

# Stagecraft

## Instructors:

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Students in this course learn production and management skills necessary for staging performing arts events, but students will be able to apply skills from this course to many career disciplines. Design and execution of costumes, props, sets, make-up, lighting, sound, and publicity for Hermon High School's events will be supported by student work and will be influenced by student research. A significant portion of the course will be hands-on execution, but students will also engage in conventional instruction on historical and contemporary craft and research methods. Students will assess live and filmed theatre productions for design elements. Local professionals in theatre arts will supplement the course with tutorials in areas of their practice.

## Graduation Standards - Maine VPA Standards

**HS.TA.1 Disciplinary Literacy:** Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

**HS.TA.2 Creation, Performance, and Expression:** Students create, perform, and express ideas through the art discipline.

**HS.TA.3 Creative Problem Solving:** Students approach artistic problem solving using multiple solutions and the creative process.

**HS.TA.4 Aesthetics and Criticism:** Students describe, analyze, interpret, and evaluate art.

**HS.TA.5 Connections:** Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Unit 1	Stage and Shop Orientation
Summary	Students are introduced to different locations in and around the auditorium, and learn about the correct procedures for ensuring safety onstage and backstage. Students must pass a safety quiz on each set of features and locations before being able to work in them independently.
Performance Indicators Assessed in Unit	Identify and define the parts of the stage. (MLR A1) Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR D1b) Research and explain how art and artists reflect and shape their time and culture. (MLR D1d) Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)

<b>Unit 2</b>	<b>Reading and Viewing Plays</b>
Summary	Students read selections closely from the plays we will be producing throughout the year to make determinations about coordinating designs. Students also view a full-length play or musical each quarter, either live or by recording, and determine design principles used from the perspective of the audience.
Performance Indicators Assessed in Unit	<p>Identify and describe the crisis, resolution, and theme of the play. (MLR A1)</p> <p>Identify and explain theatre terms and concepts. (MLR A1)</p> <p>Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline. (MLR D1a)</p> <p>Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR D1b)</p> <p>Identify the difference between a personal opinion and an informed judgment. (MLR D1c)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p>
<b>Unit 3</b>	<b>Set and Prop Design</b>
Summary	Students learn how to use a variety of techniques to re-create a desired aesthetic, including basic color theory and historical silhouettes. Students also learn beginning paint techniques and consider ways to recycle and repurpose items. They create renderings that take into account proportion and scale. Then students apply their design ideas, or the requests of an established design team, to specific items being created for our fall musical, one act play, or spring play.
Performance Indicators Assessed in Unit	<p>Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Apply creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p> <p>Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)</p> <p>Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)</p>
<b>Unit 4</b>	<b>Costume Design</b>
Summary	Students learn how to use a variety of techniques to re-create a desired aesthetic, including basic color theory and historical silhouettes. Students also learn how to care for a show's wardrobe. They create renderings that take into account proportion and scale. Then students apply their design ideas, or the requests of an established design team, to specific items being created for our fall musical, one act play, or spring play.

Performance Indicators Assessed in Unit	<p>Demonstrate development of a character's attitude and point of view. (MLR B2)</p> <p>Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Apply creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p> <p>Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)</p> <p>Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)</p>
<b>Unit 5</b>	<b>Marketing Design</b>
Summary	<p>Students determine a show's aesthetic by studying its script closely for clues. Then they create a unified poster and ticket design to help advertise for the show, using their discoveries to create digital documents. The poster selected by the class becomes the actual poster advertising the show, and it is sent to be rendered by a professional printing company.</p>
Performance Indicators Assessed in Unit	<p>Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Apply creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p> <p>Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)</p> <p>Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)</p>
<b>Unit 6</b>	<b>Theatre Careers: Technical Operation and House Management</b>
Summary	<p>Students view a variety of documentaries and receive in-person presentations and tutorials on the vast world of work in theatre beyond acting and directing. Each student assesses their own strengths and considers why certain positions might be a good fit for them in the future.</p>
Performance Indicators Assessed in Unit	<p>Fulfill a technical role from pre-show through strike. (MLR A2)</p> <p>Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline. (MLR D1a)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p> <p>Analyze skills and concepts that are similar across disciplines. (MLR E2)</p> <p>Explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)</p> <p>Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)</p>

<b>Unit 7</b>	<b>Reviewing and Post-Mortem Strategies</b>
Summary	Students learn critical differences between the language of press releases, reviews, and post-mortems, by considering the different functions and audiences of each piece of writing. Each student practices composing each one of these occasions of writing, with the best in each class actually submitted to publications and production teams, respectively.
Performance Indicators Assessed in Unit	<p>Describe and participate in a performance from pre-show through strike. (MLR A2)</p> <p>Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline. (MLR D1a)</p> <p>Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR D1b)</p> <p>Identify the difference between a personal opinion and an informed judgment. (MLR D1c)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p>
<b>Unit 8</b>	<b>Pitching a Show or Season</b>
Summary	Students assemble all the skills they have acquired throughout the year to create a single “pitch,” or presentation to convince others that their creative idea is feasible. This culminates in a project where students present set, costume, and marketing designs, budget figures, problem solving analysis, and multimedia entertainment to persuade the audience that the musical they have picked should be produced in the following year’s season.
Performance Indicators Assessed in Unit	<p>Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Apply creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline. (MLR D1a)</p> <p>Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR D1b)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)</p> <p>Analyze skills and concepts that are similar across disciplines. (MLR E2)</p> <p>Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)</p> <p>Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)</p>
<b><u>Summative Assessments Retake</u></b>	

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.