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# THE DO-IT-ALL DIRECTOR'S INTRODUCTION TO COSTUMING

## **Instructor**

HOLLY BEARDSLEY

## **Materials**

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

## **Course length**

10 modules  
2 hours, 12 minutes of video  
4 credit hours

# Course Description

Do you know the difference between a bustle and a buckram frame? Or what works best as an emergency hem? Some directors are blessed with a big budget and a full support staff—a choreographer, a set designer, and a costumer. But the drama teacher often becomes director, choreographer, set designer, and costumer all in one.

And a budget? What's a budget? The Do-It-All Director's Introduction to Costuming will give you, the director, who must do it all, the confidence and skills to costume and direct, no matter your experience or budget. This course will teach you costuming basics, budget tricks, organization, and most importantly, the art of costuming as a director.

## About the Instructor

Holly Beardsley wrote and directed middle school plays and musicals within the Illinois Public School System for ten years. In those ten years, she attended both Eureka College and the Academy of Art. She is also a former director of Burkhalter Productions, a youth summer stock program. She has since left teaching to write full time.

## Course Curriculum

### Lesson 0: Introduction 2:47

### Lesson 1: Vision: The Most Important Character 13:54

By having a strong understanding of the script, and especially the characters, your vision will help to drive your design. It may even make you a stronger director.

### Lesson 2: Fashion, Clothes, and the Habits of a Successful Costumer 12:16

Learn the lingo, understand the styles, and learn to make decisions that are time and character appropriate.

### Lesson 3: Common Costuming Mistakes 8:13

Learn the basic costuming mistakes or challenges that many people attempt and then learn the specific reasons why they aren't successful and what you can do to turn things around.

### Lesson 4: Building Your Costume Closet 7:26

A good costume stock is a life saver for most theatre departments. Learn what you can do to make the most out of your costume investments and to build a truly useful costume stock.

### Lesson 5: Costumes from Scratch 39:13

From fabric choices, to necessary costume construction tools this unit will guide you through what it takes to create a costume from start to finish. Also include are some "no-sew" techniques for creating costumes.

### Lesson 6: Buttoning Up Your Budget 8:43

Prioritizing your budget is a necessity. In this lesson, you'll learn where to spend your money so that it will serve you well in your current show and for future shows as well. Holly even shares some tips on what you can do when you have no money at all.

### Lesson 7: Costuming a Period Show 16:51

While period shows can often take a dent out of your budget, this lesson can help you to understand that your vision, and often clothes you may already have can serve you well or these types of productions.

### Lesson 8: Dressing the Whole Show 9:29

In this lesson you'll learn how to give your show a cohesive feeling through costume connections in groups and color choices.

### Lesson 9: Showtime 13:21

Costuming moves to a whole new level when it's time for dress rehearsals and the run of the show. In lesson 9 you'll learn strategies for all of the areas of wardrobe for your show including dress rehearsal strategies, utilizing stage parents, and training your costumers for a show.

# Standards Connections

## National Core Arts Standards

### Generate and conceptualize artistic ideas and work - Grade 6

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.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.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.

### Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

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.

### Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

### 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.

### Interpret intent and meaning in artistic work - Grade 6

TH:Re8.1.6.b - Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

TH:Re8.1.6.c - Identify personal aesthetics, preferences, and beliefs through participation in or observation of 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.

### Interpret intent and meaning in artistic work - Grade 7

TH:Re8.1.7.b - Describe how cultural perspectives can

influence the evaluation of drama/theatre work.

TH:Re8.1.7.c - Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss 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.

### Interpret intent and meaning in artistic work - Grade 8

TH:Re8.1.8.b - Analyze how cultural perspectives influence the evaluation of a drama/theatre work.

TH:Re8.1.8.c - Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

### Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HSI.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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.

### Interpret intent and meaning in artistic work - Grade HS Proficient

TH:Re8.1.HSI.b - Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

TH:Re8.1.HSI.c - Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

### Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HSII.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

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.

### Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HSII.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

TH:Re8.1.HSII.b - Apply concepts from a drama/theatre work for personal realization about cultural perspectives and

understanding.

TH:Re8.1.HSII.c - Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

#### **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.

#### **Interpret intent and meaning in artistic work - Grade HS Advanced**

TH:Re8.1.HSIII.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

TH:Re8.1.HSIII.c - Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

#### **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 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.a - Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

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.

#### **Convey meaning through the presentation of artistic work - Grade HS Accomplished**

TH:Pr6.1.HSII.a - Present a drama/theatre work using creative processes that shape the production for a specific audience.

