

Livermore Valley Joint Unified School District

Course Title:	Stagecraft
Grade Level(s):	9 - 12
Length of Course:	One semester or equivalent term
Credit:	5 units (may be repeated for credit)
Prerequisite:	None
Co-requisite:	None

Course Overview:

Students will learn the basics of technical theatre and will be introduced to dramatic performance and literature. Stagecraft students will make design choices using text analysis, character research, dramaturgy, reflection, and revision, to create technical scenic elements effectively defining the world of the play. Student technical staff will design all technical elements, i.e., sets, props, costumes, hair and make-up, lighting, sound and multimedia effects, and provide technical support during performances. Students undergo the entire rehearsal/production process as designers and technical support members, documenting these processes with written assignments that will demonstrate practical and critical thinking skills and meet performance criteria.

Schools Offering:	Del Valle High School Granada High School Livermore High School Vineyard High School
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Meets University of California Entrance Requirements:	Update Approved April 24, 2020 “F”- Visual and Performing Arts
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Board Approval:	April 21, 2020 Prior Board Approval November 6, 2007
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Course Materials:	<i>Basic Drama Projects</i> Fran Averett Tanner, Ph.D.; Perfection Learning Corporation, 2004 ISBN-13: 978-0756916404 Selected Performance Piece (Royalties and Rights Acquired) Fall Play, Winter Show or Spring Musical Production, Script and Materials Licensing Agencies: Concord Theatricals, Disney
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Theatrical, Dramatic Publishing Company, Dramatists Play Service, Music Theatre International—MTI, Pioneer Drama Service, Stage Rights, Theatrical Rights Worldwide & TRW Plays.

Music used before or after a performance, or during intermission, is handled by ASCAP, BMI, or SESAC. Harry Fox is a licensing agent for acquiring music rights.

Supplemental Instructional Materials:

Film clips from relevant sources
Theater facility and equipment
Technical Design equipment and materials

STAGECRAFT

COURSE CONTENT:

Unit 1: Getting and Giving Permission

Students will learn the proper channels for requesting permission to utilize work created by another individual. This would include researching licensing agencies (i.e. Samuel French, Dramatists Publishing, etc.). Students will review and synthesize information about copyright protections, to make sure their intellectual property cannot be used illegally. Students learn the requirements related to working in theatre as a creator, such as paying for royalties and securing the rights to any or all pieces they choose to use in their projects.

Summary of Key Assignments, Labs, and/or Activities

Students will research the source, and to whom royalties must be paid, for the rights to do any published theatre works (e.g., scripts for plays, musicals, operas), and for copyrighted images (e.g., graphics, multimedia projection, scenic elements, and backdrop projections) and any music selections (e.g., scene transition music, sound effects, underscoring, or pre- and post-show) used in performance. Permission for the rights must be secured and the royalties paid in advance of the production.

Students will compile a list of all copyrighted theatre works, images, and/or music selections, properly credited to their creator(s), along with the licensing agencies holding the rights. Application will be made to the licensing agencies, and the rights secured, for use in the formal production.

Unit 2: Responsibilities as a Technical Theatre Member

Students taking *Stagecraft* will commit to their responsibilities for participating in a production. Attention will be paid to theatre etiquette, professional discipline and practices, and creating an ensemble ethic, as well as learning appropriate theatre vocabulary for following stage directions, technical theatre elements, and safety regulations.

Summary of Key Assignments, Labs, and/or Activities

Students review, complete, and commit to the production by calendaring the schedule for all assigned tech rehearsal dates, tech workdays, the tech week, and performances through Strike. Students provide parental contact and emergency medical information. Students will demonstrate knowledge of safety rules and well-being of all production members. Students learn how to execute instructions in the building, installation, and organization of sets, props, and costumes as well as set up for lights, sound, and multimedia.

