

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Intro to Stagecraft</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject: English</i> <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> <i>Phil Miller</i> Signature </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> <i>12/3/2019</i> Date </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Joseph Mascio Site: PMS Date: 10/25/19	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		11-20-19
Asst. Superintendent of Educational Services		12-2-19
Governing Board		

Prerequisite(s) (REQUIRED):
Intro to Theatre or teacher recommendation. Course is repeatable.
Corequisite(s) (REQUIRED):
Students will work on one extracurricular production.
Brief Course Description (REQUIRED):
This is a class designed to teach the basics of theatrical design, implementation, and production to students who are interested in set construction and decoration, lighting, sound, properties, costumes, makeup, company or stage management, and arts administration.

B. COURSE CONTENT

Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
Each student will be able to demonstrate a basic understanding of the fundamental principles of technical production work. When competencies are evaluated and strengths and interests are found, each student will specialize in one area. Students will participate in the successful production of two main stage productions and multiple student projects. This class will prepare students to run and maintain the theatre venue for the other performing arts disciplines, the school, and the community.
Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
This course provides a bridge between practical skills (construction, sound mixing, electrical work) and design concepts (mood, modes of artistic expression, etc.). It gives many students an introduction into artistic expression that are interested in modes of expression outside of performance. It also serves to connect a wide array of our students at varying levels of academic achievement and school connectedness.

The purpose of this course is to arm students with the practical skills they need to implement design basics in a theatrical or cinematic context and also provide them with the context for developing a design aesthetic that will allow them to create and implement cogent, artistically sound, meaningful work and enable them to be successful in high school, career, and college.

Unit 1: Safety Testing, Crew Worksheets/Notes, and Professionalism Worksheets/Notes Production crew roles

Unit 2: Implementation of safe Construction techniques including power tool training. Practical lighting equipment, sound design equipment training for each specific theatre space.

Unit 3: A written reflection of their work from the production. Student reflection should be supported by citing specific design examples from their work.

Unit: 4, 5: Successful design and implementation of crew's element in the main stage production, followed by a self-reflection/evaluation and feedback from the instructors.

Unit 6: A model or examples, depending on the crew of that student's design for a show meeting certain criteria that the student would like to see presented at the school in the following year alongside a presentation that articulates the student's reasoning.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

A written reflection of their work from the production. Student reflection should be supported by citing specific design examples from their work.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1 Not Required

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Theaterfolk - [Practical Technical Theater](#) - Digital Subscription (One Year) \$450

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$0	Description of Additional Costs:
Additional costs: \$1,000	<u>Consumables:</u> Lumber Hardware Muslin Fabric Makeup Paint Painting Supplies Model Supplies
Total cost per class set of instructional materials:	\$1,450

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Theater Safety Tests

- Drilling & driving, fly system, set construction & strike, tool storage and handling

Backstage Basics

- Terminology
- Procedures
- Safety
- Production Hierarchy
- Types of stages

Theater Design

- Set Design Model Construction
- Costume Design
- Prop Building
- Makeup Application & Techniques
- Sound Design
- Lighting Design

Production

- Run one live production

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

1. Direct instruction on safety procedures, professionalism, etiquette, and theatre history
2. Student generated research on theatre history, artistic perception, and design
3. Practical application in production, design, and performance

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Written Exams

Project Based Assessments

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
10	Unit 1: Students will understand crew safety, job descriptions, and production structure.	Acc.TH:Cr1.c;		
15	Unit 2: Students will demonstrate proper use of technical equipment.	8.TH:Cr2.b;		
10	Unit 3: Students will produce a written analysis that explains how design supports the artistic vision of a production with guided practice.	8.TH:Pr5.b; 8.TH:Re9.c; Prof.TH:Re9.c		
50 (each)	Unit: 4, 5: Students will design and implement crew elements on a small stage production,	8.TH:Cr1.c; 8.TH:Cr3.c;		

unit)	followed by a self-reflection/evaluation and feedback from the instructors.	Prof.TH:Cr3.c; Acc.TH:Pr6; Adv.TH:Pr6		
25	Unit 6: A model or examples, depending on the crew of that student's design for a show meeting certain criteria that the student would like to see presented at the school in the following year alongside a presentation that articulates the student's reasoning.	8.TH:Re7; 8.TH:Re8.c;		

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)
