Course Name: Drama I	**Teachers:** Caroline Hesford	**School Year 2022-2023**

Unit Title: Learning the parts of the auditorium and blocking **Unit Summary:** Students will be able to correctly identify, and draw a map of, all the areas in the auditorium**.** Students will be able to identify and move into all nine areas of the stage. Students will be able to read a short duet and will be able to write blocking to the script. Students will be able to teach classmates how to correctly move to the areas blocked in their script.	**Unit Length:** 2 weeks **Anticipated dates:** August-December 2022 January-June 2023

Priority Standards	**Drama 1.2 Refine and complete artistic work.** ***Students Can:*** 1. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. 2. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic and relevant to a drama/theatre work. 3. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.
Statement of Inquiry (MYP) / Guiding Question	1. How do we, as theatre technicians, create a technically effective performance?

Curriculum Resources (Textbooks, novels, labs, music, etc.)	Drama teacher academy, GC with google documents for journals, scripts, stage direction worksheets, all light, sound, props etc.
Performance Tasks	1. Using current technologies, such as social networking, internet research and media can assist with creating a character. (Entrepreneurial & Personal Skills) 2. Studying technical arts can lead to careers in many disciplines such as architecture and design, the practice of law, engineering and broadcast. (Entrepreneurial & Personal Skills) 3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)
Essential Vocabulary	Areas of the auditorium: theatre and theater and the difference between the two words, booth, catwalk, grid, cage, wings, room that goes to no where, stage left, stage right,upstage, downstage, center, stage, apron, pit, runway lights, prop room, green room , shop, fly system, flys, battens, emergency exits, ADA ramp, ADA chair, 1st, 2nd and 3rd electric, tree light stands, meat rack, podium, mic stands, floor pockets, sound pockets,jesus key, gaff tape.

Unit Title: Technology in theatre for the lighting system **Unit Summary:** Students will learn the names of all of the parts of the lighting system in the SHS auditorium and how to use them. Students will learn how to choose color gels, cut them, and install them into the lights on 1st, 2nd, 3rd electric, spotlights, and tree lights.	**Unit Length:** 3 weeks
Priority Standards	**Drama 1.3.c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.**

	Students Can: 1. **Using current technologies, such as social networking, internet research and media can assist with creating a character. (Entrepreneurial & Personal Skills)** 2. **Studying technical arts can lead to careers in many disciplines such as architecture and design, the practice of law, engineering and broadcast. (Entrepreneurial & Personal Skills)** 3. **Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)**
Statement of Inquiry (MYP) / Guiding Question	1. Why and how does understanding the lighting system affect a performance? 2. Why rehearse and perform theatrical material? 3. What is the purpose of practicing lighting and lighting choice designs?
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Google document which is a reflection journal, ears willing to hear mistakes and an open mind willing to accept constructive criticism, Drama teacher academy, GC with google documents for journals, scripts, Youtube stage design videos etc., Element 2 lighting board, spotlights, gels and gel room, gel cutter, 1st, 2nd and 3rd electric battens, fly system, tree light stands, meat rack, jesus keys.
Performance Tasks	Students will be able to create a lighting design and justify their choices. Students will be able to use the Element 2 lighting board to create a lighting design. Students will be able to refine and complete artistic work. Students will be able to use apps to help create different lighting design choices. Students will be able to choose gel colors from a gel book. Students will learn how to correctly cut and install a gel into a light while also replacing the pins and trays. Students will learn how to use the spotlights and will also learn how to change the lights' focus. Students will learn how to attach lights to tree light stands.

	Students will learn to focus lights on 1st, 2nd, and 3rd electrics.
Essential Vocabulary	Lighting designer, lighting tech, plot design, stage lights, gel, warm and cool colors, spotlight, tree lights, 1st, 2nd and 3rd electric, gel book, gel cutter, meat rack, jesus key

Unit Title: Technology in theatre for the sound system **Unit Summary:** Students will learn all of the names for the parts of the sound system. They will learn to write and design sound cues in a script. They will learn how to set up cordless and wired mics. They will learn how to adjust levels on the sound board and how to set cues. They will learn about boom mics and drop mics. They will learn what gain is and how it can affect a performance.	**Unit Length:** 3 weeks
Priority Standards	**Drama 1.3.c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.** ***Students Can:*** 4. **Using current technologies, such as social networking, internet research and media can assist with creating a character. (Entrepreneurial & Personal Skills)** 5. **Studying technical arts can lead to careers in many disciplines such as architecture and design, the practice of law, engineering and broadcast. (Entrepreneurial & Personal Skills)** 6. **Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)**
Statement of Inquiry (MYP)	1. Why is research in the support of a theatrical production necessary?

