CONCEPT-BASED DESIGN FOR THE THEATRE TEACHER

Instructor

MATT WEBSTER

Materials

Video modules, Handouts, Transcripts, MP3 Files, PDF of
Powerpoint Slides, Completion Certificate

Course length

10 modules
1 hours, 38 minutes of video
3 credit hours

Course Description

Concept-Based Design is a method of design that allows the director and production team to create a unified world based on the ideas, perceptions and images extracted from an in-depth analysis of the play. Matt Webster designed this course for theatre teachers in a typical school setting with limited budgets, space and materials to use towards the design of their shows. Many theatre teachers feel most unsure about their design and tech skills and Matt wanted to help those teachers look at design differently, and make designing a show a little less scary and a little more fun!

About the Instructor

Matt Webster is a Theatre Educator who has been teaching theatre students AND theatre teachers for almost 30 years. A former tenured professor of Theatre Education, Matt holds both an MA in Theatre Education and an MFA in Theatre for Youth and has taught at universities, public schools and professional theatre companies around the country. Currently Matt is the Education Consultant for the Drama Teacher Academy, and an adjunct professor at Winthrop University.

In addition, Matt is a director, actor and educator who has worked with both children and adults for professional and community theatre companies from coast to coast, including Honolulu Theatre for Youth, Seattle Children's Theatre, the Silver Bear Theatre in Albuquerque, Actors Theatre of Charlotte, Theatre Charlotte, Davidson Community Players, Mooresville Community Children's Theatre, Matthews Playhouse and Children's Theatre of Charlotte.

Matt is also the author of the book Methods of Teaching Theatre - A Teacher Toolkit, and is an award-winning, published playwright.

Course Curriculum

Lesson 0: Introduction *7:36*

Lesson 1: Selecting a Play *11:33*
In this lesson you'll learn about how to select a play for your school by taking into consideration your school and local communities as well as your talent pool.

Lesson 2: Time, Space and Money *21:23*
Producing a play from start to finish takes planning and a goal. In lesson two you'll learn about creating a schedule and obtaining the rights for your production. By examining your production needs and the resources and limitations of your school's program and facility, you'll be far better prepared for your production.

Lesson 3: Understanding the Concept-Driven Production *7:57*
Lesson three defines what a concept is and how it can be applied to the various production elements of your show.

Lesson 4: Creating the Concept Design *8:50*
Script analysis and understanding the theme of your play will help to drive your concept and design. In this lesson, you'll learn how to analyze your script and identify possible themes that will support the concept that drives the design of your show.

Lesson 5: Generating a Design *3:35*
In lesson five you'll use what you've been developing throughout the other lessons such as a conceptual statement to address design challenges and problem solving. You're guided through the process and provided with multiple examples.

Lesson 6: The 'What If?' Game *8:05*
In this lesson, you'll learn how to play the "What-If" game to further your ideas and to help you think outside of the box in addressing challenges and new ideas for your design.

Lesson 7: Advertising & Publicity *8:51*
Lesson seven introduces you to the idea of how to use your conceptual design as part of the advertising campaign for your show. Step by step instructions and clear examples are provided.

Lesson 8: Using Existing Scenic Elements *14:14*
In this lesson, you're going to learn the five basic pieces of scenery you must have in your stocks for nearly every occasion. If you have these five pieces, you can generate just about anything.

Lesson 9: Teaching Concept-Based Design *6:24*
Lesson nine will show you how to teach concept-based design to your students. By starting at the very beginning, a blank scene, your students will work individually, in pairs, and in small groups to analyze a script and apply the various techniques you've learned throughout this course to develop a concept-based design.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6
   TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.
   TH:Cr1.1.6.b - Identify solutions to design challenges in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 7
   TH:Cr1.1.7.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
   TH:Cr1.1.7.b - Explain and present solutions to design challenges in a drama/ theatre work.

Generate and conceptualize artistic ideas and work - Grade 8
   TH:Cr1.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.
   TH:Cr1.1.8.b - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Proficient
   TH:Cr1.1.HSI.a - Apply basic research to construct ideas about the visual composition of a drama/theatre work.
   TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished
   TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Advanced
   TH:Cr1.1.HSIII.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.
   TH:Cr1.1.HSIII.b - Create a complete design for a drama/theatre work that incorporates all elements of technology.

