COSTUMING

By HOLLY BEARDSLEY

A costume designer and a costumer are two different things. A costume designer creates pieces from the drawing board to the stage, while a costumer pulls from already existing pieces to create fully realized characters. This means that the approach is different.

In this six lesson unit students will learn the tools of a successful costumer. They will start by reflecting on their own personal style and the choices that go into that style. They'll move on to look at versatility and adapting costume staples, creating a costuming vision, period clothing as the costumer, how to use the colour wheel as a costuming tool and everything culminates in a final project (two options).

1 - Personal Style
In this lesson, students will reflect on their personal style, learn clothing vocabulary, and identify how to apply personal style to creating costumes for a show. They will also learn the difference between a costume designer and a costumer.

2 - Versatility
How do you take existing pieces and create a costume? One of the keys to successful costuming is knowing how to adapt staples into a variety of different costumes for different productions. As highlighted in Lesson One, when it comes to costuming, sometimes what you come up with won't be the perfect costume. It's important to learn to work with what you have. This lesson allows students to continue working on their clothing vocabulary document.

3 - Costuming Vision
One issue that costumers run into is that because they're pulling together from existing pieces, the costumes' overall look can lack unity. The best way to achieve unification is by creating and executing costumes through a costuming vision. In this lesson, students will answer questions in order to develop a costuming vision for a show.

4 - Period Clothing
Sometimes a costumer not only has to put together clothes for a modern production, but they have to create a period look. This lesson identifies the items of clothing most associated with specific eras and how to emulate those eras using modern clothing. This lesson also enforces that costuming is an illusion. You work with what you have to create the atmosphere of an era. What can you do to create the illusion of the original?

5 - The Colour Wheel
Costuming with colour is another technique to unify a look for a show. It's a great way to visualize theme and mood. How do different colours make you feel? What colours are associated with different moods? Can colour be used to identify a group? Students will first assess character types and use the colour wheel to create a costume look. Their task for the lesson is to assign colours to different groups in a play, based on relationship, mood, and era.

6 - Culminating Assignment
Students will apply what they have learned to two possible culminating assignments.

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 - High School Proficient
 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.

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.

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

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

Interpret intent and meaning in artistic work - Grade HS Advanced
 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.

Apply criteria to evaluate artistic work - Grade HS Proficient
 TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

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.

Prof.TH:Cr1 Generate and conceptualize artistic ideas and 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.

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.

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

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

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

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.

Prof.TH:Re9 Apply criteria to evaluate artistic work.
 Prof.TH.Re9.c - Analyze and evaluate the aesthetics and effect of the technical theatre elements in a drama/theatre work.

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.6.2.2.b - Students Can: Articulate how technical elements are integrated into a 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.

High School - Fundamental Pathway
 DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a drama/theatre work.
 DT.H1.3.4.b - Students Can: Evaluate the aesthetics of the production elements in 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.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.
 DT.H2.2.2.b - Students Can: Apply technical elements and research to create a design that communicates the concept of

a drama/theatre production.

High School - Professional Pathway

DT.H3.1.2.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.H3.3.2.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
Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

History/Social Studies

CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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

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.2.1 - Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

Skills, Techniques & Processes

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

Georgia Performance Standards - Theatre Arts
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.

Grade 8 - Connecting
TA8.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Investigate and prove common themes and structure among theatre and other disciplines., b. Defend how theatre reflects life., c. Incorporate multi-disciplinary aspects into theatre performance., d. Identify and analyze professions associated with different forms of production (e.g. director, stage manager, designer, technician, playwright, actor).

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 - 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.

Accomplished High School Connect
AC.CN.2.2 - Analyze how technical elements 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.

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.

Proficient High School Standards - Aesthetics
P.AE.1.1 - Analyze design concepts for aesthetic impact of technical elements.

Advanced High School Standards - Aesthetics
A.AE.1.1 - Use technical knowledge and design skills to formulate designs for a specific audience.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Creative Expression: production
C.3.A - create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements.

