BERKELEY HEIGHTS PUBLIC SCHOOLS BERKELEY HEIGHTS, NEW JERSEY

GOVERNOR LIVINGSTON HIGH SCHOOL ENGLISH DEPARTMENT

THEATRE PRODUCTION #0064

Curriculum Guide

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This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Educational Plan (IEP).

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*Note: New Jersey Core Curriculum Content Standards can also be viewed at

www.state.nj.us

PHILOSOPHY/RATIONALE

The Theatre Production course is a one semester 2.5 credit course offered as an English elective. Students may repeat the course as often as they wish. The course is designed for grades 9-12. It is organized into three units, which cover all aspects of theatrical production: Theatre and the Theatre Company, The Look of the Show, and Performance/Post-Performance.

The course has been designed to provide the students with a well-rounded knowledge base of, and hands-on experience, in theatre production. The skills developed through the study and process of theatrical production are numerous, varied, and serve as preparation for any number of careers. Students learn research methods, organizational skills, time management, and the skills needed to create everything from posters to props. Most importantly, through their involvement in theatre production, they gain knowledge of how their individual performance positively or negatively impacts the success of a group effort.

COURSE PROFICIENCIES

COURSE OBJECTIVES

Unit I: Theatre and the Theatre Company

- 1. Recognize that theatre is a collaborative art. (1.4/A3)
- 2. Understand theatre company hierarchy and theatre traditions/etiquette. (1.4/A3)
- 3. Gain an overview of the different responsibilities associated with a theatrical production team. (1.2/C5; 9.1/A2, B1)
- 4. Take on a responsibility for the current school production. (1.2/C3; 9.1/A2; 9.2/A1,6)

Unit II: The Look of the Show

- 1. Develop a general understanding of the role of theatrical designers and the design process. ((1.2/C5; 1.3/C4; 3.1/H1; 8.2/A3; 9.1/A2, B1; 9.2/A1)
- 2. Begin team production work, including design and construction, in accordance with production specifications. (1.2/C3; 8.1/D1; 8.2/A3; 9.2/A1,6,10; 9.4/B2)
- 3. Understand safety measures in set construction and technical application. (9.2/C1,5,6)
- 4. Investigate the work of one theatrical designer or director through a research project/presentation. (3.3/D3,5; 8.1/D1)

Unit III: Performance and Post-Performance

- 1. Understand the necessity for and requirements of all elements of production week including: load-in, technical rehearsal, cue-to-cue, dress rehearsal, and final house preparations. (9.2/A1)
- 2. Know the performance procedure for each of the major elements of a production: actors, lighting, sound, stage crew, wardrobe/makeup, props, and house. (9.2/A1)
- 3. Appreciate the "finer" aspects of production night: etiquette, hospitality, and post show responsibilities. (1.4/A3; 9.2/A1)
- 4. Evaluate production and personal performance. (1.1/A1; 1.4/B1)

STUDENT PROFICIENCIES

The student will be able to:

- 1. Understand the organization of a typical theatre company. (1.4/A3)
- 2. Know the job titles and associated responsibilities of members of a theatre company. (9.1/A2; 9.2/A1)
- 3. Recognize the factors to consider in drafting a production schedule.
- 4. Understand the criteria for selecting a play for performance.
- 5. Acknowledge the responsibilities of the stage manager and the assistant director. (9.1/A2)
- 6. Differentiate between different types of theatrical stages.
- 7. Identify the many different types of stage curtains.
- 8. Recognize the potential in different types of performance space and know how to adapt the space to suit the play.
- 9. Have a general understanding of the types of stage sets that can be used in production. (1.3/C4)
- 10. Design a character room. (8.2/A3, 9.2/A1)
- 11. Present design to class. (3.3/D3,5)
- 12. Experience design research for set, props, costumes, and makeup. (1.2/C3; 3.1/H1; 8.1/D1; 8.2/A3; 9.2/A1,6)
- 13. Practice safety measures in set construction, shop maintenance, and use of sound/lighting equipment. (9.2/C1,5,6)
- 14. Understand the importance of teamwork and company spirit. (1.2/C3; 9.2/A6)
- 15. Understand and participate in all aspects of publicity including: poster/program design, press releases, press-kits, and fliers. (1.2/C3; 8.2/A3; 9.2/A1,6; 9.4/B2)
- 16. Understand the process of developing a costume plot. (9.2/A1)
- 17. Understand and participate in the process of acquiring/building/altering and maintaining costumes. (1.3/C4; 9.2/A1,6; 9.4/B2)
- 18. Develop a props plot. (1.2/C3; 9.2/A1,6,10)
- 19. Understand and participate in the process of acquiring/fabricating and maintaining props. (9.2/A1,6; 9.4/B2)
- 20. Set up a prop table. (1.2/C3; 9.2/A1)
- 21. Design appropriate costume and makeup/hair for a character in a play. (1.2/C3; 1.3/C4; 8.2/A3, D1; 9.2/A1)
- 22. Present design to class. (3.3/D3,5)
- 23. Differentiate between the different forms and types of makeup. (1.3/C4)
- 24. Understand the role of music in a production: house and show. (9.2/A1)
- 25. Develop a sound effects/music cue list. (9.2/A1,10)
- 26. Understand the process of developing and following a lighting plot. (1.2/C4; 9.2/A1)
- 27. Recognize the types of lighting instruments and their functions. (1.3/C4; 9.2/A1)
- 28. Understand lighting cue terms and the process of writing cues. (9.2/A1)
- 29. Create and implement a strike plot. (1.2/C3; 9.2/A1.10)
- 30. Evaluate a production as a whole. (1.1/A1; 1.4/B1)
- 31. Evaluate their individual contribution to the production. (1.4/B1)

