Technical Theatre and Acting Curriculum

Unit 1: Working Vocabulary

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 day Vocab with unit 2	Information to gain or expand knowledge can be acquired through a variety of sources. Effective use of vocabulary builds social and academic knowledge.	What are the most common terms used in technical theatre and performance? How is vocabulary used in context?	Students will know how to… define and explain the terms. use the vocabulary in context.	Student should be able to define vocabulary terms. Student should be able to use vocabulary terms in context.	Teacher-created resources for most commonly used vocabulary. -Handouts -Practice Sheets Assessment: written definition quiz	Act Act Drop Acting Area Ad-lib Antagonist Apron Arena Stage Audition Auditorium Avista	9.1.12.B 9.1.12.C 9.1.12.H
1 day Vocab with unit 3	Information to gain or expand knowledge can be acquired through a variety of sources. Effective use of vocabulary builds social and academic knowledge.	What are the most common terms used in technical theatre and performance? How is vocabulary used in context?	Students will know how to… define and explain the terms. use the vocabulary in context.	Student should be able to define vocabulary terms. Student should be able to use vocabulary terms in context.	Teacher-created resources for most commonly used vocabulary. -Handouts -Practice Sheets Assessment: written definition quiz	Backdrop Backstage Barn Door Batten Beat Black Box Blackout Blocking	9.1.12.B 9.1.12.C 9.1.12.H
1 day Vocab with unit 4	Information to gain or expand knowledge can be acquired through a variety of sources. Effective use of vocabulary builds social and academic knowledge.	What are the most common terms used in technical theatre and performance? How is vocabulary used in context?	Students will know how to… define and explain the terms. use the vocabulary in context.	Student should be able to define vocabulary terms. Student should be able to use vocabulary terms in context.	Teacher-created resources for most commonly used vocabulary. -Handouts -Practice Sheets Assessment: written definition quiz	Call Back Call Board Cast Choreographer Costume Counterweight System Cross Cue	9.1.12.B 9.1.12.C 9.1.12.H

1 day Vocab with unit 5	Information to gain or expand knowledge can be acquired through a variety of sources. Effective use of vocabulary builds social and academic knowledge.	What are the most common terms used in technical theatre and performance? How is vocabulary used in context?	Students will know how to… define and explain the terms. use the vocabulary in context.	Student should be able to define vocabulary terms. Student should be able to use vocabulary terms in context.	Teacher-created resources for most commonly used vocabulary. -Handouts -Practice Sheets Assessment: written definition quiz	Dimmer Director Dramaturg Dresser Effects Fade Flat Flies/Fly(ing) Freeze	9.1.12.B 9.1.12.C 9.1.12.H
1 day Vocab with unit 6	Information to gain or expand knowledge can be acquired through a variety of sources. Effective use of vocabulary builds social and academic knowledge.	What are the most common terms used in technical theatre and performance? How is vocabulary used in context?	Students will know how to… define and explain the terms. use the vocabulary in context.	Student should be able to define vocabulary terms. Student should be able to use vocabulary terms in context.	Teacher-created resources for most commonly used vocabulary. -Handouts -Practice Sheets Assessment: written definition quiz	Gel Globe Theatre Gobo Green Room Ground Plan House Manager House Rt/Lft Lamp Lighting Design Lighting Tree	9.1.12.B 9.1.12.C 9.1.12.H
1 day Vocab with unit 7	Information to gain or expand knowledge can be acquired through a variety of sources. Effective use of vocabulary builds social and academic knowledge.	What are the most common terms used in technical theatre and performance? How is vocabulary used in context?	Students will know how to… define and explain the terms. use the vocabulary in context.	Student should be able to define vocabulary terms. Student should be able to use vocabulary terms in context.	Teacher-created resources for most commonly used vocabulary. -Handouts -Practice Sheets Assessment: written definition quiz	Makeup Greasepaint Pancake Noises Off Pageant Wagon Platform Stage Props Proscenium Protagonist	9.1.12.B 9.1.12.C 9.1.12.H
1 day Vocab with unit 8	Information to gain or expand knowledge can be acquired through a variety of sources. Effective use of vocabulary builds social and academic knowledge.	What are the most common terms used in technical theatre and performance? How is vocabulary used in context?	Students will know how to… define and explain the terms. use the vocabulary in context.	Student should be able to define vocabulary terms. Student should be able to use vocabulary terms in context.	Teacher-created resources for most commonly used vocabulary. -Handouts -Practice Sheets Assessment: written definition quiz	Scenery Scrim Set Design Spike Strike the set Theatre/Round Thrust Trap Wings	9.1.12.B 9.1.12.C 9.1.12.H

Unit 2: Stage Areas and Directions

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content

3 days
 	
Intro Notes
	Information to gain or expand knowledge can be acquired through a variety of sources.	What are the major stage types?
		
