

Unit Guiding Question: How does the variables of Tech Theatre affect the production process?

Grade Level: 5th grade

ALL LESSONS ARE MADE AVAILABLE BY REQUEST ONLY

W K	MATERIALS NEEDED	THEATRE/ CONTENT CURRICULUM	OBJECTIVE	PURPOSE	WARM UP	ACTIVITY	REFLECTION	ASSESS- MENT INDICATORS	MODIFI- CATIONS
1	Handouts, X + O signs, and spike tape	Tech: Intro to Stage & Space	- Students will be able to identify areas of stage and theater	It is important to teach the areas of stage before working with the elements of Technical Theatre	-Mindful stretch -Cross the room if...	-Review types, parts and areas of the stage - Ground plan Tic Tac Toe	How do stage directions help us navigate the space?	Students will be able to successfully play 3 rounds of tic-tac-toe	Students who are physically impaired can call out the direction
2	Flashlight, Audio Player School desk/chair	Tech: Designer & Production Roles	-Students will be able to identify design elements - Students will learn about production roles	Knowing what is to be covered in this course will set them up for success	-Mindful stretch - What are you doing? - Review types and parts of a stage	-Overview of design and production roles - Discussion: Controlled environment vs 'World of the Play' variable	Which element do you identify most with? Why?	Student will recall each element and production roles	Younger students will be stationed and assigned an element
3	Flashlight , gels, 4 clip lights and Light PowerPoint	Tech: Light Design and Designer Roles	-Students will be able to define light design and designer roles -Students will make artistic choices about the functions, properties colors, and types of light	Learning about the job and task of a designer will enhance their theatre knowledge	-Mindful stretch - LIGHT Design brainstorm chart	-Review of functions, properties and types of light (PP) - Color and mood discussion - Setting the mood Activity	How does light design affect the action and actors on stage?	Students are able to add light to their scene	Students who are visually impaired can share their designs orally

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4	Definition Posters, Activity hat and Sound Design powerpoint	Tech: Sound design and designer roles	-students will be able to define sound design -Students will make choices about the properties + functions of sound design	By making artistic choices, students can learn to use sound to tell a story	- Mindful stretch and guided exercise -SOUND Design brainstorm	-Review properties and functions of sound - Sound Engine -Sound Charades	How does sound affect the performance and audience?	Students create soundscapes and perform sounds on time in the story	Students who are orally impaired may be partnered with another student
5	Blank rendering template, magazines, scissors, glue and costume box	Tech: Costume design and designer roles	Students will be able to define costume design and make artistic choices for a scene	By making artistic choices, students can learn to use costume to tell a story	-Mindful stretch -Discuss size, Color, Texture, Shape	-Draft rendering of favorite outfit w/ magazine cutouts -Character Fashion Show (with costumes)	Share drafts In what ways do costume provide details of a character?	Students create renderings and are able to explain their ideas	Younger students can create outfits from the costume box
6	Prop bag, and set pieces	Tech: Prop and Set Design	Students will be able to get familiar with the different types and use of props	By making artistic choices, students can learn to scenic details to a scene	-Mindful stretch - 3 Things Observation	-Prop and Set Brainstorm -Build-A- Home -House Party	How do props inform a characters blocking or stage business?	Students use a prop in the scene and can navigate the space properly	Students who are physically disabled can be the host

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7	Prop bag, costume box, Scripts Blocking handout,	Tech: Blocking and Cue Lists	-Students will learn how to block a scene with shorthand and make cue lists	Knowing how to notate on the script and generate cue lists will allow for students to be organized	-Mindful stretch -ZipZapZop	-Blocking Notation - Cue List Brainstorm -Group Read and Guided Practice	Share group concept ideas	Students are able to complete tasks and generate design concepts	Students can opt to share their work in a drawing, writing or presentatio n form
8	Everything chosen for performance	Tech: Practice and run scene	Students will perform scene with use all of tech elements	Skills are strengthened when put into practice	-Mindful stretch -Vocal and energy level warm up	-Tech Rehearsal -Performance	Share observations of how design concepts came to life	Students are able to perform and observes other scenes	Students who do not wish to perform can run tech for the other groups