p>	<p>Demonstrate down light, up light, side light, front light, and back light</p> <p>Explain how McCandless lighting combines elements of down light, front light, and side light</p> <p>Explain lighting design based on the need for creating special effects/mood/actor needs (gelling sets)</p>	<p>Create a draft of a light plot demonstrating understanding of McCandless method of lighting techniques, gel colors, and instrument choices:</p> <ul style="list-style-type: none"> <li>• draft McCandless lighting on a light plot</li> <li>• create McCandless lighting using light plot</li> <li>• gel the McCandless lighting to offer warm and cool lighting</li> <li>• draft a plot which uses down light, side light, front light, up light, and back light</li> </ul>	<p>pp. 98, 228-231, 342</p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Visual Arts:</u> dramatic elements relate to design and structural organization in all of the arts</p>



# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Intermediate Set Construction</p> <p>CLEs</p> <p>3.1, 3.2</p> <p>SPIs</p> <p>3.1.1, 3.1.2, 3.1.4, 3.2.1, 3.2.3</p>	<p>Discuss drafting ground plans and elevations to scale and in color for given text</p> <p>Discuss building and assign construction of basic flat to support a specific production</p> <p>Discuss and assign building a specialty flat (i.e. door, fireplace, window) to support a specific production</p> <p>Discuss and assign building a standard platform to support a specific production</p>	<p>Create the following:</p> <ul style="list-style-type: none"> <li>ground plans</li> <li>front elevations</li> <li>rear elevations</li> <li>perspective views and renderings</li> </ul> <p>demonstrating ability to draft in scale, and add color in support of text</p> <p>Create 3-D models of stage and set to support a given text demonstrating ability to read ground/elevation plans and build to scale</p> <p>Construct the actual design elements for production of basic flat, specialty flat, and/or platform for a specific production</p>	<p>pp. 98, 202-225, 263-265, 465-469, 518-520</p> <p><i>Theatre Art in Action</i> chap 5, 6, 9,,12 <i>Stagecraft 1/The Stagecraft Handbook/ Stagecraft/Small Stage Sets on Tour</i></p> <p>Light on the Subject/Stage Lighting Step by Step</p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Math</u>: use of math computations to figure accurate proportions</p>
<p>Intermediate Lighting Design</p> <p>CLEs</p> <p>3.1, 3.2</p> <p>SPIs</p> <p>3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.3, 3.2.4</p>	<p>Discuss and show examples of primary and secondary colors of light</p> <p>Demonstrate the use of lighting instrument; electrix and cable</p> <p>Demonstrate setting instruments into dimmer packs in order to set up light board</p> <p>Discuss and demonstrate setting levels to create an X scene</p> <p>Discuss and demonstrate setting levels to create an Y scene</p> <p>Discuss and demonstrate fading from X to Y scene</p> <p>Discuss and demonstrate uncabling of lighting board</p> <p>Assign a design for lighting including criteria, tools, media and processes</p>	<p>Discuss and look at examples of primary and secondary colors of light</p> <p>Hang lighting instruments from electrix and cable for power</p> <p>Patch instruments into dimmer packs in order to set up</p> <p>Cable a light-board for set up and turn it on</p> <p>Align channels on a dimmer board with levels of light on stage</p> <p>Create an X scene by setting accurate levels</p> <p>Create a Y scene by setting accurate levels</p> <p>Create a cross fade from an X to a Y scene</p> <p>Uncable a light board and store it</p> <p>Demonstrate an understanding of color schemes and choice to create mood using gels to support a given text/production</p> <p>Create a design for lighting including criteria, tools, media and processes</p>	<p>pp. 98, 228-231</p> <p><i>Lighting and the Design Idea</i></p> <p>Roscolux or Lee Gel book</p> <p><i>Script Analysis for Actors, Designers and Directors, Costume History and Style/Costume 1066 -1990s/ Designing and Painting for the Theatre/ Costume Through the Ages</i></p> <p><i>Theatre Art in Action</i> chaps. 6,9,12</p> <p><i>Stage Design and Properties</i></p> <p>Video Tape: <i>Fashion through the Ages</i></p> <p><b>Interdisciplinary Connections:</b></p> <p><u>Science</u>: understanding of light; color theory, and problem solving</p> <p><u>Math</u>: understanding of basics to create design/set elements</p> <p><u>Visual Arts</u>: the importance of color, design</p>