		What are the main acting areas on a stage?
			Students will know how to…
			
			identify the three main stage types.
			
			Identify the nine acting areas.
				Student should be able to identify the three stage types.
				
				Student should be able to identify the nine acting areas.
					Slide Show: Theatre Types/Online Tour
					
					Teacher-created handouts
					  -stage areas
					  -stage types
					
					Activity: identify stage types
					
					Activity: tic-tac-toe with acting areas
						Proscenium
						Arena
						Thrust
						Upstage
						Downstage
						Rake
						Left-Right
						Actor
						Director
							9.2.12.A
							9.2.12.J

2 days Apply ideas	Information to gain or expand knowledge can be acquired through a variety of sources.	How do actors follow stage directions?	Students will know how to… follow commands from a director. navigate in an unknown space.	Student should be able to navigate a space using stage directions.	Activity: "Director's Bluff", Working in partners, an actor must navigate an obstacle course using only stage directions as given from a director. Assessment: Partner communication and final endpoint goals.	Hold Quarter Turn Reverse	9.2.12.A 9.2.12.J

Unit 2: Stage Areas and Directions Assessment: Partner communication and final endpoint goals

Unit 3: History and Architecture

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content

5 days
 	
Reading and Research
	Writing is a recursive process that conveys ideas, thoughts, and feelings.
	
	Information to gain or expand knowledge can be acquired through a variety of sources.
	
	Purpose, topic and audience guide types of writing.
	
	Listening provides the opportunity to learn, reflect, and respond.
		How does history and architecture influence design?
		
		How does history affect architecture?
		
		Why do Eastern and Western theatre traditions value forms, symbols, and practices differently?
			Students will know how to…
			
			make connections between history and architecture.
			
			identify theatre types by historical context.
				Student should be able to connect theatre spaces/stage types to their historical periods.
				
				Student should be able to identify theatres and structures and their corresponding periods.
				
				Student should be able to research an architectural style and compose an informative essay.
				
				Student should be able to present essays orally for class.
					Teacher-created resources
					  -theatre history packet
					  -slide show
					  -example photos
					
					Assignments: Match theatres to their periods. Identify distinguishing factors from theatre spaces based on design factors.
					
					Research one of the architectural styles and compose an essay utilizing outside sources to give more information on the particular style. Present essays to class.
					
					Assessment: quiz at the end of the presentations
						Greek
						Roman
						Medieval
						Renaissance
						Elizabethan
						Modern
						Post-Modern
						Stylize
							9.4.12.C
							9.4.12.D

5 days
 	
Paper Mache Masks
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How do masks connect to traditional design and architecture?
		
		How were masks used in a production?
			Students will know how to…
			
			trace roots of mask design to theatre history.
			
			design and create a paper mache mask.
				Student should be able to draw a design for a mask.
				
				Student should be able to create a mask using paper mache materials.
				
				Student should be able to present the mask to the class.
					Teacher-created resources:
					  -paper mache recipes
					  -mask templates
					
					Assignments: Design and create a mask. Present the mask to the class.
					
					Assessment: Focus and detail on mask and overall presentation.
						Mache
						Stabilizer
						Set
						Structure
						"Building up"
						Paper sculpting
						Fermentation
							9.4.12.C
							9.4.12.D

Unit 3: History and Architecture	Assessment: quiz at the end of the presentations Assessment: Focus and detail on mask and overall presentation.

