Unit Title	Be a Practical Designer: Design the World of the Play using Costumes Props, and Make-up	Length of Unit	Instructor Choice

Focusing Lens(es)	Design	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.6-S.1-GLE.3 DTA09-GR.6-S.2-GLE.2 DTA09-GR.6-S.3-GLE.1, DTA09-GR.6-S.3-GLE.2, DTA09-GR.6-S.3-GLE.3
Inquiry Questions (Engaging-Debatable):	• What unifies a theatrical vision? (DTA09-GR.6-S.1-GLE.3) and (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3) • What can practical designers (make-up artist, costumer, prop master) do to influence the work of an overall production? • How is a rendering like a window to view a theatrical vision?		
Unit Strands	Create, Perform, Critically Respond		
Concepts	Composition, Culture, Order/Form, Tradition, Discovery, Collaboration, Design, Synergy, Roles, Detail, Style, Audience		

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Culture of collaboration will create a cohesive design (costume, makeup, props) demonstrating order/form. (DTA09-GR.6-S.1-GLE.3) and (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3)	What does successful collaboration look like? What does a cohesive practical design look like?	How are the different practical design elements related? How is a culture of collaboration created?
Theatrical production designs often rely upon a synergy of traditional practical theatrical roles (director, technical director, costume designer, prop master, make-up designer). (DTA09-GR.6-S.1-GLE.3) and (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3)	What are the traditional theatrical roles? What is the hierarchy of theatrical roles? What specific tasks does each of the practical designer roles possess?	How does each of the practical roles contribute to an overall production? How can the roles of practical theater practitioners change for a project? How do the practical designer roles overlap or contribute to one another?
Attention to detail in creating theatrical design (costume, props, make-up) enhances the overall effectiveness of composition. (DTA09-GR.6-S.3-GLE1,2,3)	What is an example of a costume or prop rendering that pays attention to detail? What are the most important aspects of costumes and props which assist in overall composition?	What are the consequences of creating a costume or prop rendering that does not pay attention to detail? What types of specifics and details do renderings need, in terms of color and shape, in order to be effective in enhancing character? (C)How does the specific details in a costume or prop rendering effect the end result?

Authors of the Sample: Chelley Gardner-Smith (Academy School District 20); Hope Hosier (Jefferson County R-1); Beau Augustin (Jefferson County R-1); David Peterson (Douglas County School District); Gillian McNally (University of Northern Colorado); Caroline Younts (Denver Public Schools); and Jay Seller PhD (Adams 12 Five Star Schools)

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Design (costume, props, makeup) style impacts an audience's discovery of a performance. (DTA09-GR.6-S.1-GLE.3) and (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3)	What parts of a production concept do the practical designers contribute to? What type of experience do the practical designers want to give the audience for a given script? What types of stages are common for theatrical design?	How do the components of a practical design concept impact the entire production and relate to each other? How can the effectiveness of a practical design concept be measured by an audience's discovery of the performance? How does the type of stage affect decisions made during the design process?

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
• Steps necessary for creating a design rendering (costume, props, makeup) (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3) • Roles of theater practitioners, (including director, costume designer, prop master, actors, makeup designer) listing their responsibilities and contributions to a production (DTA09-GR.6-S.1-GLE.3) and (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,3) • Skills necessary to work collaboratively on a design team (DTA09-GR.6-S.3-GLE1,2,3) • How a design concept fits into a production (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3)	• Create a rendering for one design concept of a production (costume, props, makeup) (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3) • Fulfill their role as a theater practitioner in design teams (DTA09-GR.6-S.1-GLE.3) and (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3) • Work collaboratively on a design team (DTA09-GR.6-S.1-GLE.3) and (DTA09-GR.6-S.3-GLE1,2,3) • Design a concept for one design area (costume, props, makeup) (DTA09-GR.6-S.2-GLE2) and (DTA09-GR.6-S.3-GLE1,2,3)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Theatrical designers focus on the overall aesthetic of a theatrical production in the areas of costumes, props and makeup design.*
Academic Vocabulary:	Collaborate, hierarchy, culture, audience, practitioner
Technical Vocabulary:	Rendering, costume designer, sound designer, light designer, scenic designer, composition, proscenium, thrust, arena, upstage, downstage, stage right, stage left, blocking