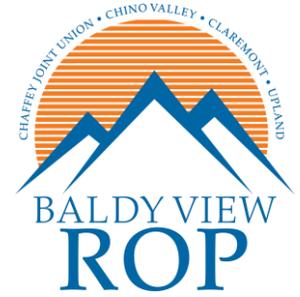


STAGE 3: STAGE DESIGN & PRODUCTION

INDUSTRY SECTOR | Arts, Media and Entertainment

PATHWAY | Production and Managerial Arts



COURSE ESSENTIAL QUESTION:

COURSE OVERVIEW:

This instructional program builds upon the foundational skills in Stage Technology and Production to include design in a variety of theatrical productions. Students will become familiar with design elements, equipment, processes, techniques, computer software, and the modeling skills necessary to prepare designs, stage settings, props, sound, lighting, costumes and models of theatrical sets. Integrated throughout the course are Common Core State Standards and Career Technical Education Standards, which include safety, communication, technology, ethics, career planning and other employability skills. This course meets the “F/Visual & Performing Arts” criteria of the University of California AG requirements.

INFORMATION:

- A. **Pre-requisite:** Stage 2: Intermediate Stage Technology
- B. **Abilities Required:** [Click here to enter text.](#)
- C. **Dress Requirement and Grooming:** As required by Industry
- D. **Students must master 80% of the certificate competencies to receive a certificate.**
- E. **Fee:** [Click here to enter text.](#)
- F. **Course Length:** 180 hours
- G. **Textbook:** Campbell, D. (2004) Technical Theater for Non-technical People. Skyhorse Publishing Inc.
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** No
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** No
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** No
- N. **Career Technical Student Organization:** No
- O. **Work- Based Learning:** No

IDEA/THEME: UNIT 1. FACILITY SAFETY PROCEDURES

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will identify and explain safety information from lecture notes, videos, and guest speakers to create and share posters that present theater safety procedures.

Key Assignments

- Safety Poster Presentations, Facilities Scavenger Hunt, and Emergency Equipment Inspection.

Anchor Standards

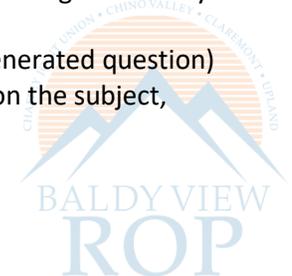
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

Pathway Standards

- C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.

Common Core Standards

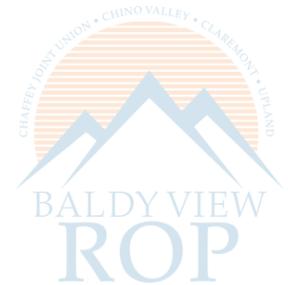
- LS 11-12.6. Acquire and accurately use general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SEP 8. Obtaining, evaluating, and communicating information.



RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 2. BACKSTAGE OPERATIONS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

This unit of instruction provides students with an overview of working in a theater. At the end of this instructional unit, students will design and create “job posts” for positions in the theater to educate high school students on backstage operations, using articles, videos, and lecture notes.

Key Assignments

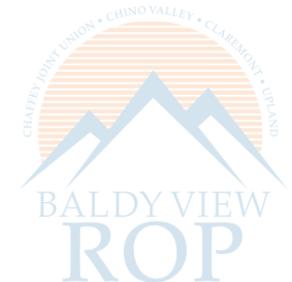
- Backstage operations job posts, Function and use of a venue, Theatre org chart, Teamwork and respect at the theater.

Anchor Standards

- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

Pathway Standards

- C4.0 Demonstrate key skills and an understanding of the complexities of production planning.
- C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.



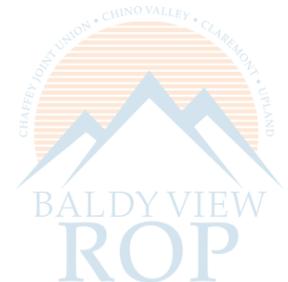
Common Core Standards

- LS 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- LS 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- RSIT 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 3. INTRODUCTION TO DESIGN CONCEPTS AND PRACTICES

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Using lecture notes, research, videos, observations, and sample renderings, students will examine and show the use of mood, character, time, and place to create design documents and renderings for a current production.

Key Assignments

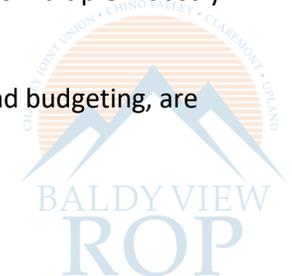
- Create design documents and renderings in the form of costume sketches, makeup charts, set rendering, lighting and sound plots. Drawing to scale, Working with models.

Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.

Pathway Standards

- A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- C4.0 Demonstrate key skills and an understanding of the complexities of production planning.
- C4.2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media productions.



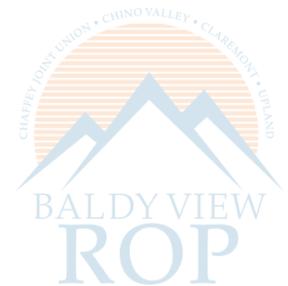
Common Core Standards

- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 4. APPLICATIONS OF STAGE MANAGEMENT

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Practical application of duties for the student stage manager. At the end of this instructional unit, all student managers will analyze and appraise their own job performance leading a production by completing a self-assessment report and participating in a group reflection to classmates.

