

SUBJECT AREA – VISUAL & PERFORMING ARTS

<u>COURSE TITLE:</u>	STAGECRAFT
<u>CBEDS ASSIGNMENT CODE:</u>	2905
<u>COURSE CODE:</u>	V0929e
<u>GRADE LEVEL:</u>	9-12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	None
<u>CREDIT:</u>	10 Units
<u>UC/CSU CREDIT:</u>	Meets Visual and Performing Arts requirement, “f” (pending UC approval)
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of Visual and Performing Arts/World Languages/Career Tech requirement for graduation
<u>STANDARDS AND BENCHMARKS:</u>	Visual & Performing Arts/Drama: 1.2, 1.4, 1.6, 2.4, 3.6, 4.1, 4.2, 5.1, 5.3 - 5.5

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE DESCRIPTION: In this course, students learn the theory and practice of skills in set production, stage design, lighting and sound, costuming, theater management, and makeup with emphasis on procedures and techniques in all these areas. Students study these elements from a historical and contemporary perspective and learn the critique process. Students act as technical artists involved in staging and presentation of school productions and drama class performances.

COURSE GOALS: Upon completion of the course, student will:

1. Develop a strong understanding and appreciation of theatre as art.
2. Acquire those skills necessary to become an active designer and theatrical technical artist.
3. Acquire the ability to work as an active member of a creative team committed to the production process.
4. Develop skills and form connections to local professionals that will enable the student to work in our theater community as technical artists.

TEXTBOOK MATERIALS: None

TEACHER RESOURCES: .Published play scripts (Samuel French, Inc, & Dramatists Play Service Inc. catalogues & classroom libraries)
Scene Design and Stage Lighting, sixth edition (Parker, Wolf)
Theatre: Art in Action, Stage and the School

Acalanes Union High School District
 Course Content and Performance Objectives
STAGECRAFT

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
ARTISTIC PERCEPTION					
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	N/A	1.0	N/A		10% of class time
1.0 STUDENT OBSERVES HIS/HER ENVIRONMENT AND RESPONDS, USING THE ELEMENTS OF THEATRE. OBSERVES FORMAL AND INFORMAL WORKS OF THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA AND RESPONDS, USING THE VOCABULARY OF THEATRE.					
1.1 Discusses observations of elements: <ul style="list-style-type: none"> • Lighting • Mood • Color • Atmosphere • Sound 		1.2		Constructed Response Personal Communication	
1.2 Uses appropriate vocabulary to construct meaning. <ul style="list-style-type: none"> • Theme • Style • Design • Form 		1.4		Personal Communication	
1.3 Researches, develops and helps produce a production as actor, director, <u>designer</u> or playwright.		1.6		Performance assessment	

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
CREATIVE EXPRESSION					
Creating, Performing, and Participating in Theatre					
2.0 STUDENT APPLIES PROCESSES AND SKILLS IN ACTING, DIRECTING, DESIGNING, AND SCRIPT WRITING TO CREATE FORMAL AND INFORMAL THEATRE, FILM/VIDEOS, AND ELECTRONIC MEDIA PRODUCTIONS AND TO PERFORM IN THEM.	N/A	2.0	N/A		45% of class time
2.1 Expands knowledge of the collaborative process of actor, director, writer and technical artists through classroom activities.		2.4		Performance Assessment Teacher Observation	
HISTORICAL AND CULTURAL CONTEXT					
Understanding the Historical Contributions and Cultural Dimensions of Theatre					
3.0 STUDENT ANALYZES THE ROLE AND DEVELOPMENT OF THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA IN PAST AND PRESENTS CULTURES THROUGHOUT THE WORLD, NOTING DIVERSITY AS IT RELATES TO THEATRE.	N/A	3.0	N/A		5% of class time
3.1 Performs, designs, or directs a theatre piece in a specific theatrical style.		3.6		Performance Assessment	

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AESTHETIC VALUING					
Responding to, Analyzing, and Critiquing Theatrical Experiences					
4.0 STUDENT CRITIQUES AND DERIVES MEANING FROM WORKS OF THEATRE, FILM/VIDEO, ELECTRONIC MEDIA, AND THEATRICAL ARTISTS ON THE BASIS OF AESTHETIC QUALITIES.	N/A	4.0	N/A		10% of class time
4.1 Articulates criteria for valuing and defending his reactions to a theatre performance on the stage or drama classroom.		4.1		Personal Communication	
4.2 Uses theatre vocabulary in valuing the contributions of informal and formal theatre productions when discussing artistic choices.		4.2		Personal Communication Constructed Response	

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
CONNECTIONS, RELATIONSHIPS, APPLICATIONS					
Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers					
5.0 STUDENT APPLIES WHAT HE/SHE LEARNS IN THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA ACROSS SUBJECT AREAS. DEVELOPS COMPETENCIES AND CREATIVE SKILLS IN PROBLEM SOLVING, COMMUNICATION, AND TIME MANAGEMENT THAT CONTRIBUTE TO LIFELONG LEARNING AND CAREER SKILLS. LEARNS ABOUT CAREERS IN AND RELATED TO THEATRE.	N/A	5.0	N/A		10% of class time
5.1 Describes how theatre skills and processes are used in various subject areas and careers. <ul style="list-style-type: none"> • Cross curricular/career • Creative production • Time management skills • Demonstrates ability to create a theater production 		5.1		Personal Communication Constructed Response Performance Assessment	
5.2 Manages time, prioritizes responsibilities and meet completion deadlines as specified by group leaders, team workers and directors.		5.3		Performance Assessment	

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5.3	Critically assesses self and others as a means to guide and inform creative work.		5.4		Constructed Response	
5.4	Demonstrates ability to create rehearsal schedules, sets deadlines, organizes priorities, and identifies needs and resources when working in a production group		5.5		Performance Assessment	

TEACHING STRATEGIES AND PROCEDURES

- Direct Instruction
- Modeling Demonstrations
- Group Discussion
- Individual and Group Coaching
- Group and Individual Performance Assessment
- Self-assessment
- Lab Work
- Student Work Crews

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.