Develop and refine artistic techniques and work for presentation - Grade 6
   TH:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

Organize and develop artistic ideas and work - Grade 7
   TH:Cr2.1.7.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.
   TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade 7
   TH:Pr5.1.7.b - Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Organize and develop artistic ideas and work - Grade 8
   TH:Cr2.1.8.a - Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
   TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade 8
   TH:Pr5.1.8.b - Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

Organize and develop artistic ideas and work - Grade HS Proficient
   TH:Cr2.1.HSI.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade HS Proficient
   TH:Pr5.1.HSI.b - Use researched technical elements to increase the impact of design for a drama/theatre production.

Organize and develop artistic ideas and work - Grade HS Accomplished
   TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade HS Accomplished
   TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

Organize and develop artistic ideas and work - Grade HS Advanced
   TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade HS Advanced
   TH:Pr5.1.HSIII.b - Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6
   TH:Cr3.1.6.c - Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 7
   TH:Cr3.1.7.c - Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 8
   TH:Cr3.1.8.c - Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient
   TH:Cr3.1.HSI.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Accomplished
   TH:Cr3.1.HSII.c - Re-imagine and revise technical design

choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Advanced
   TH:Cr3.1.HSIII.c - Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Convey meaning through the presentation of artistic work - Grade HS Advanced
   TH:Pr6.1.HSIII.a - Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

California VAPA Standards (2019)

6.TH:Cr1 Generate and conceptualize artistic ideas and work
   6.TH:Cr1.a - Identify possible solutions to staging challenges in a drama/theatre work.
   6.TH:Cr1.c - Identify solutions to design challenges in a drama/theatre work.

7.TH:Cr1 Generate and conceptualize artistic ideas and work
   7.TH:Cr1.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
   7.TH:Cr1.c - Explain and present solutions to design challenges in a drama/ theatre work.

8.TH:Cr1 Generate and conceptualize artistic ideas and work
   8.TH:Cr1.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.
   8.TH:Cr1.c - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

Prof.TH:Cr1 Generate and conceptualize artistic ideas and work
   Prof.TH:Cr1.a - Apply basic research to construct ideas about the visual composition of a drama/theatre work.
   Prof.TH:Cr1.c - Explore the impact of technical theatre elements on design choices in a drama/theatre work.

Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.
   Acc.TH:Cr1.c - Understand and apply technical theatre elements to design solutions for a drama/theatre work.

Adv.TH:Cr1 Generate and conceptualize artistic ideas and work.
   Adv.TH:Cr1.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technical theatre elements to create the visual composition of a drama/ theatre work.
   Adv.TH:Cr1.c - Create a complete design for a drama/theatre work that incorporates all technical theatre elements.

6.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   6.TH:Pr5.b - Articulate how technical theatre elements are integrated into a drama/ theatre work.

7.TH:Cr2 Organize and develop artistic ideas and work.

   7.TH:Cr2.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, personal experience, and historical and cultural context.
   7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

7.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   7.TH:Pr5.b - Choose a variety of technical theatre elements that can be applied to a design in a drama/theatre work.

8.TH:Cr2 Organize and develop artistic ideas and work.
   8.TH:Cr2.a - Articulate and apply critical analysis, personal experience, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
   8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

8.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   8.TH:Pr5.b - Use a variety of technical theatre elements to create a design for a rehearsal or drama/theatre production.

Prof.TH:Cr2 Organize and develop artistic ideas and work.
   Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

Prof.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   Prof.TH:Pr5.b - Use researched technical theatre elements to increase the impact of design for a drama/theatre production.

Acc.TH:Cr2 Organize and develop artistic ideas and work.
   Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Acc.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   Acc.TH:Pr5.b - Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.

Adv.TH:Cr2 Organize and develop artistic ideas and work.
   Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Adv.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   Adv.TH:Pr5.b - Explain and justify the selection of technical theatre elements used to build a design that communicates the concept of a drama/theatre production.

6.TH:Cr3 Refine and complete artistic work.
   6.TH:Cr3.c - Explore planned designs during the rehearsal process for a devised or scripted drama/theatre work.