Unit 3: Technical Theatre Process--Understanding the Performance Piece

Students will gain an understanding of dramaturgy. Students will explore the life and times of the playwright, composer and lyricist if any, and any other creators, and the historical and cultural context of the theatre work. Students will explore the world of the play by extracting background and contextual material on design elements in the selected theatre script and other resources. From this research, a determination will be made for the overall style and approach of the production, i.e. representational, presentational, traditional, non-traditional, period, genre, etc.

Summary of Key Assignments, Labs, and/or Activities

Students will research and write a report on the playwright's/creator's background and the circumstances that led to the creation of this theatre work. Students will read the script or libretto, and complete a summary of the world of the play. Students will list all references that relate to design elements, whether as part of the stage directions or within the text or as subtext. Based on the Director's Artistic Concept, the student's summary will recommend a design approach for the theatre work.

Unit 4: Technical Theatre Process--Understanding Technical Design Elements

Students will review the basics for designing each technical element in the specific theatre production. The technical elements' design will fulfill the director's artistic concept for the theatre work.

Summary of Key Assignments, Labs, and/or Activities

Students will complete a series of activities delineating the components of each technical element, including, but not limited to, sets, props, costumes/hair/make-up, lights, sound, and multimedia. The activities will bring together all the information needed to design the technical elements to fulfill the artistic concept of the show.

Unit 5: Tech Workdays --Build Technical Elements

Students will work to complete the technical needs of the show with fellow production ensemble (cast and crew) members. Students will focus on specific tasks to be accomplished that will fulfill the design elements of the show, including, but not limited to, sets, hanging drops, props, costumes/hair/make-up, lights, sound cues/sound board set up, programming light cues, multimedia projections, video-projector set up, and backstage preparation. Students will write a bio that will be included in the playbill.

Summary of Key Assignments, Labs, and/or Activities

Students will demonstrate professional discipline and theater etiquette, while following safety procedures, and competently participating in set building. Students will complete the necessary tasks of backdrop painting, costume and props selection/acquisition, focusing/gelling lights, creating multimedia projections, sound effects, etc., and writing a biography.

Unit 6: Tech Week -- Integrating All Production Elements with Performers

Students will collaborate with their production crew--Front-of-House, Lights/Followspots, Projection, Sound, or Stage Crew--to learn to operate their assigned theater equipment during the rehearsal process. With the guidance of a student House Manager, Stage Manager and Assistant Stage Managers, students will coordinate their tasks to meet the technical needs of the show and support the ensemble onstage.

Summary of Key Assignments, Labs, and/or Activities

Students will demonstrate professional discipline and theater etiquette, while safely and competently coordinating individual tasks smoothly into a team effort, rely on each other for properly executed cues, and communicate clearly to troubleshoot technical challenges. Students will train on the equipment specific to their crew job to ensure they are performance ready by opening night.

Unit 7: Production Performances

In this unit, students will function smoothly and effectively as a member of the full production ensemble. Students will demonstrate professional discipline and theater etiquette, while safely and competently executing all cues for which they are responsible during every performance. Tech crew assignments include, but are not limited to: Stage Crew, Properties, Sound Crew, Light Crew, Multimedia, and Front-of-House Crew.

Summary of Key Assignments, Labs, and/or Activities

For each performance, students will arrive at call time, and depending on tech assignment, have everything in place and ready-to-go by 45 minutes prior to curtain. If doing sound, students will have all involved cast members wearing mics and ready for sound check 1 hour prior to curtain. Students will participate in warm-ups with cast and crew 45 minutes prior, and the pre-show circle immediately prior, to curtain. Students will execute assigned task(s) in show. Following each performance, students will return all props, set pieces, costumes/accessories, and body mics (if applicable), plus front-of-house supplies, to proper stations, leaving everything ready for the next performance.

Unit 8: Strike and Critique--Post-Production

Once a show is closed, all the technical elements will be struck and “put away.” Rented costumes, props, sets, and other equipment will be returned. The theater facility will be cleared of all production-related materials and equipment and stage/theater space restored to load-in ready state.

