DESIGN
By MATT WEBSTER

In this unit, students will explore and experiment with the basic building blocks of design: Line, Shape, and Color. Once students have a solid foundation of those concepts, they will move on to stage properties and scenic flats as additional building blocks of design. They will then apply their knowledge and skills to a series of assignments, so they can demonstrate their design knowledge and creativity.

1 - Line and Shape
Students will explore the meaning and power of lines and shapes as a way to communicate emotion and ideas. Students will create examples of emotional expression through simple lines.

2 - The Color Wheel
Students will use the color wheel as a way to connect emotion and character through color and color theory. They will then apply this to set design.

3 - Properties and Prop Design
Students will examine various definitions of stage properties and learn ways to categorize properties for the stage.

4 - Build a Mini Flat
Students will explore every facet of scenic flats for the stage: terminology, design, structure, the process of building a flat.

5 - Culminating Project: Song in a Box
Applying the concepts and skills they have acquired in this unit, students will analyze, design, then build a single, comprehensive miniature set inside of a shoebox (based on a song of their choosing).
Standards Connections

Alberta, Canada

Junior Goal I Objectives
- extend the ability to think imaginatively and creatively
- develop the willingness to make a decision, act upon it and accept the results
- develop a sense of responsibility and commitment

Junior Orientation
- demonstrate a willingness to take calculated and reasonable risks
- generate imaginative and creative solutions to problems
- meet deadlines and follow through on individual and group commitments
- work cooperatively and productively with all members of the class in pairs, small groups and large groups
- support positivity the work of others

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. demonstrate understanding of the various conventions of the components being studied

Technical Theatre - Levels I, II, III - Readiness
6. demonstrate understanding of the importance of planning and organization
8. demonstrate understanding of the use of colour, shape and texture to achieve a desired effect
10. demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing

Senior Goal I Objectives
- increase self-discipline
- increase self-confidence
- extend the ability to concentrate
- apply imaginative and creative thought to problem-solving situations
- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines
- develop a sense of inquiry and commitment to learning
- demonstrate a sense of inquiry and commitment, individually and to the group
- demonstrate the ability to contribute effectively and constructively to the group process

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

Orientation Drama 10
- share ideas confidently
- concentrate on the task at hand
- listen to self and others
- solve problems imaginatively and creatively
- make effective decisions or choices
- positively support the work of others
- cope with success and failure in positive ways
- work with abstract concepts
- demonstrate self-discipline, self-direction and a sense of responsibility
- work cooperatively and productively

Technical Theatre/Design 10-20-30 - Management - Properties
1. demonstrate understanding of the purpose of stage properties
5. recognize different types of properties: set properties, hand properties, rehearsal properties

Technical Theatre/Design 10-20-30 - Management - Set
1. demonstrate understanding of the purpose of stage scenery
3. recognize the importance of artistic unity in set design
4. recognize and use theatre terminology related to the proscenium
6. recognize different types of stages: proscenium, thrust, arena, flexible

British Columbia, Canada

Drama 8
- make and act on reasoned and thoughtful decisions
- suggest and try a variety of appropriate solutions to a given problem
- use appropriate vocabulary to describe drama and theatre elements
- select design elements—colour, level, space—to achieve a desired effect

Drama 9
- accept responsibility for decisions and solutions
- make reasoned choices within the boundaries of the dramatic situation
- use a variety of strategies to make choices in problem solving
- select and use design elements to achieve a desire effect

Drama 10
- defend choices made in problem solving
- select technical elements to create mood and atmosphere

Drama 11
- demonstrate understanding of how production elements affect performance
- use appropriate stage terminology

Drama 12
- use appropriate stage terminology

California VAPA Standards (2001)
GRADE 9-12 PROFICIENT - 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.2 - Careers and Career-Related Skills - Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

GRADE 9-12 ADVANCED - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.

GRADE SIX - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.

California VAPA Standards (2019)
6.TH:Cr1 Generate and conceptualize artistic ideas and
Incorporates artistic and technical elements into a theatre production.

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.

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.

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.

Writing
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.

Florida Sunshine State Standards
Critical Thinking & Reflection
TH.912.C.2.3 - Analyze different types of stage configurations to determine the effects of each as potential production solutions.

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

Skills, Techniques & Processes
TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.

Georgia Performance Standards
2010 - Theatre Arts
GRADE 6
TAMS6.4 - Designing and executing artistic and technical elements of theatre, a. Examines the appropriate relationship between the actor, designers, and technical crew, b. Explores the effects of set design, costume, and lighting on an actor’s performance, c. Plans and creates technical elements of a theatrical production, d. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances.

