

KPBSD Stagecraft Curriculum

7th – 12th Grades

Subject(s)	Stagecraft
Grade/Course	7 th – 12 th
Process Standard	Create
Pacing	Quarter or semester

Priority Alaska State Arts Standards	
Anchor 3 – Refine and complete artistic work.	
Supporting Standards Anchor 1 – Generate and conceptualize artistic ideas and work. Anchor 2 – Organize and develop artistic ideas and work.	
Essential Questions	Corresponding Big Ideas
How do theatre artists transform and edit their initial ideas?	Theatre artists refine their work and practice their craft through rehearsal. Theatre artists rely on intuition, curiosity, and critical inquiry.
Concepts	
<ul style="list-style-type: none"> • Lighting • Sound • Carpentry (Set) • Props/Costumes • Front of House (Programs, Tickets, etc) 	
Skills	
At this level students need to be able to:	
<ul style="list-style-type: none"> • Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work. • Collaborate with others to create technical designs. • Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work. • Apply basic research to construct ideas about the visual composition of a drama/theatre work. • Appropriately use new and traditional materials, tools, techniques, and processes to create the visual composition of a drama/theatre work. • Refine technical choices to support the story and emotional impact of a devised or scripted drama/theatre work. • Explore the impact of technology on design choices in a drama/theatre work. 	

Subject(s)	Stagecraft
Grade/Course	7 th – 12 th
Process standard	Perform
Pacing	Quarter or semester

Priority Alaska State Arts Standards	
Anchor 5 – Develop and refine artistic work for presentation.	
Supporting Standards Anchor 4 – Select, analyze, and interpret artistic work for presentation. Anchor 6 – Convey meaning through the presentation of artistic work.	
Essential Questions	Corresponding Big Ideas
<p>What can I do to fully prepare a performance or technical design?</p> <p>Why are strong choices essential to interpreting a drama or theatre piece?</p>	<p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Theatre artists make strong choices to effectively convey meaning.</p>
Concepts	
<ul style="list-style-type: none"> • Lighting • Audio • Carpentry (Set) • Props/Costumes 	
Skills	
At this level students need to be able to:	
<ul style="list-style-type: none"> • Collaborate with others to present technical design for performances. • Consider various staging choices to enhance the story in a drama/theatre work. • Present a technical design to be utilized for a full drama performance. • Refine practical and artistic skills through rehearsal and presentation. • Use a variety of researched technical elements to increase the impact of design for a drama/theatre production. 	

Subject(s)	Stagecraft
Grade/Course	7 th – 12 th
Process standard	Respond
Pacing	Quarter or semester

Priority Alaska State Arts Standards	
Anchor 9 – Apply criteria to evaluate artistic work.	
Supporting Standards Anchor 7 – Perceive and analyze artistic work. Anchor 8 – Interpret intent and meaning in artistic work.	
Essential Questions	Corresponding Big Ideas
How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. Theatre artists’ interpretations of drama/theatre works are influenced by personal experiences and aesthetics.
Concepts	
<ul style="list-style-type: none"> • Lighting • Audio • Carpentry (Set) • Props/Costumes 	
Skills	
At this level students need to be able to:	
<ul style="list-style-type: none"> • Be able to examine works in the theatre and describe the use of basic technical elements, interpret meaning, and offer and defend an informed opinion. • Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices. • Accept and offer constructive criticism. • Utilize criteria to evaluate the arts, including standards of craftsmanship, function, structural organization, originality, technique, and theme. • Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. • Consider the aesthetics of the production elements in a drama/theatre work. 	
Instructional Resources and Materials	
Physical	Technology-Based
<i>Basic Drama Projects</i> Fran Tanner (Perfection Learning) <i>Technical Theatre for Nontechnical People</i> , Campbell; ISBN: 978-1581153446 <i>Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup</i> , Gilette; ISBN: 978-0073382227	Curriculum alignment