



Artistic Process: Creating – Conceiving and developing new artistic ideas and work		Process Component: - Envision/Conceptualize		Anchor Standard 1: Generate and conceptualize artistic ideas and work	
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.			Essential Questions: What happens when theatre artists use their imaginations and /or learned theatre skills while engaging in creative exploration and inquiry?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
<p>The student will: PA600.Cr1.1.III.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.</p> <p>PA600.Cr1.1.III.b - Create a complete design for a drama/theatre work that incorporates all elements of technology.</p>		<p>The Student Will:</p> <ul style="list-style-type: none"> • Collaborate to create a literal, minimal, and suggestive set and lighting for a play scene. 		<p>The Teacher Will:</p> <ul style="list-style-type: none"> • Provide different theme scenes for students and project materials. 	
		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Technical Elements • Alignment • Visual 		<p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> • Scene or script anthologies 	
				<p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> • Finished projects with explanation and justification of design choices. 	



Artistic Process: Creating – Conceiving and developing new artistic ideas and work		Process Component: - Develop		Anchor Standard 2: Organize and develop artistic ideas and work	
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.			Essential Questions: How, when, and why do theatre artists’ choices change?		
Indicators/Objectives	Essential Skills and Knowledge	Teaching Techniques and Strategies	Resources and Assessments		
<p>The student will: PA600.Cr2.1.I.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>PA600.Cr2.II.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.</p> <p>PA600.Cr2.III.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.</p> <p>PA600.Cr2.III.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • Collaborate with fellow students to refine a design concept and realized design. <p>Vocabulary</p> <ul style="list-style-type: none"> • Collaboration • Unity • Theme 	<p>The Teacher Will:</p> <ul style="list-style-type: none"> • Analyze a play to determine its theme and conduct dramaturgical research to understand more about it. 	<p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> • Sketch Pads • Vector Works • Softplot • Design programs or apps 		
			<p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> • Portfolio of sketches, renderings and colloques of a design concept. 		



Artistic Process: Creating – Conceiving and developing new artistic ideas and work		Process Component: Rehearse		Anchor Standard 3: Refine and complete artist work.	
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.			Essential Questions: How do theatre artists transform and edit their initial ideas?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA600.Cr3.1.I a - Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. PA600.Cr3.1.III c - Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.		The Student Will: <ul style="list-style-type: none"> Work on a design team with a teacher or director to develop a design aspect for a production. 		The Teacher Will: <ul style="list-style-type: none"> Provide checklist for each phase of design process as well as mentoring. 	
		Vocabulary: <ul style="list-style-type: none"> Collaborative nature Theme Alignment 			
				Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Students will keep a reflective portfolio about their design process throughout the production process. 	



Artistic Process: Performing – Realizing artistic ideas and work through interpretation and presentation.		Process Component: Select		Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.			Essential Questions: Why are strong choices essential to interpreting a drama or theatre piece?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA600.Pr4.1.III.a - Apply reliable research of director’s styles to form unique choices for a directorial concept in a drama/theatre work.		The Student Will: <ul style="list-style-type: none"> Reflect on their personal reactions to the performance and the reaction of the audience. 		The Teacher Will: <ul style="list-style-type: none"> Provide examples of specific directorial concepts and show examples of reoccurring themes and directing styles. 	
		Vocabulary: <ul style="list-style-type: none"> Blocking Emotional Beats Ensemble 			
				Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Visual presentation of student research that highlights a director’s specific style. 	



Artistic Process: Performing – Realizing artistic ideas and work through interpretation and presentation.		Process Component: Prepare		Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.			Essential Questions: What can I do to fully prepare a performance or technical design?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
<p>The student will:</p> <p>PA600.Pr5.1.II.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.</p> <p>PA600.Pr5.1.III.b - Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.</p>		<p>The Student Will:</p> <ul style="list-style-type: none"> • Create a lighting and sound design that communicates the theme of a play. 		<p>The Teacher Will:</p> <ul style="list-style-type: none"> • Provide student with script and set design for a play for reference material. 	
		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Sound • Lighting • Theme 			
				<p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> • Scripts • Software • Performance space 	
				<p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> • Student will present a visual and audio design and justify design choices on how they communicate the theme. 	



Artistic Process: Performing – Realizing – Realizing artistic ideas and work through interpretation and presentation.		Process Component: Share, Present		Anchor Standard 6: Convey meaning through the presentation of artistic work.	
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.			Essential Questions: What happens when theatre artists and audiences share a creative experience?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
<p>The student will:</p> <p>PA600.Pr6.1.III.a - Present a drama/theatre production for specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.</p>		<p>The Student Will:</p> <ul style="list-style-type: none"> • Create a lighting design to tell a story using a piece of music that speaks to them. 		<p>The Teacher Will:</p> <ul style="list-style-type: none"> • Provide space with lighting and sound components for students to work with as well as the parameters of the project. 	
		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Theme • Visual 		<p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> • Lighting instruments and control • Sound equipment 	
				<p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> • Students will present, explain, and justify lighting choices to tell their story. 	



