

PLAY PRODUCTION CURRICULUM
 Visual & Performing Arts Department
 Theatre 9 - 12

Week	Marking Period 1 : <i>The Basics</i>
1	Intro to Play Production
2	Intro to Play Production
3	Color Theory & Application
4	Color Theory & Application
5	Stage Makeup
Week	Marking Period 2 : <i>Designing for the Stage</i>
6	Stage Makeup
7	Scenic & Lighting Design
8	Scenic & Lighting Design
9	Scenic & Lighting Design
10	Scenic & Lighting Design
Week	Marking Period 3: <i>Designing for the Stage</i>
11	Costume Design
12	Costume Design
13	Stage Combat
14	Stage Combat
15	Theatrical Management
Week	Marking Period 4: <i>Production Vision to Reality</i>
16	Theatrical Management
17	Theatrical Management
18	Production Team: Putting it Together
19	Production Team: Putting it Together
20	Production Team : Putting it Together

Time Frame	2 Weeks			
Topic				
Intro to Play Production				
Essential Questions				
<ol style="list-style-type: none"> 1. <i>What are all the roles that contribute to a professional production?</i> 2. <i>What are the emergency procedures for the scenic shop?</i> 3. <i>What terminology must I know in order to work in the scenic shop?</i> 				
Enduring Understandings				
<ul style="list-style-type: none"> • There are dozens of technical roles that make up a production team, these individuals responsibilities are equally as important as those of an actor • Play production is equal parts creativity and safety. All must be able to recall and employ the appropriate emergency protocols for a number of scenarios. • Always use the appropriate stage terms and vocabulary for the specific role you are assuming 				
Alignment to NJCCCS				
1.1.12.C.3 1.1.12.D.2 1.3.5.C.1 1.3.12.C.1 1.3.12.C.2 1.4.12.B.3 1.1.8.C.4				
Key Concepts and Skills				
<ul style="list-style-type: none"> • Identifying the hierarchy of technical theatre • Rules of the Design Room • Emergency procedures for the scenic shop • Appropriate tools used for specific jobs in the scenic shop • How to use an architect's scale • How to draw using the grid method • Various computer generated drafting tools used in technical theatre • Technical theatre terminology • Use an architect's scale to take precise measurements. • Compose an accurate to scale drawing using the grid method. • Draw a variety of images, from basic 2D images to complex 3D items. • Create a 3D rendering using the <i>Room Sketcher</i> drafting system. 				
Learning Activities				
<ul style="list-style-type: none"> • Roles of the Theatre: Group discussion, creating a class diagram, and video with follow-up response. Students will complete a corresponding outline of each roles responsibilities, necessary skills, and tools. • Intro to Safety— Students are given a Safety Guideline and Regulations Packet. The students are then required to pass the Safety Guidelines and Regulations exam with a 75% or higher. It will include: <ul style="list-style-type: none"> ○ Tool safety ○ Fire protection ○ First aid ○ Toxic fume protection ○ Lighting protection. • Measurement: The students will first receive a tutorial on how to measure using a ruler. The 				

students are then modeled and given practice using an architect’s scale. They will use this skill to create a groundplan.

- Intro to 3D Rendering: The students will be guided through a tutorial on how to use the 3D online room modeling system *Room Sketcher*. The students will be able to work through a Scavenger Hunt Ground Plan where they are given a written set of instructions. The students must first be able to reproduce the room as a hand drawn ground plan. The students will then, after being evaluated with a rubric, be asked to create the same room as a 3D model on the *Room Sketcher* program.
- Intro to Drawing: The students will use the basic grid method when beginning to draw. The students will be graded with a rubric that evaluates accuracy/consistency of shape, use of shading, and neatness.

Assessments

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Daily Journal Entry
- Class Discussion
- Written Quiz
- PowerPoint Presentations

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Public Speaking
- Math
- Writing
- 21st Century
- Art
- Engineering

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube
- Vectorworks
- *Room Sketcher*

Time Frame	2 Weeks						
Topic							
Color Theory & Application							
Essential Questions							
<ol style="list-style-type: none"> How can I mix colors accurately from solely the primaries? What materials and steps do I need to take in order to create a professional looking Broadway flat? 							
Enduring Understandings							
<ul style="list-style-type: none"> There is mathematics and science behind mixing pigments. There is a specific composition of a basic Broadway flat. 							
Alignment to NJCCCS							
1.1.12.C.3		1.1.12.D.2	1.3.5.C.1	1.3.12.C.1	1.3.12.C.2		
1.4.12.B.3							
Key Concepts and Skills							
<ul style="list-style-type: none"> Use proper safety methods and procedures when handling any items within the scene shop. Mix Colors Accurately to develop a full color wheel Complete and identify each component of the color wheel (hues, key vocabulary, schemes, scales, etc.) Build & paint a basic Broadway flat 							
Learning Activities							
<ul style="list-style-type: none"> Create a color wheel with all components.(hues, key vocabulary, schemes, scales, etc.) Compose an accurate to scale drawing using the grid method. View a demonstration of the construction of the flat, followed by a vocabulary and diagram quiz on the various components of construction. Create a basic Broadway flat: select a complex image, draw that image using the grid method, mix colors appropriately, and completely paint a flat. 							
Assessments							
<ul style="list-style-type: none"> Teacher Lead Discussion Observations Participation in Exercises Portfolio Project Class Discussion Rubric Based Performances Peer Critiques Self-Analysis Written Quiz 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Public Speaking
- Art
- 21st Century