/ Guiding Question	2. What is the value of exhibiting and understanding technical aspects of a production? 3. Why and how does understanding the sound system affect a performance? 4. Why rehearse and perform theatrical material? 5. What is the purpose of practicing sound cues and sound choice designs?
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Google document which is a reflection journal, ears willing to hear mistakes and an open mind willing to accept constructive criticism, Drama teacher academy, GC with google documents for journals, scripts that can be written in, Youtube stage design videos etc.,sound board in the booth, receivers and amplifiers, cordless mics, drop mics, condenser mics, body mics, boom mic stand, adjustable mic stands.
Performance Tasks	1. Students will be able to create a sound design and justify their choices. 2. Students will be able to use the Soundcraft 2 sound board to create a sound design. 3. Students will be able to refine and complete artistic work. 4. Students will be able to use apps to help create different sound design choices. 5. Students will learn how to correctly write cues into a script. 6. Students will be able to choose cues and program them into Qlab. 7. Students will learn how to use the cordless mics, boom mics, body mics, and drop mics. 8. Students will learn the difference between a dynamic, ribbon and condenser microphone.
Essential Vocabulary	Channel, amplifier, receiver, levels, cues, gain, mute, condenser mic, dynamic mic, ribbon mic, drop mic, body mic, cordless mic, Qlab, sound script-cue sheet, , transitions, volume levels, microphone stand, 3 prong, trs cable, 3.5 mm, XLR, RCA, MIDI, and USB.

Unit Title: Staging **Unit Summary:** Students will be to comprehend and apply staging effectiveness	**Unit Length (weeks):** 2 weeks
Priority Standards	**Drama 3.2.9.2.a.b.c Interpret intent and meaning in artistic work.** ***Students Can:*** 1. **Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.** 2. **Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.** 3. **Justify personal aesthetics, preferences and beliefs through participation in and observation of a drama/theatre work.**
Statement of Inquiry (MYP) / Guiding Question	1. What do you want the audience to see? 2. How do we create a technically effective performance? 3. How can artistic choices affect a production? 4. How does one write or speak about evaluations of theatrical works and performances? 5. Why is the technical crew important? 6. How can staging affect a scene? ii. How can staging impact the audienc iii. What is the mood of the scene? How can you communicate mood wit staging? iv. What must we consider about staging to ensure it's an effect experience for the audience? v. What happens if transitions take a long time? vi. How do we improve transitions? vii. Do bells and whistles matte

	What happens when we don't have the set pieces we want? How do we problem solve with staging?
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Drama teacher academy, Reflection journal, worksheets, open minds and ears with which to openly discuss and communicate ideas, brainstorming skills, set pieces from the green room and prop room, youtube, live performances, GC documents.
Performance Tasks	1. Responding to the study of modern theatre and various media and various cultures validates studies and proficiency in language arts, world languages, business, social studies, sciences, mathematics, physical education and performing arts. (Civic/Interpersonal, Entrepreneurial & Personal Skills) 2. Understanding the interdisciplinary and real world connections within a director's concept for a production allows an audience to grasp the material by building on their prior knowledge or context of the world around them. (Civic/Interpersonal, Entrepreneurial & Personal Skills) 3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)
Essential Vocabulary	Set designer, plot design, box set, unit set, sightlines, scene change, transitions, set pieces, ground plan, set rendering, or set model, sightlines, proscenium stage, thrust stage, theatre in the round, and environmental stage.

Unit Title: Costuming **Unit Summary:** Students will create a technically effective performance using costumes. Students will comprehend and apply costume effectiveness through different means. Theatre artists rely on intuition, curiosity, and critical inquiry.	**Unit Length:** 3 weeks
Priority Standards	**Drama 1.1.a.b.c Generate and conceptualize artistic ideas and work.** ***Students Can:*** **1. Apply basic research to construct ideas about the visual composition of a drama/theatre work.** **2. Explore the impact of technology on design choices in a drama/theatre work.** **3. Generate ideas about a character that are believable and authentic using script analysis.**
Statement of Inquiry (MYP) / Guiding Question	1. How can costuming be used to create a technically effective performance? 2. How do we communicate mood with costumes? i. What kind of characters come to mind simply by looking at the costumes? ii. What mood is set with the costumes? iii. How are colors used in the costumes? 3. What makes a costume believable for an audience? 4. What is the role of costume in the performance? 5. How does color contribute? 6. How does the style of costume affect a performance?

	7. How does costume indicate setting? 8. What if the actor was all in black and the actor conveyed character through action? 9. How do you know the costumes are appropriate for the characters? 10. How can costumes distract an audience? 11. How can costumes indicate the status of a character? 12. How does the ensemble process help to build character and self-direction? 13. How does analyzing character help to understand humor behavior? 14. How can using current technologies such as social networking, internet research and media support and assist with creating a character? 15. Do you need costumes in a scene?
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Drama teacher academy, Reflection journal, costume research sheets, pictures that demonstrate costume design, costume sales pitch assignment sheet, worksheets, open minds and ears with which to openly discuss and communicate ideas, brainstorming skills, costume pieces from the green room and prop room, youtube, live performances, GC documents.
Performance Tasks	1. Responding to the study of modern theatre and various media and various cultures validates studies and proficiency in language arts, world languages, business, social studies, sciences, mathematics, physical education and performing arts. (Civic/Interpersonal, Entrepreneurial & Personal Skills) 2. Understanding the interdisciplinary and real world connections within a director's concept for a production allows an audience to grasp the material by building on their prior knowledge or context of the world around them. (Civic/Interpersonal, Entrepreneurial & Personal Skills) 3. Students can synthesize information from multiple sources to

	demonstrate understanding of a topic. (Entrepreneurial)
Essential Vocabulary	Costume research, costume design, costume sales pitch, costume pieces, mood, setting-time and place, synopsis of your scenes, sketches of costumes and justifications for costume design choices,