Key Assignments

- Self-Assessment Report & Reflection, thinking like a stage manager: critical thinking, collaboration, conflict resolution, problem solving.

Anchor Standards

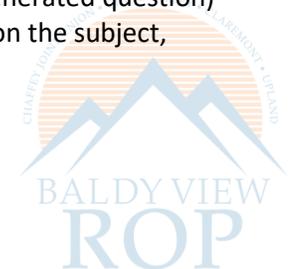
- 5.0 **Problem Solving and Critical Thinking:** Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.

Pathway Standards

- C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.

Common Core Standards

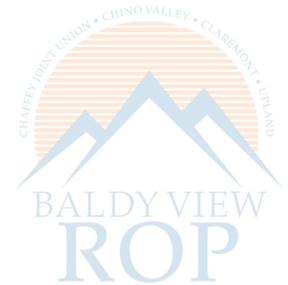
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 5. GUEST SERVICES FOR ENTERTAINMENT VENUES

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Front of House Manager is the primary representative in all interactions with the audience. Students will produce a training PowerPoint and appraise and evaluate best practices for customer service using research, role-playing, and videos.

Key Assignments

- Training PowerPoint & Presentation, Developing listening skills One-on-One, Safety and Service Quiz.

Anchor Standards

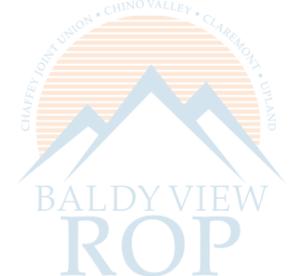
- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.

Pathway Standards

- C4.0 Demonstrate key skills and an understanding of the complexities of production planning.
C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.

Common Core Standards

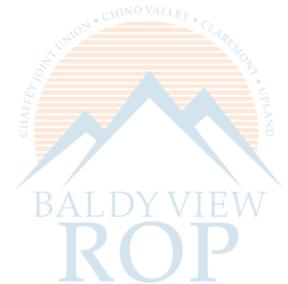
- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
RS 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 6. LIVE SOUND FOR ENTERTAINMENT EVENTS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

- This unit is an examination of audio technology as it relates to live performance. Students will analyze and explain specific techniques for using sound equipment, and then create a work plan on a technical component in the production from design to performance.
- Course requires lab work in support of theater productions.

Key Assignments

- Technical Component Working Plan: Understanding principles of sound reinforcement, Practical operation of the soundboard DEMO (gain and equalization), Problem solving wireless mics quiz.

Anchor Standards

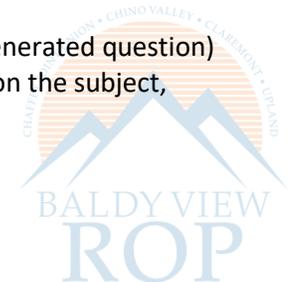
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

- C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.
C2.3 Plan one technical component of a production from design to performance.

Common Core Standards

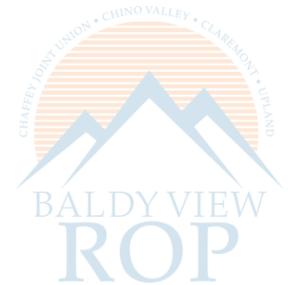
- RS 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 7. THEATRICAL LIGHTING

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

This unit involves the study of the practical considerations in the use of electricity and lighting instruments in the theater. At the end of this instructional unit, students will describe and demonstrate safe workplace practices. The demonstration will include using lighting instruments, hanging lights, and also focusing these lights.

Key Assignments

- Hang and focus demonstration, practicing electrical safety precautions Research Project, Performing cable and instrument maintenance Journal.

Anchor Standards

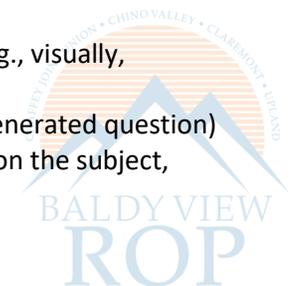
- 5.0 **Problem Solving and Critical Thinking:** Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

Pathway Standards

- C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.
- C1.2 Demonstrate knowledge of basic electrical safety.

Common Core Standards

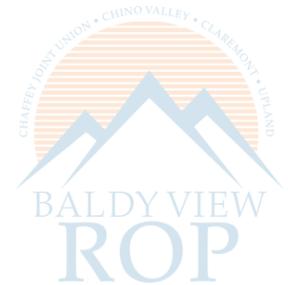
- RS 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 8. INTERMEDIATE STAGECRAFT

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

This course offers continued training and experiences in theatre stagecraft. Students will analyze designs and produce finished pieces needed for current productions by completing projects in costume, and prop construction as determined by the instructor.

Key Assignments

- Individual Projects: Platform and flat construction, prop/sfx design, makeup technique, and wardrobe construction.

Anchor Standards

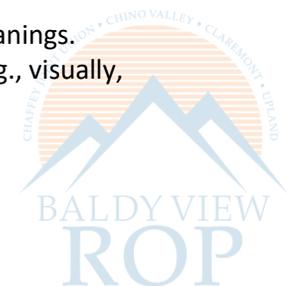
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

Pathway Standards

- C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.
- C1.1 Demonstrate understanding of various power tools used in construction and rigging.

Common Core Standards

- LS 11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RS 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



RESOURCES:

Resources

Resources