Summary of Key Assignments, Labs, and/or Activities

Students will participate in the strike of the show following closing. Students will deconstruct their stagecraft experience by writing a self-reflection on their role in the process, the success of their performance on the production crew, and the show overall.

Unit 9: Research and Historical Context

Students will study the history of theatre through lecture, discussion, reading, research, and video clips, that relate to and explain the world of the play being produced. They will be introduced to the specific characteristics of that time period of theatre. Students will use basic research methods to better understand the social and cultural background of the drama/theatre work. Students will explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre work based on the western or non-western theatre conventions.

Summary of Key Assignments, Labs, and/or Activities

Students will research one aspect of the world of the play to present to the class. Using databases and physical texts, students will explore the aspect of theatre and analyze how it impacts the theatre work being produced.

California Arts Standards for Public Schools - Prekindergarten Through Grade Twelve
The California Arts Standards - Theatre Arts

Creating

Prof.TH:Cr1

c. Explore the impact of technical theatre elements on design choices in a drama/theatre work.

Acc.TH:Cr1

a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

c. Understand and apply technical theatre elements to design solutions for a drama/theatre work.

Acc.TH:Cr2

b. Cooperate, as a creative team, to make interpretive choices for a drama/theatre work.

Prof.TH:Cr3

c. Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

Acc.TH:Cr3

c. Re-imagine and revise design choices using technical theatre elements during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Performing

Prof.TH:Pr5

b. Use researched technical theatre elements to increase the impact of design for a drama/theatre production.

Acc.TH:Pr5

b. Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.

Prof.TH:Pr6

a. Perform a rehearsed, scripted, short drama/theatre work for a specific audience.

Acc.TH:Pr6

a. Present a drama/theatre work, using creative processes that shape the production for a specific audience.

Responding

Acc.TH:Re7

a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

Acc.TH:Re8

- a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

Prof.TH:Re9

- a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
- c. Analyze and evaluate the aesthetics and effect of the technical theatre elements in a drama/theatre work.

Acc.TH:Re9

- c. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of technical theatre elements while respecting others' interpretations.

Connecting

Prof.TH:Cn10

- a. Investigate how cultural contexts, community ideas, and personal beliefs impact a drama/theatre work.

Acc.TH:Cn11.1

- b. Demonstrate the practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design

Prof.TH:Cn11.2

- b. Use basic research methods to better understand the social and cultural background of a drama/theatre work.

Acc.TH:Cn11.2

- a. Formulate creative choices for a devised or scripted drama/theatre work based on research about the selected topic.
- b. Investigate how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

Instructional Methods and/or Strategies

- Individualized instruction
- Small group discussion
- Large group discussion and debate
- Reading, writing, listening, and homework
- Direct Instruction: lecture, reading, in-class research, in-class critical analysis
- Self-directed and collaborative learning projects, to include individual projects and critique. In addition, critiques of other theatre artists in the classroom, the local community, and beyond.

- Leveled instruction: scaffolding, assessing students' prior knowledge to inform instruction
- Developing and applying theatre criticism, reflecting on attendance at live theatre performances
- Writing critiques of students' own and other theatre artists' works
- An analytical presentation on culturally significant artists and their works
- Personal daily journal

Assessment Methods and/or Tools

Authentic assessment is an effective method for assessing understanding, skills, and the ability to engage in the artistic processes. This type of assessment happens in real time, as the student demonstrates knowledge, skill, and is engaged in the process, such as a student improvising a scene, performing in a specific theatre genre or style, interpreting the artistic intent of a theatre performance, or comparing the similarities of two different performances of the same text. Authentic assessment provides students the opportunity to demonstrate their understanding through the genuine application of the knowledge and skills necessary to engage in each of the artistic processes: Creating, Performing, Responding, and Connecting.

Assessment tools can take many forms, such as selected response, open response, portfolios, open-ended, performance, performance criteria, criterion-referenced, performance/authentic assessment, analytical and holistic scoring rubrics. Assessments will be project-based or designed as performance tasks to showcase student originality and creativity.