7.TH:Cr3 Refine and complete artistic work.
   7.TH:Cr3.c - Consider multiple planned technical theatre elements and designs during the rehearsal process for a devised or scripted drama/theatre work.

8.TH:Cr3 Refine and complete artistic work.
   8.TH:Cr3.c - Implement and refine a planned design using technical theatre elements during the rehearsal process for devised or scripted drama/theatre work.

Prof.TH:Cr3 Refine and complete artistic work.

Prof.TH:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

Acc.TH:Cr3 Refine and complete artistic work.

Acc.TH:Cr3.c - Re-imagine and revise design choices using technical theatre elements during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Adv.TH:Cr3 Refine and complete artistic work.

Adv.TH:Cr3.c - Apply a high level of proficiency in design using technical theatre elements to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Adv.TH:Pr6 Convey meaning through the presentation of artistic work.

Adv.TH:Pr6 - Present a drama/theatre production for a specific audience that employs research and analysis grounded in creative perspectives of the playwright, director, designer, and dramaturgy.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.1.1.a - Students Can: Identify possible solutions to staging challenges in a drama/theatre work.

DT.6.1.1.b - Students Can: Identify possible solutions to design challenges in a drama/theatre work.

DT.6.1.4.c - Students Can: Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

DT.6.2.2.b - Students Can: Articulate how technical elements are integrated into a drama/theatre work.

Seventh Grade

DT.7.1.1.a - Students Can: Integrate multiple perspectives and solutions to staging challenges in a drama/theater work.

DT.7.1.1.b - Students Can: Explain and present possible solutions to design challenges in a drama/theater work.

DT.7.1.2.a - Students Can: Examine and justify original ideas and artistic choices in a drama/theater work based on background knowledge, historical, and cultural context.

DT.7.1.2.b - Students Can: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

DT.7.1.4.c - Students Can: Implement planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

DT.7.2.2.b - Students Can: Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Eighth Grade

DT.8.1.1.a - Students Can: Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

DT.8.1.1.b - Students Can: Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.

DT.8.1.2.a - Students Can: Articulate and apply background knowledge, research, historical, and cultural context to the development of original ideas for a drama/theatre work.

DT.8.1.2.b - Students Can: Share leadership and

responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

DT.8.1.4.c - Students Can: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.

DT.8.2.2.b - Students Can: Implement a variety of technical elements to create a design for a rehearsal or drama/theater production.

High School - Fundamental Pathway

DT.H1.1.1.a - Students Can: Apply basic research to construct ideas about the visual composition of a drama/theatre work.

DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a drama/theatre work.

DT.H1.1.2.b - Students Can: Investigate the collaborative nature of the actor, director, playwright, and designers to explore their interdependent roles in a drama/theatre work.

DT.H1.1.4.c - Students Can: Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

DT.H1.2.2.b - Students Can: Use research and script analysis to discover the impact design has for a drama/theatre production.

High School - Advanced Pathway

DT.H2.1.1.b - Students Can: Understand and apply technology to design solutions for a drama/theatre work.

DT.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.

DT.H2.1.4.c - Students Can: Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

DT.H2.2.2.b - Students Can: Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

High School - Professional Pathway

DT.H3.1.1.a - Students Can: Synthesize knowledge from a variety of dramatic forms, theatrical conventions and technologies to create the visual composition of a drama/theatre work.

DT.H3.1.1.b - Students Can: Create a complete design for a drama/theatre work that incorporates all elements of technology.

DT.H3.1.2.b - Students Can: Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

DT.H3.1.3.a - Students Can: Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

DT.H3.1.4.c - Students Can: Connect technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

DT.H3.2.2.b - Students Can: Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

DT.H3.2.4.a - Students Can: Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

Common Core
Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Florida Sunshine State Standards
Critical Thinking & Reflection

TH.912.C.1.3 - Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

TH.912.C.1.4 - Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

TH.912.C.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

TH.912.C.1.8 - Apply the components of aesthetics and criticism to a theatrical performance or design.

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.C.2.3 - Analyze different types of stage configurations to determine the effects of each as potential production solutions.

TH.912.C.2.4 - Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.