Unit 4: Improvisational Acting

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days Intro to Improv	Language is used to communicate and to deepen understanding. Listening provides the opportunity to learn, reflect, and respond.	What is improvisation? What are the rules of improvisation? How do actors select material to use in scenes?	Students will know how to… explain the eight rules of improvisation. start a scene or join a scene-in-progress.	Student should be able to tell the eight rules of improvisation. Student should be able to participate in a variety of short scenes (warm-ups).	Teacher-generated resources -Improvisation packet -Eight rules handout -Improv suggestions Assignment: Participate in several warm-up activities Assessment: participation and focus during warm-ups	Improvisation Follow Tension Loop	9.1.12.A 9.1.12.B
5 days Improv activities	Listening provides the opportunity to learn, reflect, and respond. Language is used to communicate and to deepen understanding.	How do theatre artists use improvisation to explore characters, relationships, and motivations? How does an actor improvise in a stock scene?	Students will know how to… create scenes from stock templates using suggestions from the audience.	Student should be able to participate in a variety of stock improvisations. Student should be able to provide feedback to peers for improvisation.	Teacher-created resources -stock scene outlines -positive feedback slips Assignments: Participate in stock scenes using suggestions from the audience. Provide positive feedback to peers for choices made during improvisation. Assessment: Focus and effort during stock	Given circumstances Objective Tactic Give-pull Refuse-push	9.1.12.A 9.1.12.B

| | | | | | scene performances and completion of positive feedback slips. | | |

Unit 5: Set Design

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

3 days
 	
Design and Scale Drawings
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does a set designer create a design for a production?
		
		What kinds of things must be included in a set design?
		
		How does a set design draw to scale?
			Students will know how to…
			
			identify architecture types in visual examples.
			
			identify scale in drawings.
			
			Create a scale drawing.
				Student should be able to review architecture types.
				
				Student should be able to identify architecture types in set design examples.
				
				Student should be able to create a scale drawing.
				
				Student should be able to present drawings.
					Teacher-created resources:
					  -handouts
					  -set design info packet
					  -architecture types
					  -scale info packet
					  -scale examples
					
					Assignment: Identify architecture types in a variety of given examples.
					
					Assessment: Correct identification of types in written and verbal exam.
					
					Assignment: Identify the scale of a variety of drawings.
					
					Create a set design using ¼ scale and present drawing to class.
					
					Assessment: Drawing
						Scale Overview
						Frontal View
						Perspective
						Plot
						Measurement
							9.1.12.B
							9.1.12.C
							9.1.12.H

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
					and presentation.		

3 days
 	
Diorama Creation
	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How do drawings and plans become a three-dimensional set?	Students will know how to…
			
			create a scale drawing for a build.
			
			build a diorama using design plans.
			
			present drawings to the class.
				Student should be able to create a scale-drawn plan for a diorama.
				
				Student should be able to create a diorama using plans.
				
				Student should be able to present the diorama to the class.
					Teacher-created resources:
					  -diorama packet
					  -materials list
					
					Assignment: Create a drawing for a three-dimensional diorama in scale. Create a diorama using the drawings and present the diorama to the class.
						Diorama
						Scale-check
							9.1.12.B
							9.1.12.C
							9.1.12.H

Unit 5: Set Design   Assessment: Correct identification of types in written and verbal exam.
Assessment: Drawing and presentation.

Unit 6: Costume and Properties Design

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content

4 days	Information to gain or expand knowledge can be acquired through a variety of sources.	How do costumes affect a production?
		
		What happens during the costume design process?
		
		How are designs presented to a production staff?
			Students will know how to…
			
			Plan for a costume design concept for a production.
			
			Utilize planning stages for design process.
			
			Present plans for a formal audience.
				Student should be able to plan a design concept.
				
				Student should be able to create three full deigns for a concept.
				
				Student should be able to present final designs for peers.
					Teacher-created resources:
					  -costume info packet
					  -design project rubric
					  -design packet
					
					Activity: Select a production for which you will design three complete looks. Show designs in three phases: Preliminary Sketch, Costume Layout, and Final Design.
						Analysis
						Research
						Reflection
						Implementation
						Sketch
						Costume Chart
						Cutting table
						Dress forms
						Sewing Machines
							9.1.12.A
							9.1.12.G

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
					Assessment: Completion of all three steps as well as presentational skills.		

5 days	Information to gain or expand knowledge can be acquired through a variety of sources.	How are props acquired, created, and used in a production?
		
		What is considered a prop and not a costume or set piece?
			Students will know how to…
			
			complete a properties chart.
			
			identify items as either props, costumes, or set pieces.
			
			create an item which will be used onstage.
				Student should be able to create a prop chart and plan a prop table.
				
				Student should be able to identify prop items from among a variety of sources.
				
				Student should be able to create a prop to be used onstage in the fall play production.
					Teacher-created resources:
					  -props info packet
					  -prop table (stage)
					  -properties list (play)
					
					Assignment: Select one item from the "build" list from the fall play and work with a partner to create this prop. All plans must be turned in for approval from the teacher before construction begins.
					