MS 117.212 LII - Creative Expression: production
B.3.A - determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes.

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.

MS 117.213 LIII - Foundations: Inquiry and Understanding
B.1.E - apply knowledge of theatrical vocabulary and terminology.

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

HS 117.315 LI - Critical evaluation and response
C.5.G - use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner.

HS 117.316 LII - Critical evaluation and response
C.5.F - use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner.

HS 117.317 LIII - Critical evaluation and response
C.5.F - use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner.

HS 117.318 LIV - Critical evaluation and response
C.5.F - employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner.

C.5.H - create a personal resume or portfolio of theatrical experience.

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

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

Junior Orientation
demonstrate a willingness to take calculated and reasonable risks

demonstrate awareness of the multidisciplinary nature of drama/theatre

focus concentration on one task at a time

generate imaginative and creative solutions to problems

listen effectively

meet deadlines and follow through on individual and group commitments

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

recognize that there is an historical and cultural aspect of drama/theatre

share ideas confidently with others

support positivity the work of others

work cooperatively and productively with all members of the class in pairs, small groups and large groups

Junior Goal I Objectives
develop a sense of responsibility and commitment

develop the ability to initiate, organize and present a project within a given set of guidelines

develop the ability to interact effectively and constructively in a group process

develop the ability to offer and accept constructive criticism

develop the willingness to make a decision, act upon it and accept the results

extend the ability to explore meaning through abstract concepts

extend the ability to think imaginatively and creatively

extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences

strengthen powers of concentration

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

4 - show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies

5 - demonstrate understanding of the various conventions of the components being studied

Technical Theatre - Levels I, II, III - Readiness
10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing

11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project

6 - demonstrate understanding of the importance of planning and organization

7 - select a project appropriate to the component being studied

8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect

Technical Theatre - Application
   14 - use appropriate tools and skills to assemble or construct the planned project

Senior Goal I Objectives
   demonstrate respect for others-their rights, ideas, abilities and differences
   demonstrate the ability to offer, accept, and reflect upon, constructive criticism
   extend the ability to concentrate

Orientation Drama 10
   cope with success and failure in positive ways
   demonstrate self-discipline, self-direction and a sense of responsibility
   display consideration and respect for self and others
   offer and accept constructive criticism with a desire to progress
   positively support the work of others
   work cooperatively and productively
   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
   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
   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 - Exploring and creating
   Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

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

GRADE 8 - ARTS - Reasoning and reflecting
   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 9 - DRAMA - Exploring and creating
   Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play
   Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama
   Explore relationships between identity, place, culture, society, and belonging through dramatic experiences

GRADE 10 - DRAMA - Explore and Create
   Experiment with a range of props, processes, and technologies

GRADE 10 - DRAMA - Communicate and document
   Compose, interpret, and expand ideas using symbolism and imagery

GRADE 11 - DRAMA - Reason and reflect
   Receive and apply constructive feedback to develop and refine ideas
   Reflect on aesthetic experiences and how they relate to a specific place, time, and context

GRADE 12 - DRAMA - Explore and Create
   Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

GRADE 12 - DRAMA - Reason and reflect
   Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language
   Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works
   Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Ontario, Canada
Grades 9 & 10 - Foundations - Responsible Practices
   C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

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 - 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

Virginia Standards Of Learning (2020)
Technical Theatre
   TT.12 - The student will identify and apply safety guidelines for all aspects of technical theatre work.
   TT.21 - The student will demonstrate costume design and production.

Technical Theatre

TT.3 - The student will analyze, interpret, and evaluate aspects of technical theatre.

TT.4 - The student will explain and justify personal preferences for theatre design using appropriate vocabulary.

Technical Theatre

TT.1 - The student will create design elements that demonstrate personal voice and vision.

TT.2 - The student will apply the creative process for technical theatre.