TH.912.C.3.1 - Explore commonalities between works of theatre and other performance media.

TH.912.C.3.2 - Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.

TH.912.C.3.3 - Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

Historical & Global Connections

TH.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

TH.912.H.1.3 - Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.

TH.912.H.1.4 - Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

TH.912.H.2.3 - Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

TH.912.H.2.4 - Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.

TH.912.H.2.5 - Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.

TH.912.H.3.2 - Compare the applications of various art forms used in theatre production.

Innovation, Technology & the Future

TH.912.F.2.4 - Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

TH.912.F.3.7 - Use social networking or other communication technology appropriately to advertise for a production or school event.

Organizational Structure

TH.912.O.1.1 - Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

TH.912.O.2.3 - Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.

TH.912.O.2.7 - Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.

TH.912.O.3.1 - Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.

TH.912.O.3.2 - Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.

TH.912.O.3.3 - Analyze and demonstrate how to use various media to impact theatrical productions.

TH.912.O.3.5 - Design technical elements to document the progression of a character, plot, or theme.

Skills, Techniques & Processes

TH.912.S.1.3 - Develop criteria that may be applied to the selection and performance of theatrical work.

TH.912.S.1.4 - Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.

TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.

TH.912.S.2.2 - Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

TH.912.S.2.6 - Transfer acting and technical skills and techniques from one piece of dramatic text to another.

TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.

TH.912.S.3.1 - Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

TH.912.S.3.4 - Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

Grade 6 - Performing

TA6.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate technical elements in performance.

Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

Grade 7 - Performing

TA7.PR.2 - Execute artistic and technical elements of

theatre., a. Select a variety of technical elements that can be applied to a theatrical work., b. Incorporate artistic and technical elements into a theatre performance.

Grade 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

Grade 8 - Performing

TA8.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate artistic and technical elements into a theatre production., b. Resolve conflicts in technical applications.

Grade 8 - Responding

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles)., d. Demonstrate appropriate audience behaviors.

Grades 9-12 - ACTING LEVELS I-IV - Connecting

TAHSA.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Examine multiple facets of the business of theatre., b. Examine the methods of pursuing various acting careers, including demonstrating audition etiquette and techniques.

Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Performing

TAHSAD.PR.2 - Execute artistic and technical elements of theatre., a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing

TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Performing

TAHSMT.PR.2 - Execute artistic and technical elements of theatre., a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production, including sets, props, costumes, makeup, lighting, and sound.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Creating

TAHSTT.CR.1 - Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound)., a. Explore and utilize the elements of design and principles of composition for a theatrical context., b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques., c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism., d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models., e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Producing

TAHSTT.PR.1 - Produce technical elements in theatre., a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions., b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production., c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production., d. Conduct initial research about design to inform further development of the production concept., e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Responding

TAHSTT.RE.1 - Respond to technical elements of theatre using appropriate supporting evidence., a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements., b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space)., c. Evaluate design choices of professional designers., d. Evaluate design and technical elements in a post mortem following the completion of a theatre production.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Connecting

TAHSTT.CN.1 - Connect technical elements of theatre., a. Explore and understand the collaborations between designers and directors to develop design elements., b. Investigate the history of theatre architecture, stage technology, and other technical elements., c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres)., d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits)., e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

Grades 9-12 - THEATRE MANAGEMENT - Creating

TAHSTM.CR.1 - Organize, design, and refine elements of theatre management (e.g. marketing/media, budgeting, ticketing/sales, house management)., a. Utilize theatre content knowledge (e.g. script analysis) to contribute to the planning process for the areas of theatre management., b. Implement research based elements in a theatre management plan in order to develop a specific audience base.

TAHSTM.CR.2 - Develop marketing plans based on theatre techniques., a. Identify and apply the individual responsibilities and tasks of a theatre management team that collaborate on the planning and execution of formal and informal marketing activities.

North Carolina Essential Standards 2024

Beginning High School Create

B.CR.1.3 - Incorporate introductory technical elements using available facilities, technology, and tools to enhance theatrical works.

Beginning High School Present

B.PR.2.3 - Implement technical elements to support scripted or devised presentations.

Accomplished High School Connect

AC.CN.2.2 - Analyze how technical elements enhance theatrical works.

