

Lesson Title	Unit Title
Introduction to Technical Theater	Technical Theater
Grade(s)	Lesson Length
8th Grade	70 Minutes
Central Question	Lesson Objectives / Learning Target
Who are the different technical theater designers and what do they do?	Students will be able to clearly identify who the six technical theater designers are.
Why are mood boards essential to the planning of a design?	Students will be able to apply design concepts by creating a digital collage that represents a character using visual and descriptive elements.

Section	Descriptions	Materials Resources
Warm-up 10 Min	<p><u>Journal</u> The journal worksheet for the week will be passed out. The week's presentation will have the journal prompt. Students are to write two or more complete sentences.</p> <ul style="list-style-type: none"> ● <i>Journal Prompt:</i> <ul style="list-style-type: none"> ○ In two or more sentences what do you think Technical Theater is? ● Students will have three to five minutes to fill out the journal ● After the timer is up I will ask if there are any volunteers that would like to share. I will pick three volunteers. <ul style="list-style-type: none"> ○ If there are no volunteers I will choose three students to share. ● After students have completed the journal, journal worksheet will be put into theater folder 	<p>Journal Worksheet</p> <p>Presentation Intro to Tech Theater</p>
Hook 15 Min	<p><u>Notes on Designers</u> Students will be guided through notes on the six technical theater designers and their responsibilities.</p> <ul style="list-style-type: none"> ● Costume Designer ● Makeup Designer ● Properties Designer ● Set Designer ● Lighting Designer ● Sound Designer 	<p>Presentation Intro to Tech Theater</p> <p>Notes Worksheet</p>
Main Activity 40 Min	<p><u>Design Collage Activity</u> <i>Choosing their designs</i></p> <ul style="list-style-type: none"> ● Students are to choose the following for their designs. A category, character, orb, and location to begin their designs. 	<p>Presentation Intro To Tech Theater</p>

	<ul style="list-style-type: none"> ○ Categories: Mythological, Fantasy, Historical, Sci-Fi, Symbolism ○ Characters: One from their category (will research this part) ○ Properties: Everyone will do a Orb (designed to be relevant to their character or category) ○ Location: Specific to their category and character <p>Collages</p> <ul style="list-style-type: none"> ● In Google classroom students will find a google slide template that they will fill out and complete. <ul style="list-style-type: none"> ○ First slide basic information about the person/character they are designing for. (<i>ie. Category, Name, Background/Origin, Key Characteristics</i>) ○ Five other slides - one for each design <ul style="list-style-type: none"> ■ Half the slide: concept of their ideas ■ Other half of slide: Photos of their ideas, inspiration 	Google Slide Template Material List
<p>Summary Closure 5 Min</p>	<p><u>Exit Ticket</u> Students will turn in their completed slide show and have a discussion on today's activity. Using the Liz Lerman method of feedback (I like... I noticed... I wonder...)</p>	

<p>Differentiation</p>	<p>Hearing Impairment</p> <ul style="list-style-type: none"> ● Closed captions will be enabled on all videos and PowerPoint presentations. ● Written directions and key vocabulary will be provided on slides and in Google Classroom. ● Visual examples of design elements (photos, diagrams, and models) will be used to support understanding. <p>Physical Limitations</p> <ul style="list-style-type: none"> ● Adaptive tools (mouse alternatives, larger keyboards, touch screens, or speech-to-text) will be allowed as needed. ● Seating and workspace will be arranged to allow easy access and movement. ● Extra time will be provided to complete tasks when necessary. <p>ADHD</p> <ul style="list-style-type: none"> ● Instructions will be broken into small, clear steps and displayed visually. ● Timers will be used for journal writing and work periods to support focus and pacing. ● Students will be given frequent check-ins and positive feedback. ● Choice in design topics will help increase engagement and motivation. <p>Non-Verbal</p> <ul style="list-style-type: none"> ● Students may respond through written answers, drawings, or digital submissions instead of speaking aloud. ● Participation in discussions can occur through chat responses (Google Classroom/Slides comments) or exit tickets. ● Visual response options such as pointing, selecting images, or typing will be encouraged. ● Sentence starters or response templates will be provided for reflections and feedback.
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Theater Literacy	Technical Theater, Costume Designer, Makeup Designer, Properties Designer Scenic Designer, Lighting Designer, Sound Designer, Costume Plot, Makeup Plot Properties, Set
Questioning	<p>What are some different design areas in technical theater? How do costume, set, lighting, and sound help tell a story? Which technical role sounds most interesting to you and why? How do designers and actors work together in a production? What is our goal for today's design project? What skills will we be practicing during this activity?</p> <p>What details about this person should influence your design choices? How does your costume or makeup reflect the character's traits or job? What props would this character use and why? What should the set look like to match the character's world? How can lighting or sound help create mood or emotion?</p> <p>Why did you choose these colors, textures, or images? How does this design connect to your character? What part of your design are you most proud of so far? What challenges are you running into and how can you solve them?</p>
Assessments	Formative- Completion of Design Collage, Completion of Notes, Active Engagement in End of Class Discussion

