CHINO VALLEY UNIFIED SCHOOL DISTRICT  
INSTRUCTIONAL GUIDE  
ADVANCED STAGECRAFT

Course Number 5706  
Department Visual and Performing Arts  
Prerequisite Successful Completion of Stagecraft and/or teacher recommendation  
Length of Course Two (2) semesters/One (1) year  
Grade Level 10 - 12  
Credit 5 units per semester/10 total units - VPA  
Repeatable May be repeated for an additional twenty (20) credits  
UC/CSU Meets the “f” requirement  
Board Approved June 3, 2010

Description of Course – Students in this course will participate in and lead advanced and specialized components of technical theatre. Students will be introduced to the advanced elements of design, construction, lighting, production assignments, and historical developments involving theatre and stagecraft. Recent technological innovations will be emphasized. This course may utilize after school hours for the preparation of theatrical works. This course is aligned with the State of California Visual and Performing Arts Standards.

Rationale for Course – Since ancient Greece, mankind in every culture and every society has developed theatre of some kind. The theatre work they created is presented in a wide variety of ways and satisfies many different purposes. Theatre has been used in most cultures and civilizations to communicate ideas, customs, traditions, and beliefs. The value of instruction and exposure to the art of theatre and drama is immeasurable in the lifelong learning process and in developing critical thinking skills, advanced problem solving techniques, and an ability to take reasonable risks based on acquired knowledge.

Artistic Perception

Standard 1 – Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond using the vocabulary of theatre.

1.1 Objective: Processing, analyzing, and responding to sensory information through the language and skills unique to theatre.

1.1.1 Performance Indicator: Students will use the vocabulary of theatre, with emphasis on specific technical theatre terminology.
1.1.2 Performance Indicator: Students will document observations and perceptions of production elements, noting mood, pacing, and use of space through class assignments, discussions, and reflective writing.

1.1.3 Performance Indicator: Students will become perceptive and selective in developing scenic art, lighting, make-up, costume, and property and sound design.

1.1.4 Performance Indicator: Students will recognize that play analysis is an essential component of technical theatre.

1.1.5 Performance Indicator: Students will supervise and evaluate their peers and team members to ensure proper preparation of scenic elements, stage lighting, make-up, costumes, properties, and sound.

Creative Expression

Standard 2 – Students apply processes and skills in designing, creating and producing formal and informal theatre, film/video, and electronic media productions and assignments.

2.1 Objective: Creating, performing, and participating in theatre.

2.1.1 Performance Indicator: Students will critically analyze scripts and viewed performances, research design elements, and reflect and revise plans through the rehearsal and construction process.

2.1.2 Performance Indicator: Students will refine their knowledge of set, lighting, property, make-up, costume, sound, and publicity design.

2.1.3 Performance Indicator: Students will use creativity and imagination to design traditional and innovative set concepts.

2.1.4 Performance Indicator: Students will discover that technical design depends on both individual and production leadership team interpretation.

2.1.5 Performance Indicator: Students will design scale and perspective drawings, elevations, and models for theatrical sets, manually operated and computerized lighting, historical and contemporary costumes, handheld and fixed properties, and make-up.

2.1.6 Performance Indicator: Students will learn advanced theories and practical applications of color, value, line, and mass in theatrical design, and construction.
2.1.7 Performance Indicator: Students will create scale and full-size costumes from their designs and drawings.

2.1.8 Performance Indicator: Students will learn advanced skills using computer-aided design software and production techniques.

2.1.9 Performance Indicator: Students will learn the value of color in theatrical designs using light and color media.

2.1.10 Performance Indicator: Students will design and create assignments and projects based on a wide variety of theatrical periods and styles, including Elizabethan, avant garde, musical, commedia del arte, and contemporary.

2.1.11 Performance Indicator: Students will apply design elements relate directly to theatrical projects.

2.1.12 Performance Indicator: Students will discover that adaptation, flexibility, and safety are essential to any theatrical design.

2.1.13 Performance Indicator: Students will understand that working within a budget influences all aspects of a production's design through the final product.

2.1.14 Performance Indicator: Students will recognize that the ability to complete assigned projects on time, from design to implementation, is essential to a theatrical project or assignment.

2.1.15 Performance Indicator: Students will understand that organization, leadership, safety, security, and responsibility are fundamental to involvement in set construction and painting production processes and procedures.

2.1.16 Performance Indicator: Students will learn the proper use, storage, and maintenance of all hand, battery-powered, corded, and shop tools, supplies, and other construction/painting materials needed for theatrical projects.

2.1.17 Performance Indicator: Students will recognize that timely organization of assigned duties fosters cooperation and collaboration essential to theatrical projects.