Accomplished High School Create

AC.CR.1.3 - Implement original technical designs reflecting specific situations, styles, or genres incorporating available facilities, technology, and tools.

Accomplished High School Present

AC.PR.2.3 - Implement technical designs to tailor theatrical works for a range of audiences, spaces, or budgets.

Advanced High School Create

AD.CR.1.2 - Create a variety of extended scenes or plays inspired by various time periods or cultures.

AD.CR.1.3 - Implement original technical designs reflecting various time periods or cultures incorporating available facilities, technology, and tools.

Advanced High School Present

AD.PR.2.4 - Adapt staging and direction for various stage configurations.

North Carolina Essential Standards 2010

Beginning High School Standards - Aesthetics

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

Proficient High School Standards - Aesthetics

P.AE.1.1 - Analyze design concepts for aesthetic impact of technical elements.

P.AE.1.2 - Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

Advanced High School Standards - Aesthetics

A.AE.1.1 - Use technical knowledge and design skills to formulate designs for a specific audience.

Advanced High School Standards - Culture
A.CU.2.2 - Integrate conventions and structures of theatre when creating formal or informal theatre productions.

Texas Essential Knowledge and Skills for Theatre Arts

HS 117.315 LI - Foundations: Inquiry and Understanding
C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

C.1.G - analyze and describe the interdependence of all theatrical elements.

HS 117.315 LI - Creative Expression: production
C.3.B - apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity.

HS 117.315 LI - Historical and cultural relevance
C.4.B - relate historical and cultural influences on theatre.

HS 117.317 LIII - Creative Expression: production
C.3.B - analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters.

Alberta, Canada

Technical Theatre/Design 10-20-30 - Costume
1 - demonstrate understanding of the purpose of costume

2 - recognize the importance of illusion in costume design

3 - recognize the importance of artistic unity in costume design

Technical Theatre/Design 10-20-30 - Lighting
1 - demonstrate understanding of the purpose of stage lighting

2 - recognize the importance of illusion in lighting design

3 - demonstrate understanding of the important of artistic unity in lighting design

7 - demonstrate understanding of basic functions of lighting control systems

8 - demonstrate understanding of symbolism and psychological implications of colour, angle, intensity and timing in creating mood

9 - demonstrate understanding that gels affect the way colour is perceived in scenery, costume and makeup

Technical Theatre/Design 10-20-30 - Management - Business
2 - recognize the importance of and procedures for script ordering and royalty payment

4 - recognize the importance of effective publicity techniques/procedures

5 - demonstrate understanding of appropriate audience development techniques

Technical Theatre/Design 10-20-30 - Management - Stage
2 - recognize and use basic technical theatre/design terminology

Technical Theatre/Design 10-20-30 - Management - Properties
1 - demonstrate understanding of the purpose of stage properties

3 - recognize the importance of artistic unity in properties design

6 - demonstrate understanding of symbolism and psychological implications of colour, texture and shape

Technical Theatre/Design 10-20-30 - Management - Set
1 - demonstrate understanding of the purpose of stage scenery

2 - recognize the importance of illusion in set design

3 - recognize the importance of artistic unity in set design

7 - demonstrate understanding of symbolism and psychological implications of colour, texture, line, mass and form

8 - recognize different types of scenery: bare stage, curtain set, drop and wing set, box set, unit set, suggestive or selective set, flats, projections, scrims, cyclorama

Technical Theatre/Design 10-20-30 - Management - Sound
1 - demonstrate understanding of the purpose of stage sound

2 - recognize the importance of illusion in sound design

3 - recognize the importance of artistic unity in sound design

5 - demonstrate understanding of the basic advantages and limitations of sound equipment; e.g., reel-to-reel tape recorders. cassette tape recorders, turntables, compact disc players, amplifiers, mixers, microphones and speakers

Playwriting - Drama 20
4 - generate and collect ideas that have dramatic possibilities

Directing - Drama 30
1 - demonstrate understanding of the function of the director

2 - demonstrate understanding of the terms directorial concept and artistic unity

3 - recognize that a directorial concept should lead to artistic unity

4 - demonstrate understanding of the relationship between the relevant research of a chosen play and the directorial concept