Standards Addressed	Standards Assessed
<p>8.CN.2.1 Explain how theatrical skills, characteristics, and behaviors contribute to success in a broad range of careers.</p> <p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.PR.2.3 Employ technical elements in various theatrical presentations.</p> <p>8.RE.1.1 Analyze theatrical works using knowledge of historical and cultural contexts.</p> <p>8.RE.1.2 Explain how theatre artists' choices are influenced by culture and environment.</p> <p>8.RE.2.1 Explain the impact of culture and environment on personal perspective.</p>	<p>8.CN.2.1 Explain how theatrical skills, characteristics, and behaviors contribute to success in a broad range of careers.</p> <p>8.RE.2.2 Evaluate theatrical work of others with a specific plan for improvement.</p> <p>8.RE.1.2 Explain how theatre artists' choices are influenced by culture and environment.</p> <p>8.RE.2.1 Explain the impact of culture and environment on personal perspective.</p>

Notes:

Lesson Title	Unit
Costume & Makeup Design	Technical Theater
Grade(s)	Lesson Length
8th Grade	70 Minutes
Central Question	Lesson Objectives / Learning Target
What is the process of designing a makeup look and costume for certain characters?	<p>Students will be able to clearly identify who costume and makeup designers are.</p> <p>Students will be able to identify the steps and process of constructing and designing a costume.</p> <p>Students will be able to identify the steps and process of constructing and designing a makeup plot.</p>

Section	Descriptions	Materials Resources
Warm-up 10 Min	<p>Journal</p> <p>The journal worksheet for the week will be passed out. The week's presentation will have the journal prompt. Students are to write two or more complete sentences.</p> <ul style="list-style-type: none"> ● <i>Journal Prompt:</i> <ul style="list-style-type: none"> ○ What are the responsibilities of a costume and makeup designer? ● Students will have three to five minutes to fill out the journal ● After the timer is up I will ask if there are any volunteers that would like to share. I will pick three volunteers. <ul style="list-style-type: none"> ○ If there are no volunteers I will choose three students to share. ● After students have completed the journal, journal worksheet will be put into theater folder 	<p>Journal Worksheet</p> <p>Presentation Technical Theater</p>
Hook 10 Min	<p>Review Mood Boards</p> <p>Students are to open their mood boards and have them as reference during their design process. We will talk about what their ideas were and how they are to execute them in their mock designs</p>	<p>Presentation Technical Theater</p> <p>Mood Board Google Slide Template</p>
Main Activity 40 Min	<p>Design Activity</p> <p>Pass out a costume croquis and a makeup plot to each student.</p> <p><i>Review expectations:</i></p> <ul style="list-style-type: none"> ● Designs must connect to their chosen person/character and theme <ul style="list-style-type: none"> ○ Use mood boards 	<p>Presentation Technical Theater</p> <p>Material List</p>

	<ul style="list-style-type: none"> ● Use at least one glueable material on the croquis ● Makeup plot should show colors, shapes, and design ideas ● Students use scrap fabrics, ribbons, gems, and paper to build costume designs. 	
Summary Closure 10 Min	<u>Class Discussion</u> <ul style="list-style-type: none"> ● What was challenging about the process of “making” your costume? ● How is creating a mock of a costume helpful to the designer? ● Why is creating a makeup plot beneficial to an actor? 	