					Assessment: Plan and action during construction and formal presentation of finished product.
						Preliminary Sketch
						Costume Layout
						Final Design
							9.1.12.A
							9.1.12.G

Unit 6: Costume and Properties Design   **Assessment: Completion of all three steps as well as presentational skills.**
Assessment: Plan and action during construction and formal presentation of finished product.

Unit 7: Scene Work

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

4 days	Information to gain or expand knowledge can be acquired through a variety of sources.	What must actors do when preparing a scene?	Students will know how to…
			
			read and interpret a scene.
				Student should be able to score a scene with a partner.
				
				Student should be able to revise scored
					Teacher-created resources:
					  -scene books
					  -handouts (scoring)
					
					Assignment: Score a
						Scoring
						Scene
						Sides
						Beats
						Objective
						Motivation
							9.1.12.A
							9.1.12.B
							9.1.12.G
							9.1.12.H

			score a scene with notes for performance.	scenes. Student should be able to present scoring to the class.	scene with a partner using examples and discussion models. Assessment: Score feedback/editing technique and presentation of scoring to class.		

4 days	Information to gain or expand knowledge can be acquired through a variety of sources.	How do actors rehearse a scene?
		
		What preparation goes into the presentation of a scene?
			Students will know how to…
			
			rehearse for a scene.
			
			implement notes.
			
			present a scene to the class.
				Student should be able to rehearse a scene with a partner.
				
				Student should be able to present a scene to the class.
					Teacher-created resources:
					  -scoring feedback
					  -peer feedback for scene
					
					Assignment: Rehearse and present the final scene for the class.
					
					Assessment: Use of rehearsal time and focus during scene presentation.
						Mark
						Cheat out
						Notes
							9.1.12.A
							9.4.12.B

Unit 7: Scene Work   Assessment: Score feedback/editing technique and presentation of scoring to class.
Assessment: Use of rehearsal time and focus during scene presentation.

Unit 8: Makeup

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days makeup demos	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How can makeup change an actor's outward appearance? How do colors assist in a makeup design? How do special	Students will know how to… identify contours and shading on a subject.	Student should be able to identify the areas used for contouring and shading on a subject. Student should be able to name all	Assessment: formal assessment of knowledge of vocabulary, facial areas, makeup types, and application notes.	Structure Greasepaint Brushes Foam Adhesive Latex Putty Rigid Colloïdal	9.1.12.D 9.1.12.I

				materials used in a makeup plot.		Application Contour Shading Fixture Remover	
3 days makeup application	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is necessary to design a makeup concept? How can techniques be utilized for optimum results?	Students will know how to… apply understanding to a design concept. follow designs for a close result.	Student should be able to create unique makeup designs. Student should be able to utilize proper technique in shading, contouring, and application of three styles: age, bruise, and special effect.	Assignment: Create three unique designs that demonstrate knowledge and understanding of aging, bruising, and the student's choice of a special effect. Assessment: Formal assessment of student focus, planning, and execution.	Design Blend Model Palette Color Corection	9.1.12.D 9.1.12.I

Unit 8: Makeup   Assessment: formal assessment of knowledge of vocabulary, facial areas, makeup types, and application notes.
Assessment: Formal assessment of student focus, planning, and execution.

Unit 9: Audition Process

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

5 days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
	
	Effective speaking and listening are essential
		How does an actor prepare for an audition?
		
		What happens at an audition?
		
		How does an actor prepare a monologue?
			Students will know how to…
			
			find audition notices.
			
			select a monologue or monologues.
			
			prepare for an audition.
				Student should be able to plan for an upcoming audition.
				
				Student should be able to select a monologue.
				
				Student should be able to perform a monologue for
					Teacher-created resources:
					  -audition listings
					  -handouts
					  -requirements
					
					Activity: Monologue Selection Process
					
					Activity: Monologue
						Monologue Audition Sides Feedback	9.1.12.G
							9.1.12.H
							9.1.12.I
							9.3.12.B
							9.3.12.G

	for productive communication.			peers.	Performances Assessment: focus during classwork, performance, and feedback participation.		

5 days	Language is used to communicate and to deepen understanding.
	
	Effective speaking and listening are essential for productive communication.
	