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube
- Photo / Image Search

Time Frame	2 Weeks			
Topic				
Stage Make-up				
Essential Questions				
<ol style="list-style-type: none"> How can you design and apply stage makeup appropriately? What are the makeup techniques an actor can use to create their character? 				
Enduring Understandings				
<ul style="list-style-type: none"> Makeup involves design, specific tools, and an application process. They must apply their knowledge of shading and highlighting to a 3D medium: the face. 				
Alignment to NJCCCS				
<p style="text-align: center;">1.1.12.C.3 1.1.12.D.2 1.2.12.A.1 1.2.8.A.2 1.3.12.C.2 1.4.12.B.3 1.3.5.C.1 1.3.12.C.1</p>				
Key Concepts and Skills				
<ul style="list-style-type: none"> Learn the proper protocol for preparing, designing, applying, setting, and removing stage makeup. Create face charts in preparation of each makeup area. Define and utilize the techniques necessary for various types of makeup application styles. 				
Learning Activities				
<ul style="list-style-type: none"> The students are asked to create an online portfolio of special effect makeup areas. These areas include, but aren't limited to, old age, fantasy, animals, gender swap, gore, bruises, emotional masks, historical persons, and fat/thin. The students will have to use appropriate MLA techniques to gather and cite sources for their online portfolio (makeup morgue). Makeup Tools—The students will be given a plethora of professional makeup tools. The students will be asked to describe and define each. Prior to the application, students are tested for latex allergies (even if it says in their file that there are no known allergies) by testing a 1/2" dot on the arm or leg. The students will then test the application of each product on a partner. The students will take note of the physical pattern or mark left by the tool and makeup. The students will keep a log of this in their morgue. Makeup Design—The students are given face charts and the proper makeup design process is modeled for them. The students will then go through a guided practice with the teacher, and eventually will take their makeup design and apply it to their own face. The students will work on applying concealer and foundation first as a trial. Makeup Application—The students will eventually work through a process where they will research, design, gather materials for, and apply the makeup. They will keep their research and photos in an online morgue so they may view their finished products in a clean format. The students will be asked to complete this process for 4 or 5 of the genres listed above. The students will be evaluated with a rubric for each individual makeup, but also for their overall morgue (makeup portfolio) at the completion of this unit. 				
Assessments				
<ul style="list-style-type: none"> Teacher Lead Discussion Observations 				

- Hands-on Exercises
- Face-Chart Worksheets
- Class Discussion
- Written Quiz
- PowerPoint Presentations

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

- 21st Century
- Language Arts Literacy
- Art
- Cosmetology

Technology Integration

- Video Examples using YouTube
- Face Chart Simulation Online
- Photos of Each Final Look

Time Frame	4 Weeks				
Topic					
Scenic & Lighting Design					
Essential Questions					
<ul style="list-style-type: none"> • How can I measure and object and create a scale version of said object? • What are the popular stage devices used in modern theatre? • What are the major responsibilities of the production team? 					
Enduring Understandings					
<ul style="list-style-type: none"> • There are various components of the modern stage • It is necessary to use accurate measurements when creating a ground plan, rendering, or scale model. • Different types of modern stages require different sets and stage devices • There is a difference between the light color wheel and the pigment color wheel, which affects specific design choices. 					
Alignment to NJCCCS					
1.2.8.A.1		1.2.8.A.2	1.2.12.A.1	1.2.12.A.2	1.1.12.C.3
		1.1.12.D.2	1.3.12.C.2	1.4.12.B.3	
Key Concepts and Skills					
<ul style="list-style-type: none"> • Identifying components of the modern stage. • Accurate measurements when creating a ground plan, rendering, or scale model • The steps of creating various elevations and a soft backdrop. • The popular stage devices used in modern theatre. • The various types of stages and sets. • The difference between the light color wheel and the pigment color wheel. • The effect various colors can have on specific design choices. • The different roles and responsibilities of the production staff. 					
Learning Activities					
<ul style="list-style-type: none"> • The students will receive a refresher course on the parts of the stage (apron, legs, orchestra pit, wings, etc.) and the different types of popular stages (thrust, in the round, black box, etc.). The students will also receive notes on the more popular stage devices such as periaktoi, turntables, hydraulics, etc. • Create a scale ground plan using the architect's scale. • Create various elevation drawings. • Room Model: Individual Project constructing a scenic model to scale • Refine their drawing skills. • Identify popular stage devices. • Research and compose a Pecha Kucha project on a famous scenic designer. • Identify the colors of the light color wheel. • Color of Light/Test it Out!—The students will take notes from an online interactive program from the ETC (Electronic Theatre Controls) website. The students will receive information on the light color spectrum and wheel. The students will then get the select and test different colored gels firsthand, recording their reaction to different pigments when lit. The students will 					