Differentiation	<p>Hearing Impairment</p> <ul style="list-style-type: none"> ● Closed captions will be enabled on all videos and PowerPoint presentations. ● Written directions and key vocabulary will be provided on slides and in Google Classroom. ● Visual examples of design elements (photos, diagrams, and models) will be used to support understanding. <p>Physical Limitations</p> <ul style="list-style-type: none"> ● Adaptive tools (mouse alternatives, larger keyboards, touch screens, or speech-to-text) will be allowed as needed. ● Seating and workspace will be arranged to allow easy access and movement. ● Extra time will be provided to complete tasks when necessary. <p>ADHD</p> <ul style="list-style-type: none"> ● Instructions will be broken into small, clear steps and displayed visually. ● Timers will be used for journal writing and work periods to support focus and pacing. ● Students will be given frequent check-ins and positive feedback. ● Choice in design topics will help increase engagement and motivation. <p>Non-Verbal</p> <ul style="list-style-type: none"> ● Students may respond through written answers, drawings, or digital submissions instead of speaking aloud. ● Participation in discussions can occur through chat responses (Google Classroom/Slides comments) or exit tickets. ● Visual response options such as pointing, selecting images, or typing will be encouraged. ● Sentence starters or response templates will be provided for reflections and feedback.
Theater Literacy	Costume Designer, Makeup Designer, Croquis, Makeup Plot, Costumes Stage Make-up
Questioning	How do designers use color to show emotion or personality? What might change about your design if the story took place in a different time period? How can makeup help an audience understand a character faster?
Assessments	<u>Formative-</u> Completed Makeup plot, Completed Costume Design, Active Engagement in End Group Discussion

Standards Addressed	Standards Assessed
<p>8.CN.2.1 Explain how theatrical skills, characteristics, and behaviors contribute to success in a broad range of careers.</p> <p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.</p> <p>8.CR.2.2 Explain how to share works of theatre legally and ethically, in both physical and digital spaces.</p> <p>8.PR.2.3 Employ technical elements in various theatrical presentations.</p> <p>8.RE.1.2 Explain how theatre artists' choices are influenced by culture and environment.</p>	<p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.</p> <p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.RE.2.2 Evaluate theatrical work of others with a specific plan for improvement.</p>

Notes:

Lesson Title	Unit Title
Properties Design	Technical Theater
Grade(s)	Lesson Length
8th Grade	70 Minutes
Central Question	Lesson Objectives / Learning Target
What is the process of designing a prop for a live staged show?	<p>Students will be able to clearly identify who a properties designer is.</p> <p>Students will be able to identify the steps and process of constructing and designing a prop.</p>

Section	Descriptions	Materials Resources
Warm-up 10 Min	<p><u>Journal</u> The journal worksheet for the week will be passed out. The week's presentation will have the journal prompt. Students are to write two or more complete sentences.</p> <ul style="list-style-type: none"> ● <i>Journal Prompt:</i> <ul style="list-style-type: none"> ○ What are the responsibilities of a properties designer? ● Students will have three to five minutes to fill out the journal ● After the timer is up I will ask if there are any volunteers that would like to share. I will pick three volunteers. <ul style="list-style-type: none"> ○ If there are no volunteers I will choose three students to share. ● After students have completed the journal, journal worksheet will be put into theater folder 	Journal Worksheet Presentation Technical Theater
Hook 10 Min	<p><u>Review Mood Boards</u> Students are to open their mood boards and have them as reference during their design process. We will talk about what their ideas were and how they are to execute them in their mock designs</p>	Presentation Technical Theater Mood Boards Google Slide Template
Main Activity 40 Min	<p><u>Design Activity</u> Students will begin to build an assigned prop using paper mache <i>Review Expectations:</i></p> <ul style="list-style-type: none"> ● Using balloons and cardboard students will create the prop base. <ul style="list-style-type: none"> ○ Goblet, Shield, Telecommunicator, Wands, Orb ● Covering the materials with paper mache using colored paper. (MUST relate to character and design boards from Monday) ● After drying students will use paint, colored markers, gems, ribbon and 	Presentation Technical Theater Material List

	other materials to design and finish the props.	
Summary Closure 10 Min	<p><u>Class Discussion</u></p> <ul style="list-style-type: none"> ● What was challenging about designing and/or building your prop? ● How did you overcome those challenges? ● Do you feel as if you were able to properly convey your ideas into your design? 	