GRADE 7
TAMS7.4 - Designing and executing artistic and technical elements of theatre, a. Identifies technical elements of theatre, b. Uses available resources to plan for and support theatre activities, c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre productions, d. Incorporates artistic and technical elements into a theatre production.

Grade 8
TAMS8.4 - Designing and executing artistic and technical elements of theatre, a. Applies the technical elements of theatre, b. Utilizes available resources to plan for and support theatre activities, c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre, d. Develops a management plan for incorporating technical elements of theatre, e. Incorporates artistic and technical elements into a theatre production, f. Evaluates the effectiveness of artistic and technical elements used in a theatre production.

Grade 9-12 - FUNDAMENTALS OF THEATRE I
TAHSFTI.4 - Designing and executing artistic and technical elements of theatre, a. Identifies and defines the various roles of production personnel (sound/lighting, set, scenic, costume, makeup, marketing and business aspects), b. Recognizes and applies the basic elements and procedures involved in the construction of props, scenery, and platforms, c. Distinguishes between effective and ineffective artistic designs, d. Infers elements of artistic design from scripts, e. Formulates a conceptualization of artistic design from scripts, f. Hypothesizes possible audiences responses to artistic elements, g. Creates product based on conceptualization, h. Demonstrates ability to plan, create, and assemble the technical elements for a scene or short play.

GRADE 9-12 - ACTING I
TAHSAI.4 - Designing and executing artistic and technical elements of theatre, a. Examines the appropriate relationship between the actor, designers, and technical crew, b. Explores the effects of set design, costume, and lighting on an actor’s performance, c. Plans and creates technical elements of a theatrical production, d. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances.

Grade 9-12 - ACTING II
TAHSAII.4 - Designing and executing artistic and technical elements of theatre, a. Examines the appropriate relationship between the actor, designers, and technical crew, b. Explores the effects of set design, costume, and lighting on an actor’s performance, c. Plans and creates technical elements of a theatrical production, d. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances.

Grade 9-12 - ACTING III
TAHSAIII.4 - Designing and executing artistic and technical elements of theatre, a. Examines the appropriate relationship between the actor, designers, and technical crew, b. Explores the effects of set design, costume, and lighting on an actor’s performance, c. Plans and creates technical elements of a theatrical production, d. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances.

Grade 9-12 - ADVANCED DRAMA I
TAHSADI.4 - Designing and executing artistic and technical elements of theatre, a. Engages in script analysis from the perspective of technical theatre collaborators, b. Plans and creates technical elements of a theatrical production, c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances.

Grade 9-12 - ADVANCED DRAMA II
TAHSADII.4 - Designing and executing artistic and technical elements of theatre, a. Engages in script analysis from the perspective of technical theatre collaborators, b. Plans and creates technical elements of a theatrical production, c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances.

Grade 9-12 - ADVANCED DRAMA III
TAHSADIII.4 - Designing and executing artistic and technical elements of theatre, a. Engages in script analysis from the perspective of technical theatre collaborators, b. Plans and creates technical elements of a theatrical production, c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances.

Grade 9-12 - ADVANCED DRAMA IV
TAHSADIV.4 - Designing and executing artistic and technical elements of theatre, a. Engages in script analysis from the perspective of technical theatre collaborators, b. Plans and creates technical elements of a theatrical production, c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances, d. Engages in peer leadership experiences including design and technical direction.

Grade 9-12 - THEATRE LITERATURE I
TAHSTI.4 - Designing and executing artistic and technical elements of theatre, a. Explains the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, and makeup), b. Analyzes a variety of dramatic texts from cultural and historical perspectives to determine production requirements, c. Designs visual and aural elements to convey the environment suggested by the text, d. Applies technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup.

Grade 9-12 - THEATRE LITERATURE II
TAHSTII.4 - Designing and executing artistic and technical elements of theatre, a. Explains the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, and makeup), b. Analyzes a variety of dramatic texts from cultural and historical perspectives to determine production requirements, c. Designs visual and aural elements to clearly convey the environment suggested by the text, d. Applies technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup, e. Designs coherent stage management, promotional, and business plans, f. Explains how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions.

Grade 9-12 - MUSICAL THEATRE I
TAHSTM.4 - Designing and executing artistic and technical elements of theatre, a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound, b. Creates a plot for a specific area of technical production in musical theatre, c. Explores the relationship between design choices and the overall musical performance.

Grade 9-12 - MUSICAL THEATRE II
TAHSMTI.4 - Designing and executing artistic and technical elements of theatre, a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound, b. Creates a plot for a specific area of technical production in musical theatre, c. Explores the relationship between design choices and the overall musical performance, d. Examines the impact of costume and makeup design on character development, e. Creates a rendering or model of a set or lights or props or costumes for a musical theatre production, f. Explores the relationship between sound production and vocal performance.