	Outside sources provide support for ideas in writing.
		What happens at a callback?	Students will know how to…
			
			prepare for a callback.
			
			plan for a cold read.
				Student should be able to plan for a callback.
				
				Student should be able to perform cold reads for the class.
					Teacher-created resources:
					  -handouts
					  -cold reads
					
					Activity:
					Read over a cold selection with five minutes to prepare notes. Perform cold selection and utilize any notes from the director.
						Callback
						Cold Read
						Direction
						Re-direction
						Notes
							9.1.12.G
							9.1.12.H
							9.1.12.I
							9.3.12.B
							9.3.12.G

Unit 9: Audition Process   Assessment: focus during classwork, performance, and feedback participation.

Unit 10: Production Sequence

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days Prod. Concept	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Language is used to communicate and to deepen understanding	What is a production concept, and how does this impact a production?	Students will know how to… Conceptualize a story from an original formal. Present a concept proposal to peers.	Student should be able to create several options for a production concept. Student should be able to narrow and fully develop concept proposals. Student should be able to formally	Teacher-created resources: -handouts and examples Assignment: Select a play and outline a conceptual change that accounts for setting, costume,	Script Concept Initial Reading Draft Concept Full Concept Proposal	9.1.12.A 9.1.12.B 9.1.12.D 9.1.12.H 9.1.12.I

				present production concepts to peers.	period, and any other necessary changes. Focus work during two draft checks. Formally present proposals to peers.		
Spoken language can be represented in print.							

3 days
 	
Company Planning
	Listening provides the opportunity to learn, reflect, and respond.	Who is in charge of what duties in the hierarchy of theatre personnel?	Students will know how to…
			
			Understand an organizational chart.
			
			Apply understanding to various activities.
			
			Identify personnel according to job description.
				Student should be able to apply understanding of theatre personnel to duties and descriptions.	Teacher-created resources:
					
					-handouts
					-job "shadow"
					-trivia Q&A
					
					Assignment: collaborate with partners to select a full season for a theatrical company. Decide your location, focus audience, and estimated production costs. Develop a mission statement and production design sketches.
						Personnel:
						  Board of Directors
						  Artistic Director
						  Playwright
						  Director
						  Prod. Manager
						  Producer
						  Actors
						  Stage Manager
						  Designers
						  Masters
						  Crews
							9.1.12.A
							9.1.12.B
							9.1.12.D
							9.1.12.H
							9.1.12.I

Unit 10: Production Sequence   Assignment: Select a play and outline a conceptual change that accounts for setting, costume, period, and any other necessary changes. Focus work during two draft checks. Formally present proposals to peers.

Unit 11: Playwriting and Performance

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days PSA	Effective speaking and listening are essential for productive communication. Writing is a means of document thinking.	How can playwriting affect knowledge and understanding?	Students will know how to… compose a script for instructional purposes. present a script as a formal presentation.	Student should be able to work with partners to create a storyline for a Public Service Announcement. Student should be able to rehearse and present PSA for peers.	Activity: work with partners to create a script for a Public Service Announcement and perform/film final result for peers.	Public Service Announcements Rehearsal and production processes	9.1.12.A 9.1.12.B 9.1.12.D 9.1.12.H 9.1.12.I
10 days Puppet Show	Language is used to communicate and to deepen understanding. Effective speaking and listening are essential for productive communication. Writing is a recursive process that conveys ideas, thoughts and feelings. Outside sources provide support for ideas in writing.	How does a production move from concept to performance? How does a company develop a full-scale performance? How do performers adapt to a selected audience?	Students will know how to… compose a script for entertainment purposes. present a script in a full production using puppets, scenery, and sound design.	Student should be able to work with partners to create a script. Student should be able to design puppets for story. Student should be able to design set (two dimensional) for story. tudent should be able to rehearse and present puppet show.	Activity: work with partners to write a script for a children's puppet show. Teams must create puppets/set, and must perform in the show for an invited audience of high school or elementary students. Group assessment: preparation for class meetings, use of class time, focus during rehearsals. Individual assessment: participation during planning, focus during presentations.	Script draft Puppeteer Concept Design implementation Theme Projection (voice)	9.1.12.A 9.1.12.B 9.1.12.D 9.1.12.H 9.1.12.I

Unit 11: Playwriting and Performance   Group assessment: preparation for class meetings, use of class time, focus during rehearsals.
                              Individual assessment: participation during planning, focus during presentations.