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Basic Sound Design</p> <p>CLEs 3.1, 3.2</p> <p>SPIs 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.3, 3.2.4</p>	<p>Explain and demonstrate the manipulation of the use of sound to create mood in a given play</p> <p>Explain the role of the score in reinforcing the 5 plot elements</p> <p>Assign the selection of approximate sound samples or music to create a mood for a specific text or production</p>	<p>Listen to tapes that illustrate sound design to create mood in a given play; discuss observations</p> <p>Select sound samples or music to create a mood for a given text specific production (this can be accomplished with computer software)</p>	<p>pp. 98, 232, 233</p> <p><b>Interdisciplinary Connections:</b> <u>Science</u>: understanding of sound theory, and problem solving</p>
<p>Intermediate Costume Design</p> <p>CLEs 3.1, 3.2</p> <p>SPIs 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.4</p>	<p>Discuss and show examples of costume designs for given texts</p> <p>Assign the selection of a costume based on a character for a specific production</p>	<p>Design a costume for given text</p> <p>Select/create a costume based on a character for a specific production</p>	<p>pp. 234-237</p> <p><b>Interdisciplinary Connections:</b> <u>Science</u>: understanding of the body <u>World History</u>: understanding of clothing/accessories for various time periods <u>Visual Arts</u>: costume design, rendering of body</p>
<p>Production Work</p> <p>CLEs 3.1, 3.2, 3.3</p> <p>SPIs 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.3, 3.2.4, 3.3.1, 3.3.4</p>	<p>Assign the production of a play using sets, lights, sound &amp; costumes to support the mood of a given text</p> <p>Evaluate the production for it's technical merit</p> <p>Discuss and monitor the update of portfolios and resumes to reflect the work created for productions</p>	<p>Create cue lists/prompt book illustrating the steps in play production including sets, lights, sound and costumes</p> <p>Collaborate and create a performance by analyzing and interpreting a given text and applying the elements of technical theatre</p> <p>Update portfolios and resumes that reflect production work</p>	<p>pp. 228-237</p> <p><b>Interdisciplinary Connections:</b> <u>Marketing/Business/Careers</u>: establishing goals and creating the tools to reach them <u>World History</u>: understanding of clothing/accessories for various time periods <u>Visual Arts</u>: costume design, rendering of body</p>

# Instructional Map

# HS Theatre III -Technical Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<b>RESPOND</b>			
Critiquing Process CLEs 7.1 SPIs 7.1.1, 7.1.2	Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)  Explain personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects  Explain theatre language when interpreting/assessing drama	Write critiques of dramatic works relating description, analysis, interpretation, and aesthetic preferences of chosen/assigned theatre productions  Critique dramatic works addressing the quality of theatrical elements of lighting and sound; use appropriate theatre language	pp. 112, 387-389, 530-533, 540-543, 566, 567 <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> Literature, critiquing
<b>CONNECT</b>			
Historical Periods and Styles CLEs 5.1, 5.3 SPIs 5.1.1, 5.1.4, 5.3.1	Explain how drama depicts life and authentic history/culture  Explain how drama influences social changes  Explain how history and culture influence drama  Explain how style, theme, and dramatic elements vary  Discuss accomplishments of playwrights	Discuss social changes and attitudes that have been influenced by drama and visa versa  Critique dramatic works relating description, analysis, interpretation, and aesthetic preferences of chosen/assigned theatre productions; describe the style and themes  Create technical plans for a scene design illustrating the style/theme/motif within a published play  Compare/contrast playwrights making a time line based on 3 historical periods	pp. 1-15, 61-68, 73, 154-157, 189, 192-298, 327-329, 426-429, 456-459 <b>Interdisciplinary Connections:</b> <u>Language Arts:</u> Literature

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Critiquing Process CLEs 5.1 SPIs 5.1.1, 5.1.4</p>	<p>Explain the critiquing process that includes the following: discussion, using factual information to make knowledge-based decisions (analysis), using feelings, ideas, and personal preferences relating to aesthetic interpretations, and artistic merit (i.e., dramatic literature, character portrayal, technical aspects)</p> <p>Explain personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects</p> <p>Explain theatre language when interpreting/assessing drama</p>	<p>Write critiques of dramatic works relating description, analysis, interpretation, and aesthetic preferences of chosen/assigned theatre productions</p> <p>Critique dramatic works addressing the quality of theatrical elements of lighting and sound; use appropriate theatre language</p>	<p>pp. 112, 387-389, 530-533, 540-543, 566, 567</p> <p><b>Interdisciplinary Connections:</b> <u>Language Arts:</u> Literature, critiquing</p>

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