



## Dramatic Workshop II - Unit 2 - On the Set

Unit Focus
This short unit is meant to give students an introduction to set construction, set design and lighting design. Students will explore the many options for designing a set and should be exposed to live or filmed plays from which to gather ideas and understanding. Students will learn how scenery and lighting can imply time, social status, mood, tone and how to use symbolic elements. To break up this more technical unit teachers can include improv activities.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS		
ESTABLISHED GOALS	TRANSFER	
<p><b>Common Core Standards</b> <i>English Language Arts : 9</i> <i>919462 Language</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul> <p><b>School-specific (only available to this unit)</b> <i>Theatre : 9</i></p> <ul style="list-style-type: none"> <li>• 4007322 CTTS 7) Students will analyze, critique, and construct meanings from works of theater.</li> <li>• 4007321 CTTS 3) Students will design and produce the technical elements of theater through artistic interpretation and execution.</li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b> <i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</li> </ul> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>• Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.</li> </ul>	<p>T1 Students will create theatre through improvising, writing and refining scripts. (Product Creation, Synthesizing)</p> <p>T2 Students will design and produce the technical elements of theater through artistic interpretation and execution. (Product Creation, Synthesizing)</p> <p>T3 Students will analyze, critique, and construct meanings from works of theater. (Synthesizing)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Many elements of set design work together to impact the experience of the theater attendee.</p>	<p>Q1 How do scenery and lighting impact the story/experience?</p> <p>Q2 How can scenery and lighting be used to imply time period, social status, mood, tone?</p> <p>Q3 How can I use realism or symbolism in a set design? What is the impact?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 How to blend set construction and lighting to create a mood and tone for a scene.</p> <p>K2 Three methods for creating a set design: hand drawn, computer generated, 3-Dimensional.</p> <p>K3 Arena stage, box set, curtain set, cyclorama, drops, elevation sketch, flats, minimal set, permanent set, prism set, proscenium stage, scrim ,set pieces, teaser, unit set, barn door, batten, border lights, cross light, dimmers, ERS, floodlights, followspots, Fresnel, gelatins, gobo, roundels, scoops, spill, spotlights, tableau</p>	<p>S1 Using technical terms for sets and lighting</p> <p>S2 Using basic principles to create a set design</p> <p>S3 Creating a set design to establish a desired mood and tone.</p>	