Created: June 2016

learn about how theatrical lighting can change mood, change the pigment of costumes, and create illusions.

- Identify and emulate various roles of the design production staff.

Assessments

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Written Quiz
- Student Response Journals
- Rubric Based Portfolio Projects
- Class Discussion
- Peer Critiques
- Self-Analysis
- Pecha Kucha Presentations

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Public Speaking
- Language Arts Literacy
- History
- Art
- 21st Century
- Engineering

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube
- ETC (Electronic Theatre Controls) Website

Time Frame	2 Weeks			
Topic				
Costume Design				
Essential Questions				
<ol style="list-style-type: none"> 1. How do costumes and accessories enhance the visual spectacle of a production? 2. Why must a costumer work collaboratively with the other members of the design team? 3. In what manner does costuming give meaning to the individual character and at the same time place each character in relationship to the total visual effect? 				
Enduring Understandings				
<ul style="list-style-type: none"> • The costume and its design are integral parts of the visual spectacle of a theatrical production • Costume designers must work collaboratively with the production team, especially with lighting and scenic designers. • Costume choices regarding artistic elements (style, line, color, and texture), based on historic, factual, or creative research, enhance a director's or the playwright's production design concept. 				
Alignment to NJCCCS				
1.2.8.A.1 1.2.8.A.2 1.2.12.A.1 1.2.12.A.2 1.1.12.C.3 1.1.12.D.2 1.3.12.C.2 1.4.12.B.3				
Key Concepts and Skills				
<ul style="list-style-type: none"> • The basic principles and elements of design as they pertain to costuming. • The definition and use of technical vocabulary as it pertains to costuming. • The functions of costume design • How to measure a body and fill out a costume measurement chart. • The essential duties and responsibilities of the costumer from casting to strike. • The responsibilities and duties of the costume design crew. • Identify and perform the role of a costume member on the wardrobe crew • How to create and maintain a costume plot. • The various duties and responsibilities of the costumer during a technical or dress rehearsal • Use costumes to suggest season, time, and period • Design appropriate costumes to convey the physical characteristics and psychological qualities of a character. • Select appropriate costumes and accessories for specific characterization • Use costumes to illustrate cultural, historical, and economic differences • Discuss the significance of silhouette in costume design 				
Learning Activities				
<ul style="list-style-type: none"> • Learn the basics of sewing by creating a sewing pouch: demonstrating a whip stitch, cross stitch, running stitch, and buttons • Mock production simulations as a costumer, assistant, or running crew. • Individually will submit sketches of an appropriate costume for a play, with emphasis on design choices that support their character analysis • Research of period styles and designs for costumes by era • Create and maintain a portfolio which incorporates experiences in costume research, design, and selection 				

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- Students will pass paper and pencil tests to demonstrate knowledge of: basic costume vocabulary costume measurement techniques basic sewing instruments, tools, and machinery used in costume construction basic design elements of costume the duties and responsibilities of costume personnel

Assessments

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Portfolio Projects
- Class Discussion
- Hands-On Demonstration
- Peer Critiques
- Self-Analysis
- Written Quiz

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Language Arts Literacy
- History
- Public Speaking
- Art
- 21st Century

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube

Time Frame	2 Weeks
Topic	
Stage Combat	
Essential Questions	
<ol style="list-style-type: none"> 1. How can an actor portray violence on stage in a safe and controlled manner? 2. What elements do actors combine in order to make a fight scene believable? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Stage combat takes extensive training and involves total control over one's choreographed movements to ensure safety. • The actors vocal inflection and facial expression are just as important as their physical movements in making combat seem real. • An actor must fully understand the character they are portraying within a stage combat scene so that the fighting style is appropriate. 	
Alignment to NJCCCS	
1.1.12.C.3 1.1.12.D.2 1.3.5.C.1 1.3.12.C.1 1.3.12.C.2 1.4.12.B.3	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Unarmed and armed combat practices • Strength and flexibility • Eye/hand coordination • Connection of voice and body in stage combat • Understanding and applications of principles of safety in working with a partner • How to portray your character and develop ensemble work through each individual move in a fight sequence 	
Learning Activities	
<ul style="list-style-type: none"> • Overview and written exam on stage combat safety rules • Daily physical warm-up and stretching • Student Presentations of various fighting styles from various time periods and cultures: military or civilian, sport or combat, armed or unarmed. • Demonstration and discussions of the various levels of theatrical combat • Hands on partner practice of basic unarmed combat • Develop the connection between sound, reactions, and physical movements • Introduction to basic armed combat with Guest Professional Stage Combat Artist • Practice and performance of several unarmed stage combat sequences • Final memorized scenes and student choreographed combat routines 	
Assessments	
<ul style="list-style-type: none"> • Teacher Lead Discussion • Observations • Participation in Exercises • Physical Warm Ups • Class Discussions • Written Safety Quiz 	

