This is a mini-unit on staging. Along with the driving question for the unit, students will explore about how staging affects the performance. Students will draw a plot design (ground plan) to emphasize the need to plan where scenic elements will be placed. They will also practice taking cues from the script, in order to create staging.

1 - Introduction to Staging
Students are introduced to staging through video demonstration and discuss the role of staging in a performance. How does staging help to visualize a location? The lesson concludes with a Greek Myth Staging Activity.

2 - Staging Effectiveness
Students complete a Staging Vocabulary Activity. They are then given a setting description and have to draw a set based on the description. The point of the activity is not to excel in drawing but learning how to plan and translate a description into a physical setting.

3 - Changes and Transitions
Students discuss scene changes and transitions. How can a poorly rehearsed transition hinder a technically effective performance? They then apply this discussion to a Scene Assignment. Groups create a scene and must demonstrate a scene change within the scene.

4 - Scene Assignment: Presentation
Students review what makes a scene technically effective. They are given time to rehearse and then present their scenes. The emphasis is on the groups demonstrating a knowledge of staging effectiveness.

5 - Reflection
Students discuss the scenes from the previous class and reflect as a group on the process. They then address how lighting, sound, costume and staging interact together to create a technically effective scene.
Standards Connections

Alberta, Canada

Technical Theatre/Design 10-20-30 - Management - Set
1. demonstrate understanding of the purpose of stage scenery
2. recognize the importance of illusion in set design
4. recognize and use theatre terminology related to the proscenium
6. recognize different types of stages: proscenium, thrust, arena, flexible
8. recognize different types of scenery: bare stage, curtain set, drop and wing set, box set, unit set, suggestive or selective set, flats, projections, scrims, cyclorama
9. demonstrate understanding of and use scale
10. demonstrate understanding of and use ground plans
11. demonstrate understanding of proper placement of stage scenery: balancing, angling, masking, sight lines, backdrops, scrims

Junior Orientation
- demonstrate a willingness to take calculated and reasonable risks
- share ideas confidently with others
- focus concentration on one task at a time
- listen effectively
- 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
- offer and accept constructive criticism, given specific guidelines, with a desire to improve

Junior Goal I Objectives
- develop self-discipline
- extend the ability to think imaginatively and creatively
- extend the ability to explore meaning through abstract concepts
- develop the willingness to make a decision, act upon it and accept the results
- 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

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
6. demonstrate understanding of the importance of planning and organization
7. select a project appropriate to the component being studied
8. demonstrate understanding of the use of colour, shape and texture to achieve a desired effect
9. use sketching to explore ideas for the project
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

Technical Theatre - Application
12. demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions
13. determine and acquire necessary supplies or substitutes to construct the planned project
16. demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication

Senior Goal I Objectives
- increase self-discipline
- extend the ability to concentrate
- apply imaginative and creative thought to problem-solving situations

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
- demonstrate effective use and management of time
- listen to self and others
- recognize that values are expressed through the arts
- solve problems imaginatively and creatively
- make effective decisions or choices

British Columbia - 2018 (latest)

GRADE 9 - DRAMA - Exploring and creating
Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

GRADE 9 - DRAMA - Reasoning and reflecting
Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

GRADE 9 - DRAMA - Communicating and documenting
Compose, interpret, and expand ideas using symbolism, imagery, and elements

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

GRADE 11 - DRAMA - Explore and Create
Purposefully select and combine dramatic elements and conventions
Experiment with a range of materials, props, processes, and technologies to create and refine performances

GRADE 11 - DRAMA - Reason and reflect
Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

GRADE 12 - DRAMA - Explore and Create
Intentionally select and combine dramatic elements and conventions
Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works
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 given criteria to assess and evaluate their work plan and create settings to enhance the dramatic situation
use appropriate vocabulary to describe drama and theatre elements
enhance dramatic work with available technical elements
select design elements—colour, level, space—to achieve a desired effect

Drama 9
relate setting to action
select and use design elements to achieve a desire effect

Drama 10
apply stage vocabulary and theatrical conventions to
dramatic forms
demonstrate ways in which context determines the choice of design elements
select technical elements to create mood and atmosphere

Drama 11
use appropriate stage terminology

Drama 12
use appropriate stage terminology
collaborate to solve performance and production problems delegate and accept responsibility in groups

California VAPA Standards (2001)

GRADE EIGHT - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.
1.2 - Comprehension and Analysis of the Elements of Theatre - Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.

