



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Jill Steacy, Walter Scotton	Date Developed: May 11, 2018
School Name: Langley Fine Arts School	Principal's Name: Jon Bonnar
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Stagecraft	Grade Level of Course: Grade 10
Number of Course Credits: 2-credit	Number of Hours of Instruction: Semester course; 3-hours per week

Board/Authority Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

Access to a shop space with hand tools (utility knives, saws, screw drivers, etc); electric equipment for cutting and construction.

Knowledge of design elements and technical skills

Course Synopsis:

Stagecraft is an introductory course to theatre design. Students will explore the creative areas of theatre set design by learning a variety of painting and design techniques. The following areas will be addressed throughout the course: theatre background, properties, construction, design, and scene painting. These will be integrated into specific class projects as well as special pieces required for drama, dance, and music productions.

Goals and Rationale:

- To provide a path for students who wish to focus on the production aspects of the performing arts.
- A practical course (to complement design courses) that sees students working with the tools and techniques of theatrical production.
- A laboratory in which to practice those skills necessary to the orderly preparation of a production.
- An introduction to aspects of stagecraft through hands-on creation of production projects.

Aboriginal Worldviews and Perspectives:

- Students experience learning through contact with the materials, processes and techniques.
- The history of the theatre as a performing space impacts future decision-making.
- The role of sets and props to enhance the telling of a story.
- Creativity is connected to safety protocols.
- The audience and art form (dance, music, drama) dictate the direction of materials, technologies and creativity; producing a connected relationship between form and function.

BIG IDEAS

Solutions to production challenges are developed through innovation and collaboration.

Growth as a stagecraft technician is dependent on engagement, perseverance, resilience, and reflection.

The introduction of materials and technologies provides opportunities and increases future options.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exploring and Creating</p> <ul style="list-style-type: none"> • Use the elements of design to create two and three dimensional projects • Take risks to problem solving with creativity • Explore the practical applications of the elements of design • Experiment with a wide range of materials and technologies in the implementation of creative works • Intentionally select and combine materials and technologies to meet an end goal • Construct set props and pieces to convey an idea • Follow precisely a complex multistep procedure when carrying out projects, whether taking measurements or performing technical tasks <p>Reasoning and Reflecting</p> <ul style="list-style-type: none"> • Develop self-critical abilities through regular feedback (process and final product) • Articulate and defend material and technology choices against a set criteria • Use appropriate terminology to describe, analyze, interpret, and respond to how materials and technologies are used • Determine the meaning of symbols and specific key words and 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Terminology related to the theatre as a performing space • The historical traditions of the theatre as a performing space • Principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity • Principles of construction for stage props and set pieces • Techniques for stage prop and set construction: gusset plates, stage flats, framing, glue and screwing, scale orthographic and isometric drawing • The meaning of cultural appropriation and plagiarism and its affect on society • the significance of the practice on a global scale • Responsible use of theatrical tools and materials re in accordance with industry safety guidelines • The physical and/or chemical properties of the materials and the process of working with them safely • Three scenic elements of the Ancient Greeks and

phrases as they are used in a specific scientific or technical context

Communicating and Documenting

- Use theatre and design terminology to communicate their ideas
- To develop a student's ability to articulate visually and verbally a personal interpretation of given text, sound, or movement
- To develop a student's ability to communicate ideas visually through form, color, line, scale and graphic content via colour renderings and models
- Demonstrate respect for self, Others, and the audience in order to maintain a safe learning and working environment

Connecting and Expanding

- Develop a portfolio of finished design products, presented in a professional manner
- Recognize the career potential related to stagecraft
- Identify skills that can be transfer to other career and life opportunities

their modern equivalent:

- Skene: flats; backdrops
- Ekkyklema: stationary and rolling platforms
- Deus ex machine: fly system

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modeling
- Experiential learning
- Research and presentation
- Opportunities for reflection to determine path going forward

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Rubric-based assessment of individual projects: criteria and rubrics to determine the standards met and the level of performance attained.
- Regular feedback on developing and finished work by the teacher, peers, and self.
- Teacher assessment of the collection of student work looking for a demonstration of strengths, areas of growth, and areas for further development.

Learning Resources: N/A