- PowerPoint Presentations
- Rubric Based Performances

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Physical Education
- Public Speaking
- 21st Century

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube

Time Frame	3 Weeks						
Topic							
Theatrical Management							
Essential Questions							
<ol style="list-style-type: none"> 1. What is the general timeline for a professional theatrical production? 2. What are the responsibilities of each production role? 3. What career options are available to the theatre major? 							
Enduring Understandings							
<ul style="list-style-type: none"> • There is a specific timeline that is necessary for a production start to finish. • Each of the roles of the production staff have various responsibilities that are vital to the success of the show. • There are countless career options in the theatrical field that do not involve performance. 							
Alignment to NJCCCS							
1.1.8.C.4 1.3.12.C.2							
Key Concepts and Skills							
<ul style="list-style-type: none"> • Understand the various roles and responsibilities of all members of the production staff, including but not limited to, the producer, artistic director, performance director, stage manager, scenic designer, lighting designer, costume designer, props master, hair and makeup master, dramaturg, and dialectician. • Organize all production related schedules • Create publicity elements that reflect a company's performance approach • Gain a deeper concept of the money element of running a production • Research theatre related college and vocational options • Develop the requirements of various post-graduate professions 							
Learning Activities							
<ul style="list-style-type: none"> • Create documents that are unique to the technical theatre process, such as: production schedules, conflict sheets, technical rehearsal schedules/timelines, rehearsal reports, accident reports, and cue sheets. • Develop Publicity concepts to market several different shows • Create an original Playbill • Design Lobby Displays • Create a budget as a producer to understand where all the money must be distributed • Research various career options for the theatre major post graduation. • Prepare and apply to various collegiate programs and technical theatre career opportunities. 							
Assessments							
Teacher Lead Discussion		Observations		Participation in Exercises		Portfolio Project	
Class Discussion		Rubric Based Performances		Peer Critiques		Self-Analysis Written Quiz	
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Language Arts Literacy
- Financial Literacy
- Public Speaking
- Art
- 21st Century

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube
- Photo / Image Search

Time Frame	3 Weeks
Topic	
Production Team : <i>Putting it All Together</i>	
Essential Questions	
<ol style="list-style-type: none"> 1. What I do need to prepare when I attend a production meeting? 2. What information do I need and how do I gather it for both the extrinsic and intrinsic of a dramatic work? 3. How can artists combine <i>all</i> of the theatrical areas learned to prepare for and produce a final performance? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The intrinsic and extrinsic process is necessary for full understanding of the script in dramaturgy and will be used in a college setting. • The full production process of a theatrical performance involves a team of people with a common production concept. • There are specific preparations necessary in the process for a production meeting. 	
Alignment to NJCCCS	
1.1.12.C.3 1.1.12.D.2 1.2.8.A.2 1.2.12.A.1 1.2.12.A.2 1.3.12.C.2 1.3.12.D.2 1.4.12.A.2 1.4.12.A.3 1.4.12.B.3	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Complete full intrinsic and extrinsic research for assigned scripts • Create a drafting and rendering for original stage designs using scale measurements and <i>Room Sketcher</i> • Select a Play to fulfill all roles of a production team : Simulate real production meetings and complete projects for each production members responsibilities • Present their production concept and present it to the class in professional fashion 	
Learning Activities	
<ul style="list-style-type: none"> • Work in production teams to develop original production approaches to provided texts. Students will be responsible for all elements and pitch their concepts to a producer. • Read and research several scripts to gain an intrinsic and extrinsic view of the context • Fill all production roles to complete a full play production approach to a musical of their choosing. Students must propose a unified vision, conduct research, and fulfill all project related goals for a final presentation. 	
Assessments	
<ul style="list-style-type: none"> • Teacher Lead Discussion • Observations • Participation in Meetings • Portfolio Projects • Class Discussion • Rubric Based Presentation • Research Paper • Peer Critiques • Self-Analysis 	

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Language Arts Literacy
- Public Speaking
- History
- Math
- Engineering
- Digital Photography
- Art
- 21st Century

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube
- Online Dramaturg Research
- *Room Sketcher*
- PowerPoint