Junior Goal II Objectives
become familiar with disciplines that enhance dramatic process

become familiar with dramatic terminology and script format

gain awareness of how the integration of disciplines enriches dramatic communication

Junior Goal III Objectives
develop awareness of various conventions of theatre

Junior Orientation
demonstrate a willingness to take calculated and reasonable risks

generate imaginative and creative solutions to problems

offer and accept constructive criticism, given specific guidelines, with a desire to improve

share ideas confidently with others

support positivity the work of others

Junior Goal I Objectives
    develop the ability to initiate, organize and present a project within a given set of guidelines
    develop the ability to interact effectively and constructively in a group process
    develop the ability to offer and accept constructive criticism
    develop the willingness to make a decision, act upon it and accept the results
    extend the ability to explore meaning through abstract concepts
    extend the ability to think imaginatively and creatively
    extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences

Technical Theatre - Levels I, II, III - Awareness
    1 - recognize the basic terminology associated with the component being studied
    2 - demonstrate understanding of the basic functions of the component being studied.
    3 - show awareness of the importance of research
    5 - demonstrate understanding of the various conventions of the components being studied

Technical Theatre - Levels I, II, III - Readiness
    10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing
    11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project
    6 - demonstrate understanding of the importance of planning and organization
    7 - select a project appropriate to the component being studied
    8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect
    9 - use sketching to explore ideas for the project

Technical Theatre - Application
    13 - determine and acquire necessary supplies or substitutes to construct the planned project
    14 - use appropriate tools and skills to assemble or construct the planned project
    15 - use the project

Senior Goal I Objectives
    apply imaginative and creative thought to problem-solving situations
    demonstrate a sense of responsibility and commitment, individually and to the group
    demonstrate the ability to offer, accept, and reflect upon, constructive criticism

Senior Goal II Objectives
    demonstrate understanding of integration of disciplines to enrich a theatrical presentation
    gain knowledge of disciplines that enhance dramatic process and product

Senior Goal III Objectives
    develop an awareness of aesthetics in visual and performing arts

Orientation Drama 10
    demonstrate effective use and management of time
    make effective decisions or choices
    offer and accept constructive criticism with a desire to

progress
    share ideas confidently
    solve problems imaginatively and creatively
    work with abstract concepts

British Columbia (2018)
GRADE 6 - ARTS - Exploring and creating
    Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
    Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

GRADE 6 - ARTS - Reasoning and reflecting
    Reflect on works of art and creative processes to understand artists' intentions
    Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

GRADE 6 - ARTS - Communicating and documenting
    Describe, interpret and respond to works of art and explore artists' intent

GRADE 7 - ARTS - Exploring and creating
    Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
    Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
    Explore relationships between identity, place, culture, society, and belonging through the arts

GRADE 7 - ARTS - Communicating and documenting
    Express, feelings, ideas, and experiences through the arts
    Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Exploring and creating
    Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
    Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 8 - ARTS - Reasoning and reflecting
    Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 8 - ARTS - Communicating and documenting
    Experience, document, choreograph, perform, and share creative works in a variety of ways
    Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating
    Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play
    Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in

relation to drama

Take creative risks to experience and express thoughts, emotions, and meaning

GRADE 9 - DRAMA - Reasoning and reflecting

Develop and refine ideas and technical skills to improve the quality of performance pieces

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

Experiment with a range of materials, props, processes, and technologies to create and refine performances

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

Receive and apply constructive feedback to develop and refine ideas

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

GRADE 12 - DRAMA - Reason and reflect

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

Use self-reflection and awareness of audience to refine ideas

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

Ontario, Canada

Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act,

scene, climax, resolution, improvisation, mask, freeze-frame image)

C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom

B.3.3 - identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors (e.g., production and/or performance roles in community theatre, television/radio broadcasting, filmmaking)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.2 - analyse a variety of drama works to compare and assess how they explore universal themes and issues (e.g., compare and contrast the handling of similar themes in dramatizations of folk tales, myths, legends, personal stories, and/or Aboriginal tales)

B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)

Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works

Grades 9 & 10 - Creating and Presenting - Elements and Conventions

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)