#### **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.c - Identify solutions to design challenges in a drama/theatre work.

#### **7.TH:Cr1 Generate and conceptualize artistic ideas and 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.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.

#### **Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.**

Acc.TH:Cr1.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre 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.

#### **6.TH:Cr2 Organize and develop artistic ideas and work.**

6.TH:Cr2.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

#### **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.

#### **6.TH:Re8 Interpret intent and meaning in artistic work.**

6.TH:Re8.b - Identify cultural contexts that may influence the evaluation of a drama/theatre work.

6.TH:Re8.c - Identify personal aesthetics, preferences, and beliefs through participation in or observation of 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.

**7.TH:Re8 Interpret intent and meaning in artistic work.**

7.TH:Re8.b - Describe how cultural contexts can influence the evaluation of drama/theatre work.

7.TH:Re8.c - Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss 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.

**8.TH:Re8 Interpret intent and meaning in artistic work.**

8.TH:Re8.b - Analyze how cultural contexts influence the evaluation of a drama/theatre work.

8.TH:Re8.c - Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

**Prof.TH:Cr2 Organize and develop artistic ideas and work.**

Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

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.

**Prof.TH:Re8 Interpret intent and meaning in artistic work.**

Prof.TH:Re8.b - Identify and compare cultural contexts and contexts that may influence the evaluation of a drama/theatre work.

Prof.TH:Re8.c - Understand how multiple aesthetics, preferences, and beliefs shape participation in and observation of a drama/theatre work.

**Acc.TH:Cr2 Organize and develop artistic ideas and work.**

Acc.TH:Cr2.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre in western or non-western theatre traditions.

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.

**Acc.TH:Re8 Interpret intent and meaning in artistic work.**

Acc.TH:Re8.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

Acc.TH:Re8.b - Apply concepts from a drama/theatre work for personal realization about cultural contexts and understanding.

Acc.TH:Re8.c - Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

**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.

**Adv.TH:Re8 Interpret intent and meaning in artistic work.**

Adv.TH:Re8.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

Adv.TH:Re8.c - Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**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.

**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.a - Use the rehearsal process to analyze the dramatic concept and design elements of a devised or scripted drama/theatre 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.

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

Acc.TH:Pr6 - Present a drama/theatre work using creative processes that shape the production for a specific audience.

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

DT.6.1.2.a - Students Can: Analyze to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

DT.6.1.2.b - Students Can: Contribute ideas and accept and incorporate the ideas of others in preparing or devising a drama/theatre work.

DT.6.1.4.a - Students Can: Examine and articulate choices to refine a devised or scripted 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.

DT.6.3.2.b - Students Can: Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

DT.6.3.2.c - Students Can: Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.

### Seventh Grade

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.

DT.7.3.2.b - Students Can: Describe how cultural perspectives can influence the evaluation of drama/theatre work.

DT.7.3.2.c - Students Can: Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

### Eighth Grade

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

production.

DT.8.3.2.b - Students Can: Analyze how cultural perspectives influence the evaluation of a drama/theatre work.

DT.8.3.2.c - Students Can: Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

### 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.H1.1.2.a - Students Can: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas 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.H1.1.3.a - Students Can: Investigate how cultural perspectives, community ideas, and personal beliefs impact 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.

DT.H1.2.4.a - Students Can: Perform/present a scripted drama/theatre work for a specific audience.

DT.H1.3.2.b - Students Can: Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

DT.H1.3.2.c - Students Can: Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

### High School - Advanced Pathway

DT.H2.1.1.a - Students Can: Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

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

DT.H2.1.2.b - Students Can: Cooperate as a creative team to make interpretive choices 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.a - Students Can: Analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work through the use of the rehearsal process.

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.

DT.H2.2.4.a - Students Can: Present a drama/theatre work using creative processes that shape the production for a specific audience.

DT.H2.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to critique artistic choices and justify meaningful feedback based on historical, cultural, and personal context.

DT.H2.3.2.a - Students Can: Develop detailed supporting evidence and criteria to reinforce artistic choices, when

participating in or observing a drama/theatre work.

DT.H2.3.2.b - Students Can: Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

DT.H2.3.2.c - Students Can: Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

### 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.H3.1.2.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.H3.2.3.a - Students Can: Effectively execute creative processes to tell stories in a devised or scripted drama/theatre work, to connect with audience, community, and ensemble.

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.

DT.H3.3.2.b - Students Can: Shape personal responses to drama/theatre work by utilizing new understandings of cultures and contexts.

DT.H3.3.2.c - Students Can: Support and explain aesthetics, preferences and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

## 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.9-10.6 - 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.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

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.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

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

### Historical & Global Connections

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

TH.912.H.2.7 - Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.