Differentiation	<p><u>Hearing Impairment</u></p> <ul style="list-style-type: none"> ● Closed captions will be enabled on all videos and PowerPoint presentations. ● Written directions and key vocabulary will be provided on slides and in Google Classroom. ● Visual examples of design elements (photos, diagrams, and models) will be used to support understanding. <p><u>Physical Limitations</u></p> <ul style="list-style-type: none"> ● Adaptive tools (mouse alternatives, larger keyboards, touch screens, or speech-to-text) will be allowed as needed. ● Seating and workspace will be arranged to allow easy access and movement. ● Extra time will be provided to complete tasks when necessary. <p><u>ADHD</u></p> <ul style="list-style-type: none"> ● Instructions will be broken into small, clear steps and displayed visually. ● Timers will be used for journal writing and work periods to support focus and pacing. ● Students will be given frequent check-ins and positive feedback. ● Choice in design topics will help increase engagement and motivation. <p><u>Non-Verbal</u></p> <ul style="list-style-type: none"> ● Students may respond through written answers, drawings, or digital submissions instead of speaking aloud. ● Participation in discussions can occur through chat responses (Google Classroom/Slides comments) or exit tickets. ● Visual response options such as pointing, selecting images, or typing will be encouraged. ● Sentence starters or response templates will be provided for reflections and feedback.
Theater Literacy	Technical Theater, Properties, Properties Designer, Building, Pulling, Buying, Proportions, Texture, Prop Master, Prop Table
Questioning	What is the purpose of a prop in a theater performance? What is the purpose of a prop in a theater performance? Why did you choose this balloon size for your prop? How are your colors connected to your character's design? What part of building the prop was the most challenging? How did you solve a problem during construction? Why is drying time important in papier-mâché projects? Why do prop designers plan before building? What is one thing you did well today in building your prop? What is one thing you would improve next time? How does your prop support storytelling in theater?

Assessments	Formative- Completed Property Build, Active Engagement in End Group Discussion
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Standards Addressed	Standards Assessed
<p>8.CN.2.1 Explain how theatrical skills, characteristics, and behaviors contribute to success in a broad range of careers.</p> <p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.</p> <p>8.CR.2.2 Explain how to share works of theatre legally and ethically, in both physical and digital spaces.</p> <p>8.PR.2.3 Employ technical elements in various theatrical presentations.</p> <p>8.RE.1.2 Explain how theatre artists’ choices are influenced by culture and environment.</p>	<p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.</p> <p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.RE.2.2 Evaluate theatrical work of others with a specific plan for improvement.</p>

Notes:

Lesson Title	Unit Title
Set Design	Technical Theater
Grade(s)	Lesson Length
8th Grade	70 Minutes
Central Question	Lesson Objectives / Learning Target
What is the process of developing a set for a live stage show?	<p>Students will be able to clearly identify who a set designer is.</p> <p>Students will be able to identify the steps and process of constructing and designing a set.</p>