Artistic Process: Responding – Understanding and evaluating how the arts convey meaning.		Process Component: Reflect		Anchor Standard 7: Perceive and analyze artistic work.	
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.			Essential Questions: How do theatre artists comprehend the essence of drama process and theatre experiences?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA600.Re7.1.II.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. PA600.Re7.1.III.a - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.		The Student Will: <ul style="list-style-type: none"> Understand the use of a unified design concept to communicate to an audience. 		The Teacher Will: <ul style="list-style-type: none"> Provide multiple design interpretations of the same script. 	
		Vocabulary: <ul style="list-style-type: none"> Justification Dramaturgy Zietgeist 			
				Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Create a Vinn diagram that compares and contrasts all designs. 	



Artistic Process: Responding – Understanding and evaluating how the arts convey meaning.	Process Component: Interpret	Anchor Standard 8: Interpret intent and meaning in artistic work.
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Enduring Understanding: Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	Essential Questions: How can the same work of art communicate different messages to different people?
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Indicators/Objectives	Essential Skills and Knowledge	Teaching Techniques and Strategies	Resources and Assessments
<p>The student will:</p> <p>PA600.Re8.1.I.a - Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.</p> <p>PA600.Re8.1.I.c - Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p> <p>PA600.Re8.1.II.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> Reflect on the theme, design concept, and ideal representation of that concept, if applied to a production to self-evaluate a design concept. <p>Vocabulary:</p> <ul style="list-style-type: none"> Design Concept Dramaturgy Theme Visual Zietgeist 	<p>The Teacher Will:</p> <ul style="list-style-type: none"> Create an environment where students can explore theatrical design concepts. 	<p>Recommended Resources & Equipment:</p> <ul style="list-style-type: none"> Design programs and apps. Articles on professional design concepts <p>Assessment Tasks & Portfolio Development:</p> <ul style="list-style-type: none"> Presentation of design concept with explanation as to how design was achieved.



Artistic Process: Responding – Understanding and evaluating how the arts convey meaning.		Process Component: Evaluate		Anchor Standard 9: Apply criteria to evaluate artistic work.	
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.			Essential Questions: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA600.Re9.1.1.a - Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture and other disciplines. PA600.Re9.1.1.b - Consider the aesthetics of the production elements in a drama/theatre work. PA600.Re9.1.1.c - Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.		The Student Will: <ul style="list-style-type: none"> • Create a set for a historical moment in history and its theme. Vocabulary: <ul style="list-style-type: none"> • Concept • Theme 		The Teacher Will: <ul style="list-style-type: none"> • Provide specific historical moments and background for students to do research. 	
				Recommended Resources & Equipment: <ul style="list-style-type: none"> • Computers • Historical Texts Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> • Student will explain and support design concepts and themes. 	



Artistic Process: Connecting – Relating artistic ideas and work with personal meaning and external context.		Process Component: Empathize		Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.			Essential Questions: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA600.Cn10.1.II.a - Choose and interpret a drama/theatre work to reflect or question personal beliefs.		The Student Will: <ul style="list-style-type: none"> Read and analyze theatrical work. 		The Teacher Will: <ul style="list-style-type: none"> Facilitate discussion based on a play’s theme and how that is communicated to the audience. 	
		Vocabulary: <ul style="list-style-type: none"> Dramaturgy Justification Theme 			
				Recommended Resources & Equipment: <ul style="list-style-type: none"> Scripts 	



Artistic Process: Connecting – Relating artistic ideas and work with personal meaning and external context.		Process Component: Interrelate		Anchor Standard 11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.	
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.			Essential Questions: What happens when theatre artists allow an understanding of themselves and the work to inform perceptions about theatre and the purpose of their work?		
Indicators/Objectives		Essential Skills and Knowledge		Teaching Techniques and Strategies	
The student will: PA600.Cn11.1.I.a - Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.		The Student Will: <ul style="list-style-type: none"> Design a set and lighting for a play and connect it to a modern world them through their design. 		The Teacher Will: <ul style="list-style-type: none"> Teacher will provide various play scripts that can be related to modern themes and issues. 	
		Vocabulary: <ul style="list-style-type: none"> Justification Theme Design Concept 			
				Assessment Tasks & Portfolio Development: <ul style="list-style-type: none"> Students finish projects along with reflective paper on how design choices bridged the past to current themes. 	