METHODS OF EVALUATION

- 1. Homework and class work.
- 2. Class participation/team cooperation.
- 3. Tests/Quizzes.
- 4. Design projects.
- 5. Marking period research project.
- 6. Final project/exam.

SCOPE AND SEQUENCE COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

N. J. Core				
Curriculum	Indicators	Course Outline/Student Objectives		
Standards		*(see note at end of outline)		
1.2	C3,5	I. Recognize the Elements of Theatre Production and a		
1.4	A3	Theatre Company		
9.1	A2	A. Recognize That Theatre is a Collaborative Art		
9.2	A1,6	B. Understand the Theatre Company Hierarchy and		
7.2	B1	Theatre Traditions/Etiquette		
		C. Gain an Overview of the Different Responsibilities		
		Associated with a Theatrical Production Team		
		D. Take on a Responsibility for a Current School		
		Production		
1.2	C3,4,5	II. To Investigate Production Concept and the Process and		
1.3	C4	Implementation of Theatrical Design		
3.3	D3,5	A. Develop a General Understanding of the Role of		
8.1	D1	Theatrical Designers and the Design Process		
8.2	A3	B. Begin Team Production Work, Including Design and		
	D1	Construction on, in Accordance with Production		
9.1	A,2	Specifications		
	B1	C. Understand and Follow Measures in Set Construction		
9.2	A1,6,10	and Technical Application		
	C1,5,6	D. Investigate the Work of One Theatrical Designer or		
9.4	B2	Director Through a Research Project/Presentation		
1.1	A1	III. Understand and Apply the Performance and Post-Perform-		
1.4	B1	ance Procedures of Theatrical Production, Including		
9.2	A1	Evaluation		
		A. Understand the Necessity for, and Requirements of all		
		Elements of Production Week Including: Load-In,		
		Technical Rehearsal, Cue-To-Cue, Dress Rehearsal, and		
		Final House Preparations		
		B. Know and be Able to Follow Performance Procedure for		
		Each of the Major Elements of a Production: Actors,		
		Lighting, Sound, Stage Crew, Wardrobe/Makeup, Props,		
		and House		
		C. Appreciate the "Finer" Aspects of Theatrical Production:		
		Etiquette, Hospitality, and Post-Show Responsibilities		
		D. Evaluate Production and Personal Performance as a		
		Member of the Production Team		

^{*}Note: The New Jersey Core Curriculum Standards can be accessed at www.state.nj.us

SUGGESTED MATERIALS

Resources for Students

Mobley, Jonniepat. Play Production Today. Chicago: NTC Publishing Group, 1996.

Opening Night – CD Rom. Minneapolis: MECC, 1995.

Opening Night is a software program in which students create, direct, and perform their own plays in a multimedia theater. They put together sets and props, cast shows, and direct action. The program also includes music, lighting, and sound effects. Additionally, the program provides a Backstage Tour, which gives students a glimpse into the working of The Children's Theatre Company. Included in the software are interviews in which students hear theatre professionals discussing their jobs, and a Theatre Glossary with over 120 theatre related terms, definitions, and photos.

Resources for Teacher

Hovasse, Nancy, Klemme, Adrienne and Mobley, Jonniepat. *Play Production Today: Teacher's Research Book.* Chicago: NTC Publishing Group, 1996.

Pennell, Linda. Getting Started in Theatre. Chicago: NTC Publishing Group, 1995.

Tanner, Fran Averett, Ph.D.. *Basic Drama Projects: Teacher's Manual.* Topeka, Kansas: Clark Publishing, Inc., 1994.