

Curriculum Development Overview
Unit Planning for 7th Grade Drama and Theatre Arts

Unit Title	Be a Technical Designer: Design the World of the Play Using Sound, Lighting, Scenic and Effects		Length of Unit	Instructor Choice
Focusing Lens(es)	Design	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.7-S.1-GLE.3 DTA09-GR.7-S.2-GLE.2 DTA09-GR.7-S.3-GLE.1, DTA09-GR.7-S.3-GLE.2, DTA09-GR.7-S.3-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do we work together to create and present a unified design concept in the areas of lighting, sound, and effects for a performance? (DTA09-GR.7-S.1-GLE.1,3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,2,3) How do technical designers influence the work of an overall production? How specific and detailed do renderings need to be to effectively communicate mood, setting and texture? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Composition, Culture, Order/Form, Tradition, Discovery, Collaboration, Design, Roles, Effects, Scene			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Culture of collaboration will create a cohesive design (sound, lighting, scenic and effects) demonstrating order/form. (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,2,3)	What does successful collaboration look like? What does a cohesive technical design look like?	How are the different technical design elements related? How is a culture of collaboration created?
Traditional technical theatrical roles (director, technical director, lighting designer, sound designer, scenic artist) provide unique contributions for a successful production (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,2,3)	What are the traditional theatrical roles? What is the hierarchy of theatrical roles? What specific tasks do each of the technical roles possess?	How does each of the technical roles contribute to an overall production? How can the roles of technical theater practitioners be changed for a project? How do the technical roles overlap or contribute to one another?
Attention to detail in creating theatrical design (sound, lighting, scenic and effects) enhances the overall effectiveness of composition. (DTA09-GR.7-S.1-GLE.1,3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 2)	What is an example of a technical rendering that pays attention to detail? What are the most important aspects to provide detail for?	What are the consequences of creating designs that do not pay attention to detail? How do the specific details in a rendering or design affect the end result?

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<p>Design (sound, lighting, scenic and effects) style impacts an audience’s discovery of a performance. (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,2,3)</p>	<p>What parts of a production concept do the technical designers contribute to? What kind of experience do the designers want to give the audience? What types of stages are common for theatrical design?</p>	<p>How do the components (lighting, sound) of a design concept impact the entire production and relate to each other? How can the effectiveness of a technical design concept be measured by an audience’s discovery of the performance? How does the type of stage affect the design choices made for a production?</p>
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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> Steps necessary for creating a design rendering (lighting, sound, scenic and effects) (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) Roles of theater practitioners, listing their responsibilities and contributions to a production (director, technical director, lighting designer, sound designer, scenic artist) and (DTA09-GR.7-S.3-GLE.2,3) Skills necessary to work collaboratively on a design team (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S.3-GLE.3) How a design concept structures a production (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1) 	<ul style="list-style-type: none"> Create a rendering for one design concept of a production (lighting, sound, scenic and effects) (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) Fulfill their role as a theater practitioner in design teams (DTA09-GR.7-S.3-GLE.2,3) Work collaboratively on a design team (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S.3-GLE.3) Design a concept for one design area (lighting, sound, scenic and effects) (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>A technical design, using renderings and plans of lighting, sound, scenic, and effects, enhance the overall aesthetic of a theatrical production.</i></p>
<p>Academic Vocabulary:</p>	<p>Collaborate, hierarchy, culture, audience, practitioner</p>
<p>Technical Vocabulary:</p>	<p>Rendering, costume designer, sound designer, light designer, scenic designer, composition, director, producer, operator, stage manager, proscenium, thrust, arena, down stage, stage right, stage left, up stage, blocking</p>