Unit Title: Make up **Unit Summary:** Students will learn that makeup is a tool that theatre technicians can use in order to contribute to effective performance aesthetics. Students will learn to understand basic makeup rules and care instruction. Students will learn how to complete a makeup design plot. Students will look at a project and figure out for themselves what they need to create a successful makeup design plot.	**Unit Length:** 2 weeks
Priority Standards	**Drama 1.1.a.b.c Generate and conceptualize artistic ideas and work.** ***Students Can:*** 1. **Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.** 2. **Explore physical, vocal and physiological choices to develop a performance that is believable, authentic and relevant to a drama/theatre work.** 3. **Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.**
Statement of Inquiry (MYP)	1. Do actors need to wear makeup on stage? Why or why not? When?

/ Guiding Question	2. Why makeup and not costumes? Which is more important to creating a technically effective performance—costumes or makeup. Why? 3. How can I get a certain makeup look with what I have? 2. How can makeup impact the audience? 3. How can makeup affect the characters? 4. What is the makeup artist's code of conduct? 5. How do you feel about your abilities to complete a makeup project on your own? 6. What will you do to make your project happen? 7. What tools do you need to create your look? 8. What brush might be better suited for this solid color shape? Why? 9. What about the border? 10. Are you going to use the same brush? Why not? 11. How do you get the line so thin? 12. Do students engage with effort and professionalism in their makeup application? 13. . What is effective makeup? ii. Do we need makeup? iii. When do we use makeup instead of costumes? iv. Does everyone need makeup onstage? v. How can makeup impact the audience? vi. Do the lights affect the need for makeup? 14. How does the selection of a literary work reflect the capabilities of the ensemble process? 15. Why rehearse and perform theatrical material?
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Drama teacher academy, GC with google documents for journals, scripts, makeup, makeup tools, cleanup tools, face charts, make up worksheets, pencils, colored pencils, makeup code of conduct, exit slips, highlighting and blending videos, makeup design plot sheet, brushes, blender, concealer, blush, foundation, eye shadow, sponges, etc.
Performance Tasks	1. Using current technologies, such as social networking, internet

	research and media can assist with creating a character. (Entrepreneurial & Personal Skills) 2. Studying technical arts can lead to careers in many disciplines such as architecture and design, the practice of law, engineering and broadcast. (Entrepreneurial & Personal Skills) 3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)
Essential Vocabulary	Makeup tools, cleanup tools, face charts, pencils-in regard to makeup, makeup code of conduct, highlighting and blending, makeup design plot, brushes, blenders, concealers, blush, foundation, eye shadow, sponges, fading etc,

Unit Title: Culminating project **Unit Summary:** Students will present an original scene and collaborate to produce a technically effective production. Students will work in technical specialist areas, designing all plots and technical scripts necessary. Students will always refer back to the driving question “how can we, as theatre technicians, create a technically effective production?	**Unit Length:** 3 weeks
Priority Standards	**Drama 2.1 Select, analyze and interpret artistic work for presentation.** ***Students Can:*** 1. ***Examine how character relationships assist in telling the story of a drama/theatre work.***

	2. ***Shape artistic choices using given circumstances in a drama/theatre work***
Statement of Inquiry (MYP) / Guiding Question	1. How can we, as theatre technicians, create a technically effective production? 2. Where does the play takes place? 3. Who are the characters? 4. Why are they in that location? 5. What problem do the characters have to try and solve? 6. By the end of the play, how are the characters changed by trying to solve the problem? 7. Does the problem get solved? (It doesn't have to!) 8. How are they planning to make their performance technically effective? 9. How are they thinking of the audience? 10. How will they marry tech and acting elements together? 11. Are the lighting and sound scripts specific enough so that another group's light and sound operators will be able to follow them? 12. Who will operate light and sound for each group? 13. What worked? 14. What could be improved? 15. What would you change if you could? 16. Why is tech important?
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Culminating student workbook pdf on GC (one per person), production notebook

	(one per company), a written script (one per company), a performance (one per company), plot design, sound designer, light designer, costume designer, staging designer, makeup designer.
Performance Tasks	1. Understanding the historical and cultural background of different forms of theatre aids one in creating believable performances. (Personal & Professional Skills) 2. Utilizing a director's skills, such as organizing, blocking, preparing rehearsals, scheduling and conceptualizing, promotes successful leaders. (Personal & Professional Skills)
Essential Vocabulary	Student workbook which includes a production notebook, a written script, a plot design, a sound design plot, a lighting design plot, costume designs and sketches, staging designs and sketches, makeup designs and sketches, scripts with all cues marked.