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# THE DO-IT-ALL DIRECTOR'S INTRODUCTION TO SET DESIGN

## **Instructor**

HOLLY BEARDSLEY

## **Materials**

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

## **Course length**

10 modules  
1 hours, 40 minutes of video  
3 credit hours

# Course Description

Holly Beardsley is a do-it-all director. She started directing middle and high school students in her early college years and since then has written over ten shows and directed twice as many.

Do-it-all directors are responsible for everything it seems – the direction, the costuming, the choreography and of course, the set too. And though directors are ready to direct, to costume and even dance, there is something intimidating about designing and building a set.

The Do-it-All Director's Introduction to Set Design will give you the director, who must do-it-all, the confidence and skills to not only direct but build your own set as well - no matter your experience or budget. This course will teach you set design basics, construction tips, budget tricks, and how to tackle your precious performance space armed with a hammer, and most importantly, without fear.

## 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 3:08

#### Lesson 1: Vision & Ambiance 14:39

In this lesson you'll focus on vision and ambiance: How to find your vision through characterization and how to translate it into your set design. You'll also explore what you can do with light and sound to help create the ambiance.

#### Lesson 2: Flats, Platforms, & Wagons 14:53

You'll dive right in and learn about the three basic components of set design, how to read a script to determine your scenic needs and ways to share your ideas with others.

#### Lesson 3: In and Out of the Black Box 10:22

Your performance space has a huge effect on your production. In Lesson 3, you'll learn the pros and cons of each type of performance space and how to make the most of the space you have or don't have.

#### Lesson 4: The Most Common Mistakes of Rookie Set Design 8:01

Sometimes it's good to learn through "non-examples." Holly shares the most common "Set Wrecks" that can happen and gives you tips and tricks for avoiding these mistakes.

### Lesson 5: Introduction to Construction 13:50

In this introduction to construction, you'll learn about tools and safety and how to construct the three most basic components of set design. You'll also be introduced to easy materials for simple and safe sets.

#### Lesson 6: Paint: The Key to a Colorful Set 16:14

There are few things that have as much impact on your scenic design than paint. In this lesson you'll learn how to make the right color choices for your set. You'll be introduced to various tools, materials and painting techniques as well as learn tips and tricks for a big impact.

#### Lesson 7: Dressing the Set 7:16

Don't let your set go naked! In lesson 7, you'll see how props can be used to complete the look of your design by "dressing the set."

#### Lesson 8: Scene Changes 5:34

Scene changes are an important element of your scenic design. In this lesson you'll learn how to fit more than one scene into a set and how to address your scene changes earlier so that they become an integral part of your design.

#### Lesson 9: Something from Nothing 6:43

Sometimes it all comes down to money. Or does it? In this lesson, you'll learn how to become a "set design scavenger" and how to deal with your current budget and raise money for your next set.

# 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.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.

TH:Cr1.1.HSIII.b - Create a complete design for a drama/theatre work that incorporates all elements of technology.

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

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.

### 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.

### 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.

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

TH:Cr2.1.HSIII.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

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.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing 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.

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 6**

TH:Cn11.2.6.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

**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.

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7**

TH:Cn11.2.7.b - Examine artifacts from a time period and geographic location to better understand performance and design choices in a 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.

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 8**

TH:Cn11.2.8.b - Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

**Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient**

TH:Cr3.1.HS1.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.

**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.

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Accomplished**

TH:Cn11.2.HSII.a - Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

**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.

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Advanced**

TH:Cn11.2.HSIII.a - Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

**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.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.

Adv.TH:Cr1.c - Create a complete design for a drama/theatre work that incorporates all technical theatre elements.

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

**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.

**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.

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

Adv.TH:Cr2.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

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.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing 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.

**6.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

6.TH:Cn11.2.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

**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.

**7.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

7.TH:Cn11.2.b - Examine artifacts from a time period and geographic location to better understand performance and design choices in a 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.

**8.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

8.TH:Cn11.2.b - Identify and use artifacts from a time period and place to develop performance and design choices in a 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.

**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.

**Acc.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Acc.TH:Cn11.2.a - Formulate creative choices for a devised or scripted drama/theatre work based on research about the selected topic.

**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.

### **Adv.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Adv.TH:Cn11.2.a - Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from research.

## **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.6.1.2.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.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.7.1.3.b - Students Can: Examine research relevant to the drama/theatre work to better understand performance and design choices.

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.8.1.3.b - Students Can: Identify and use research and design choices in a drama/theatre work to enhance the 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.

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

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

DT.H2.1.3.b - Students Can: Make creative choices based on connections with the selected topic.

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.H2.3.2.a - Students Can: Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a 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.H3.1.1.b - Students Can: Create a complete design for a drama/theatre work that incorporates all elements of technology.

DT.H3.1.2.a - Students Can: Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and Western or non-Western theatre traditions.

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.H3.1.3.b - Students Can: Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data on ensemble, community.

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.a - Students Can: Revise personal work and interpret the work of others when participating in or observing a drama/theatre work using detailed supporting evidence and appropriate criteria.

DT.H3.3.4.a - Students Can: Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choice.

## 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.1.4 - Research the cause-and-effect relationship

between production needs and new and emerging technologies to support creativity and innovation in theatre.

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 - Performing**

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

### **Grade 6 - Connecting**

TA6.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Identify similarities between theatre and other art forms., b. Draw conclusions about the relationships between theatre and life., c. Define tasks associated with a theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

### **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.

## **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 - 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.

### **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.

C.1.K - identify and recognize the importance of safe theatre practices.

### **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 - Management - Set**

- 1 - demonstrate understanding of the purpose of stage scenery
- 10 - demonstrate understanding of and use ground plans
- 5 - demonstrate knowledge of appropriate safety procedures

#### **Junior Goal II Objectives**

become familiar with disciplines that enhance dramatic process

#### **Junior Orientation**

generate imaginative and creative solutions to problems

#### **Junior Goal I Objectives**

extend the ability to think imaginatively and creatively

#### **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
- 6 - demonstrate understanding of the importance of planning and organization

#### **Senior Goal I Objectives**

apply imaginative and creative thought to problem-solving situations

#### **Senior Goal II Objectives**

explore various approaches to analyzing a script for purposes of study and/or presentation

#### **Orientation Drama 10**

- make effective decisions or choices
- solve problems imaginatively and creatively

## **British Columbia (2018)**

### **GRADE 6 - 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 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**

Interpret and communicate ideas using symbols and elements to express meaning 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**

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**

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

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

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

### **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 10 - DRAMA - Explore and Create**

Experiment with a range of props, processes, and technologies

### **GRADE 11 - DRAMA - Reason and reflect**

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

### **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

## **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.3.2 - use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal (e.g., use voice and movement to suggest an airport, circus, or factory environment)

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)