### 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.3.5 - Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.

### Organizational Structure

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

### Skills, Techniques & Processes

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.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.

## 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 7 - Connecting

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Draw conclusions about the influence of theatre on society.

### 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 - Connecting

TA8.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Discuss theatre's role in reflecting the culture of a society.

### 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.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the skills and tasks associated with acting, singing, and dancing, incorporating vocal and movement technique, observation, and imagination to create characters for formal and informal performances., b. Identify and examine the responsibilities and tasks of an actor in relation to directors, designers, choreographers, technical crew, and production staff., c. Use the skills and tools of a director to develop a presentation of formal and informal musical theatre performances., d. Conduct rehearsals to present a musical theatre performance for a live audience.

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).

## **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.

### **Intermediate High School Create**

I.CR.1.3 - Implement original technical designs into theatrical works using available facilities, technology, and tools.

### **Intermediate High School Present**

I.PR.2.3 - Implement technical elements to enhance theatrical works.

### **Advanced High School Create**

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.2.3 - Implement technical elements effectively from design through actualization to enhance theatrical works.

## **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.

### **Intermediate High School Standards - Aesthetics**

I.AE.1.1 - Use technical knowledge and design skills to formulate designs.

I.AE.1.2 - Use 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.

A.AE.1.2 - Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

## **Texas Essential Knowledge and Skills for Theatre Arts**

### **HS 117.315 LI - Foundations: Inquiry and Understanding**

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

### **HS 117.318 LIV - Creative Expression: production**

C.3.A - experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays.

C.3.B - analyze and evaluate dramatic texts and direct brief scenes.

## **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

4 - demonstrate knowledge of appropriate safety procedures

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

6 - demonstrate understanding of the value of the sketch as a tool in creating and communicating ideas in costume design

7 - demonstrate understanding of techniques of costume organization, care, maintenance, cleaning and storage

### **Theatre Studies Drama 10 (Greek, Medieval or Elizabethan, and Canadian)**

1 - recognize theatre has evolved as a traditional art form

- 2 - recognize innovations in the theatre

### **Theatre Studies Drama 20**

- 3 - recognize the elements of critique

### **Theatre Studies Drama 30 (Early or Middle or Late drama)**

- 4 - recognize dramatic structure of a play
- 6 - recognize realism and selected other significant theatre styles

### **Technical Theatre/Design 10-20-30 - Management - Set**

- 3 - recognize the importance of artistic unity in set design

### **Directing - Drama 30**

- 2 - demonstrate understanding of the terms directorial concept and artistic unity
- 3 - recognize that a directorial concept should lead to artistic unity

### **Junior Goal III Objectives**

- develop awareness of various conventions of theatre
- develop the ability to analyze and assess the process and the art

### **Junior Orientation**

- demonstrate awareness of the multidisciplinary nature of drama/theatre
- recognize that there is an historical and cultural aspect of drama/theatre

### **Junior Goal I Objectives**

- develop the ability to initiate, organize and present a project within a given set of guidelines
- extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences

### **Theatre Studies Level II - Intermediate (Theatre History)**

- 5 - recognize that "theatre is a mirror of society".

### **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

### **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**

- demonstrate a sense of inquiry and commitment, individually and to the group
- demonstrate the ability to considered decisions, act upon them and accept the results
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines

### **Senior Goal II Objectives**

- demonstrate understanding of integration of disciplines to enrich a theatrical presentation
- develop the ability to understand and apply the specific presentation techniques demanded by various dramatic forms

participate in the theatrical style of realism as a basis for further exploration of theatrical styles

### **Senior Goal III Objectives**

- demonstrate recognition of and respect for excellence in drama and theatre
- develop an awareness of aesthetics in visual and performing arts

### **Orientation Drama 10**

- demonstrate self-discipline, self-direction and a sense of responsibility
- recognize that values are expressed through the arts
- 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

Explore relationships between identity, place, culture, society, and belonging through the arts

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 6 - ARTS - Reasoning and reflecting**

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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**

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

### **GRADE 7 - ARTS - Exploring and creating**

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 - Reasoning and reflecting**

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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 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**

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

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**

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

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**

Take creative risks to express feelings, ideas, and experiences

#### **GRADE 9 - DRAMA - Exploring and creating**

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**

Receive, offer, and apply constructive feedback

#### **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

Examine the influences of social, cultural, historical, environmental, and personal context on drama

#### **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**

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.1.3 - 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 - The Critical Analysis Process**

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.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)