Section	Descriptions	Materials Resources
Warm-up 10 Min	<p>Journal</p> <p>The journal worksheet for the week will be passed out. The week's presentation will have the journal prompt. Students are to write two or more complete sentences.</p> <ul style="list-style-type: none"> ● <i>Journal Prompt:</i> <ul style="list-style-type: none"> ○ What are the responsibilities of a set designer? ● Students will have three to five minutes to fill out the journal ● After the timer is up I will ask if there are any volunteers that would like to share. I will pick three volunteers. <ul style="list-style-type: none"> ○ If there are no volunteers I will choose three students to share. ● After students have completed the journal, journal worksheet will be put into theater folder 	<p>Journal Worksheet</p> <p>Presentation Technical Theater</p>
Hook 10 Min	<p>Student Group and Brainstorm</p> <ul style="list-style-type: none"> ● Students will create groups of three to four with others that have chosen a similar character. ● Students are to use their mood boards and have them as reference during their brainstorm 	<p>Presentation Technical Theater</p> <p>Mood Boards Google Slide Template</p>
Main Activity 40 Min	<p>Design Activity</p> <p>Students will begin to build their sets</p> <p><i>Review Expectations:</i></p> <ul style="list-style-type: none"> ● Use cardboard to build the outer theater frame (no roof, can include walls but doesn't have too). ● Cover the walls and floor with paint or paper in chosen colors. ● Cut out and attach mini set pieces to complete stage design. 	<p>Presentation Technical Theater</p> <p>Material List</p>

Summary Closure 10 Min	<u>Class Discussion</u> <ul style="list-style-type: none"> • What was challenging about the building process of your set? • Did working in a team prove to be beneficial or harder? 	
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Theater Literacy	Set Designers, Set, Flat, Platform, Levels, Furniture, Scale, Model, Floor Plan Upstage, Downstage, Stage Left, Stage Right, Center Stage
Questioning	What is the job of a set designer in a theater production? What kind of place does your scene take place in? What mood should your set create (happy, spooky, calm, exciting)? What colors and textures will help show that mood? What important objects or structures should be on your stage? How does the size of your set pieces match the stage space? Why did you choose to place certain pieces in specific areas? How are your colors helping the audience understand the scene? What challenge did you run into while building your set?
Assessments	<u>Formative-</u> Completed Journal Response, Completed Build of Set, Group Collaboration, Active Engagement in End Group Discussion

Standards Addressed	Standards Assessed
8.CN.2.1 Explain how theatrical skills,	8.CR.1.2 Create original characters and situations

characteristics, and behaviors contribute to success in a broad range of careers.

8.CR.1.2 Create original characters and situations using background knowledge and research.

8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.

8.CR.2.2 Explain how to share works of theatre legally and ethically, in both physical and digital spaces.

8.PR.2.3 Employ technical elements in various theatrical presentations.

8.RE.1.2 Explain how theatre artists' choices are influenced by culture and environment.

using background knowledge and research.

8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.

8.CR.1.2 Create original characters and situations using background knowledge and research.

8.RE.2.2 Evaluate theatrical work of others with a specific plan for improvement.

Notes:

Lesson Title	Unit Title
Light/Sound Design	Technical Theater
Grade(s)	Lesson Length
8th Grade	70 Minutes
Central Question	Lesson Objectives / Learning Target
How does experimenting with light help us understand the role of a lighting designer?	<p>Students will be able to clearly identify who a lighting designer is.</p> <p>Students will be able to clearly identify who a sound designer is.</p> <p>Students will be able to identify the lighting instruments used in a theater.</p> <p>Students will be able to identify the process of lighting and sound or theatrical needs.</p>

Section	Descriptions	Materials Resources
Warm-up 10 Min	<p>Journal</p> <p>I will pass out the journal worksheet for the week for students to fill out each day I will present a presentation that will have the journal prompt. Students are to write three or more complete sentences.</p> <ul style="list-style-type: none"> ● <i>Journal Prompt:</i> <ul style="list-style-type: none"> ○ What are the responsibilities of a lighting and sound designer? ● I will give students five minutes to fill out the journal ● After the five minute timer is up I will ask if there are any volunteers that would like to share. I will pick three volunteers. <ul style="list-style-type: none"> ○ If there are no volunteers I will choose three students to share. <p>After students have completed the journal and we have had our discussion I will collect the sheets.</p>	<p>Journal Worksheet</p> <p>Presentation People of Theater</p>
Hook 10 Min	<p>Review Mood Boards</p> <p>Students are to open their mood boards and have them as reference during their design process.</p> <p>We will talk about what their ideas were and how they are to execute them in their mock designs</p>	<p>Presentation People of Theater</p> <p>Mood Board Google Slide Template</p>
Main	<p>Lights Activity</p>	<p>Presentation</p>