GRADE SEVEN - 2.0 CREATIVE EXPRESSION
2.1 - Development of Theatrical Skills - Use improvisation in rehearsal to discover character and motivation.
2.2 - Development of Theatrical Skills - Maintain a rehearsal script/ notebook to record directions and blocking.

GRADE SEVEN - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of TheatreUse the vocabulary of theatre, such as playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.
1.2 - Comprehension and Analysis of the Elements of Theatre - Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.

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

GRADE 9-12 ADVANCED - 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.

GRADE 9-12 ADVANCED - 2.0 CREATIVE EXPRESSION
1.1 - Development of Theatrical Skills - Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.

GRADE 9-12 ADVANCED - 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.

California VAPA Standards (2019)

6.TH:Re9 Apply criteria to evaluate artistic work.
6.TH:Re9.c - Identify the technical theatre elements used in a drama/theatre work to justify aesthetic choices.

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.

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

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

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.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.

Innovation, Technology & the Future
TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.
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.

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.3.2 - Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
TH.912.O.3.6 - Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

Skills, Techniques & Processes
TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.
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 2017 - Theatre Arts
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 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing
Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Performing

TAHSM.T.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.T.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.T.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.T.CONNECT.1 - Connect technical elements of theatre, a. Explore and understand the collaborations between designers and directors to develop design elements., b. Investigate the history of theatre architecture, stage technology, and other technical elements., c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres), d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits), e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

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

TAHSA.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.

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

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

Grade 6 - Performing

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

Grade 7 - Creating

TAHSA.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.
and performance including historical movements, personal experience, and cultural influences. c. Act by developing, communicating, and sustaining roles within a variety of situations and environments. d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew. e. Use the skills and tools of a director to conduct rehearsals for performance.

**Grades 9-12 - ADVANCED DRAMA LEVELS I-IV - Creating**

TAHSAD.CR.1 - Organize, design, and refine theatrical work.

- a. Examine various theories of dramatic structure.
- b. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

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

TAHSAD.PR.2 - Execute artistic and technical elements of theatre.

- a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.

**National Core Arts Standards**

### TH:Re9.1: Apply criteria to evaluate artistic work - Grade 6

- TH:Re9.1.6.b - Apply the production elements used in a drama/theatre work to assess aesthetic choices.

### TH:Cr3.1: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient

- TH:Cr3.1.HSI.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

### TH:Cr1.1: Generate and conceptualize artistic ideas and work - High School Advanced

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

#### TH:Cr1.1.HSII.a - Understand and apply technology to design solutions for a drama/theatre work.

### TH:Cr1.1: Generate and conceptualize artistic ideas and work - High School Proficient

#### TH:Cr1.1.HSI.b - Apply basic research to construct ideas about the visual composition of a drama/theatre work.

#### TH:Cr1.1.HSI.a - Imagine and explore technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

### TH:Cr1.1: 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.

### TH:Cr1.1: 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.

### TH:Pr5.1: 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.

### TH:Pr5.1: Develop and refine artistic techniques and work for presentation - Grade HS Advanced

**North Carolina Essential Standards**

### 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 - Analysis

**I.A.1.1** - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

### Aesthetics

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

**I.AE.1.2** - Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal 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.

**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**

### Grades 9 & 10 - Foundations - Responsible Practices

**C.3.1** - Identify and follow safe and ethical practices in