2.1.18 Performance Indicator: Students will study scripts and collaborate with directors to create lighting and sound designs, supervise workers, correct/revise plans, and evaluate installation and operation to prepare for technical rehearsals.
2.1.19 Performance Indicator: Students will learn the proper use, installation, and maintenance of lighting and sound equipment.

2.1.20 Performance Indicator: Students will recognize that lighting equipment selection, placement, and focus are essential to lighting design.

2.1.21 Performance Indicator: Students will learn contemporary lighting gel manufacturers, types, color theories, and special effects techniques.

2.1.22 Performance Indicator: Students will investigate innovative lighting strategies (including computers, multimedia, and intelligent lighting instruments) and sound strategies (including both analog and digital audio, and wired and wireless technologies).

2.1.23 Performance Indicator: Students will create property, costume, and make-up designs based on comprehensive script analysis and discussions with directors.

2.1.24 Performance Indicator: Students will learn the proper use of materials needed to construct stage scenery, properties, and costumes.

2.1.25 Performance Indicator: Students will learn the proper application and maintenance of stage make-up ranging from basic through character old-age styles.

2.1.26 Performance Indicator: Students will learn and use advanced scenic and property painting techniques including texturing, spattering, and dry brushing.

2.1.27 Performance Indicator: Students will recognize the value of using technology, including computers, and multimedia in developing, and assessing stage design.

2.1.28 Performance Indicator: Students will use digital photography, digital video, and other electronic media in both performance and assessment activities.

**Historical and Cultural Context**

**Standard 3** – Students prepare detailed analysis of the role and development of theatre, film/video, and electronic media throughout the world, noting diversity as it relates to theatre and how theatre influenced contemporary society.

3.1 Objective: Understanding the historical contribution and cultural dimensions of theatre.
3.1.1 Performance Indicator: Students will identify and compare how film, theatre, television, and electronic media production influence our values and behaviors.

3.1.2 Performance Indicator: Students will study and recognize how unique theatrical periods, style, and traditions influenced 21st century staging techniques.

3.1.3 Performance Indicator: Students will identify key figures, works, and trends in world theatrical history from various cultures and time periods.

3.1.4 Performance Indicator: Students will describe the ways in which playwrights reflect and influence their culture in such works as, but not limited to, *The Miracle Worker*, *Playing for Time*, *Speak*, and *The Crucible*.

3.1.5 Performance Indicator: Students will conduct research to discern that stagecraft is an art form rooted in the contributions of diverse cultures.

3.1.6 Performance Indicator: Students will compare and contrast specific forms of historical theatre with 20th and 21st century theatrical styles.

**Aesthetic Valuing**

**Standard 4** – Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

4.1 Objective: Responding to, analyzing, and critiquing theatrical experiences.

4.1.1 Performance Indicator: Students will analyze a traditional interpretation of a play, compare/contrast that interpretation with a nontraditional interpretation, and defend the merits of the different interpretations.

4.1.2 Performance Indicator: Students will critically evaluate the technical aspects of live and recorded performances.

4.1.3 Performance Indicator: Students will critically evaluate the design aspects of viewed performances.

4.1.4 Performance Indicator: Students will describe the ways in which playwrights, directors, and designers reflect and influence societal values and behaviors.

4.1.5 Performance Indicator: Students will report on how specific design, production, and presentation styles are used in theatre to interpret dramas, comedies, musicals, and other theatrical genres.
4.1.6 Performance Indicator: Students will evaluate published and student-created set, lighting, sound, make-up, costume, and property designs.

4.1.7 Performance Indicator: Students will formulate and implement criteria for evaluating the work of technical crew members.

4.1.8 Performance Indicator: Students will actively engage in authentic assessment strategies such as portfolios (including multimedia), projects, and production.

4.1.9 Performance Indicator: Students will participate in constructive evaluation of technical aspects of observed performances either by assignment or vocal response.

Connections, Relationship, and Applications

**Standard 5** - Students refine their competencies and creative skills in leadership, problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

5.1 Objective: Connecting and applying what is learned in theatre, film/video, and electronic media to other art forms and subject areas and careers.

5.1.1 Performance Indicator: Students will describe how skills acquired in theatre may be applied to other content areas and careers.

5.1.2 Performance Indicator: Students will manage time, assign projects to appropriate crew members, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

5.1.3 Performance Indicator: Students will refine skills in problem solving, communication, and time management that contribute to lifelong learning and career skills.

5.1.4 Performance Indicator: Students will demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

5.1.5 Performance Indicator: Students will engage in advanced assignments and/or discussions which demonstrate an understanding of the professional standards of theatrical and production personnel.