Grade 9-12 - MUSICAL THEATRE III
TAHSMTI.4 - Designing and executing artistic and technical elements of theatre, a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound, b. Creates a plot for a specific area of technical production in musical theatre, c. Explores the relationship between design choices and the overall musical performance, d. Analyzes the technical elements of a production and how a performance is impacted by these elements, e. Designs and produces at least one technical element for a production.

Grade 9-12 - TECHNICAL THEATRE I
TAHSTI.1 - Designing and executing artistic and technical elements of theatre, a. Compares and contrasts the characteristics of different types of performance spaces such as a proscenium stage, studio/black box, thrust stage, classroom, arena, or found space., b. Analyzes ways in which the characteristics of a performance space can influence production decisions properties, lighting, sound, costuming, and makeup, d. Creates a chart of the responsibilities of technical personnel, including designers, builders, and operators, e. Demonstrates theatre safety practices as well as an ethical use of available technology and resources, f. Considers the interrelated nature of lighting, costumes, makeup, sound, properties, scenery, acting, and direction to create in a unified theatrical production, g. Researches and selects lighting, sound, scenery, properties, costumes, and makeup to help create a particular theatrical environment, h. Selects, documents, and arranges props, furniture, costumes, and sound to create the setting and environment of the plot, i. Uses standard safety and operating procedures for tools and equipment used in formal and informal theatre, film/video, and electronic media productions.

TAHSTI.2 - Designing and executing artistic and technical elements of theatre (Sets and Properties), a. Uses power tools under the operating and safety guidelines to construct theatre sets and props, b. Collaborates with other group members to design and construct a variety of functional scenic devices for a formal production, c. Describes and/or documents through words, drawings, technical elements, the setting and environment of a plot., d. Uses available art materials, tools, and/or stock scenery to create and convey props and/or setting, e. Constructs or locates appropriate props to enhance a scene or production.

Grade 9-12 - TECHNICAL THEATRE II
TAHSTII.1 - Designing and executing artistic and technical elements of theatre, a. Interprets, prepares, and presents elements of technical theatre to enhance a scene, b. Creates a two-dimensional study of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and properties, c. Analyzes and justifies design choices, d. Applies the principles, elements, characteristics, and functions of design to a theatrical production, e. Analyzes dramatic texts for theme/s, settings, era, style, genre, and characters to determine technical requirements, f. Applies knowledge of design principles and elements to set and property design, costumes, lighting, sound, and makeup, g. Collaborates with
the director to develop concepts that convey the metaphorical nature of theatre, film/video, and electronic media productions, h. Incorporates the use of technological advances in theatre and other disciplines to create formal and informal theatre, film/video, and electronic media productions.

TH:Cr1.1.7.b - Explain and present solutions to design challenges in a drama/theatre work

Grade 9-12 - TECHNICAL THEATRE III
TAHSTTIII.2 - Designing and executing artistic and technical elements of theatre (Scenery and Properties), a. Creates a scale model of a three-dimensional form from design drawings, b. Builds a scale model of a setting for a stage or film/video, c. Designs and implements technical elements for theatre, film/video, and electronic media productions based on designs from a concept and in collaboration with a director.

Grade 9-12 - TECHNICAL THEATRE IV
TAHSTTIV.1 - Designing and executing artistic and technical elements of theatre, a. Applies solutions to technical theatre problem, b. Develops and maintains a portfolio of best works that illuminate and reflect growth, knowledge, and skills as a theatrical technician and designer, c. Compares and contrasts how nature, social life, and visual art practices and products influence and affect design choices for theatre, film, television, and electronic media productions in the past and the present, d. Applies the components, functions, and operations of technical theatre elements, including lighting, scenery, costuming, makeup, properties, and sound.

TAHSTTIV.2 - Designing and executing artistic and technical elements of theatre (Scenery and Properties), a. Builds scenery and properties from original ground plans and set designs for a production, b. Serves as technical director, shop supervisor, or in other leadership roles on the technical elements of a production.

National Core Arts Standards
TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade 6
TH:Cr1.1.6.b - Identify solutions to design challenges in a drama/theatre work.

TH:Cr1.1: 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.

North Carolina Essential Standards
Beginning High School Standards - Communication
B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

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

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

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

Advanced High School Standards - Aesthetics
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.

Ontario, Canada
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

Foundations - Responsible Practices
C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

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.

HS 117.315 LI - Creative Expression: production
C.3.A - develop and practice technical theatre skills.

HS 117.316 LI - Creative Expression: production
C.3.A - develop and practice safe and effective stagecraft skills.
C.3.E - develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

MS 117.211 LI - Foundations: Inquiry and Understanding
C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

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.
C.3.B - create suitable environments for dramatizations.