

Instructional Unit Map

Course Title: Drama Class

Unit Title: Technical Theater

Creator: Ms. Heather Sirisky

Length of Unit: 9 weeks

NJSLS

1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.

1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.

1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.

1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.

Cross Curricular Standards

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Questions

1. How does lighting design influence the mood and atmosphere of a theatrical production?
2. In what ways do costumes contribute to character development and storytelling in theatre?
3. What are the key considerations when designing a scenic environment for a play?
4. How do the roles of actors, directors, and designers collaborate to enhance the overall production?
5. How can technology shape and impact design choices in theatre?
6. What processes are involved in creating a cohesive visual composition for a theatrical work?
7. How can script analysis inform and inspire creative design choices in theatre production?
8. What skills are necessary for effective collaboration among theatre production team members?
9. How do different design elements work together to support the narrative and emotional journey of a play?
10. In what ways can students apply their knowledge of technical theatre to real-world theatre productions?

Summative Assessments

1. Lighting Instrument Presentation
2. Fairytale Creature (*Shrek: The Musical*) Costume Design
3. *Shrek: The Musical* 3D Scenic Models
4. Technical Theatre Unit Test

Unit Pre-assessment & Pre-requisite skills

- KWL Chart
- Draw on background knowledge related to topic and content
- Theatre jobs/positions
- Elements of design

Instructional/Assessment Scaffolds

1. English Language Learners: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, extended time on assignments, audio/visual media to improve comprehension.
2. Special Education Students: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, peer and instructor modeling, extended time on assignments, audio and visual media to improve comprehension, graphic organizers, parent/teacher communication, guided worksheets/notes, apply simplified language, modify curriculum content based on student's ability level, frequent questioning to keep students engaged.
3. Struggling Learners: Parent/teacher communication, small group work to help one another through tasks, break down directions to be smaller tasks, guided worksheets/notes, modeling, apply simplified language, visual demonstrations, frequently check for understanding, assist with organization of materials, hands on learning experiences, modify pace of instruction for processing time, re-teach/clarify material when needed, reading directions aloud, refocus and redirect.
4. Advanced Learners: Open ended questions, self-directed study, conversation and debate, advanced writing assignments, advanced reading and script analysis.

Differentiated Instructional Methods

- Group work
- Closed captioning
- Grading rubrics
- Multiple choice comprehension questions
- Visual and audio aids
- Graphic organizers

Integration of Technology

- Youtube
- Google Slides
- Google Docs
- Canva
- Matt Kizer Virtual Labs and Education Tools

Instructional Learning Plan

1. Learning Objectives:

- Students will be able to learn and apply the basic principles of lighting design, including types of lights and their emotional impacts on a scene.
- Students will be able to understand how costume design contributes to character portrayal and thematic elements in theatre.
- Students will be able to explore the fundamentals of scenic design, including creating ground plans and 3D models.

2. Instructional Strategies/Student Activities:

- Activity 1: Students will work as a class to match seven lighting instrument names to their correct descriptions and images. These lighting instrument names, descriptions, and images will be printed out in order to create a “wall” of lighting instruments to be displayed in the classroom throughout the entire unit.
- Activity 2: Students will complete an “Auditorium Scavenger Hunt” by answering five questions regarding the lighting instruments they see throughout the auditorium. Questions will be answered on a printed worksheet as students walk around on stage and tour the booth.
- Activity 3: Students will create costume design inspiration boards for a fairy tale creature character from *Shrek The Musical* by researching images of color/material swatches and articles of clothing that will inspire their costume design. Inspiration boards will be collages of images using Canva.

3. Formative Assessments:

- FTD Readings #1 & 2
- Costume Design Video Comprehension
- David Korins Ted Talk

Resources:

- Matt Kizer Virtual Labs and Education Tools
- Broadway.com
- *Shrek The Musical*
- “Fundamentals of Theatrical Design” by Karen Brewster and Melissa Shafer
- “How a Costume Designer Creates an Iconic Look”

Reflections:

- Lighting Design Analysis active notes
- Costume Design Analysis active notes