Activity 30 Min	<p>Students will pair up and begin to create gobos and colored “gels”</p> <p><i>Review Expectations:</i></p> <ul style="list-style-type: none"> ● Create a gobo by covering a cup with foil and cutting out shapes or patterns. ● Make colored gels by coloring clear plastic with markers. ● Use one flashlight per group to shine light through your gobo and gel onto your prop from Wednesday. <p><u>Sound Activity</u></p> <p>Students will remain in their pairs and find music or sound effects that can be used with their prop or as background noise to set the scene of the designs.</p>	<p>Technical Theater</p> <p>Material List</p>
Summary Closure 20 Min	<p><u>Volunteer Presentation</u></p> <ul style="list-style-type: none"> ● Students may volunteer to have their photos displayed on the board and explain their lighting designs and choices. <ul style="list-style-type: none"> ○ If there are no volunteers, I will choose three to five to share. 	

Differentiation	<p><u>Hearing Impairment</u></p> <ul style="list-style-type: none"> ● Closed captions will be enabled on all videos and PowerPoint presentations. ● Written directions and key vocabulary will be provided on slides and in Google Classroom. ● Visual examples of design elements (photos, diagrams, and models) will be used to support understanding. <p><u>Physical Limitations</u></p> <ul style="list-style-type: none"> ● Adaptive tools (mouse alternatives, larger keyboards, touch screens, or speech-to-text) will be allowed as needed. ● Seating and workspace will be arranged to allow easy access and movement. ● Extra time will be provided to complete tasks when necessary. <p><u>ADHD</u></p> <ul style="list-style-type: none"> ● Instructions will be broken into small, clear steps and displayed visually. ● Timers will be used for journal writing and work periods to support focus and pacing. ● Students will be given frequent check-ins and positive feedback. ● Choice in design topics will help increase engagement and motivation. <p><u>Non-Verbal</u></p> <ul style="list-style-type: none"> ● Students may respond through written answers, drawings, or digital submissions instead of speaking aloud. ● Participation in discussions can occur through chat responses (Google Classroom/Slides comments) or exit tickets. ● Visual response options such as pointing, selecting images, or typing will be encouraged. ● Sentence starters or response templates will be provided for reflections and feedback.
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Theater Literacy	Lighting designer, Light Cue, Spotlight, Wash, Color Gel, Gobo, Focus, Stage Light Sound Designer, Sound Cue, Sound Effect, Volume, Timing, Fades, Control Board(s) Operator
Questioning	What is the job of a lighting designer in theater? What is a gobo and how does it create patterns or effects? Why do lighting designers use colored gels? How might lighting make a prop look more interesting or realistic? What design or pattern are you creating for your gobo and why? How does your color choice affect the feeling of the light? What mood are you trying to create with this lighting? How is your lighting helping your prop stand out? What happens when you move the light closer or farther away? How does the light change the way your prop looks in the photo? Which angle makes your prop look the most dramatic or clear? How does your gobo pattern show up on the prop or background?
Assessments	Formative- Completed Journal Worksheet, Completed Lighting Photos, Completed Soundscape Summative - Competition of ALL design projects, including design collages

Standards Addressed	Standards Assessed
<p>8.CN.2.1 Explain how theatrical skills, characteristics, and behaviors contribute to success in a broad range of careers.</p> <p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.CR.1.3 Create simple lighting and sound designs to support and enhance dramatic presentations.</p> <p>8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.</p> <p>8.CR.2.2 Explain how to share works of theatre legally and ethically, in both physical and digital spaces.</p> <p>8.PR.2.3 Employ technical elements in various theatrical presentations.</p> <p>8.RE.1.2 Explain how theatre artists' choices are influenced by culture and environment.</p>	<p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.CR.1.3 Create simple lighting and sound designs to support and enhance dramatic presentations.</p> <p>8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.</p> <p>8.CR.1.2 Create original characters and situations using background knowledge and research.</p> <p>8.RE.2.2 Evaluate theatrical work of others with a specific plan for improvement.</p>

Notes: