

**Standard 1: Develop Basic Acting Skills to Portray Characters Who Interact in Improvised and/or Scripted Scenes****Grades 9-12***Students will be able to:*

This standard does not apply to a technical theater course such as Stagecraft.

Standard 2: Analyze and Develop Scripts through the Creation of Improvised and/or Scripted Scenes**Grades 9-12***Students will be able to:*

- SC.2.1** Learn basic elements of set design with examples of story boards, ground plans, blue prints, and scale models to match the production needs listed in a script.
- SC.2.2** Work with lighting plots to enhance and highlight a stage production based on information listed in a script.
- SC.2.3** Work with sound equipment to provide microphone placement that will enhance a stage performance based on information listed in a script.
- SC.2.4** Work with set designs to build or decorate a set based on information listed in a script.
- SC.2.5** Work with stage rigging to fly parts of a set as needed for a production.

Standard 3: Develop Understanding of Performance and Production**Grades 9-12***Students will be able to:*

- SC.3.1.1** Know terminology needed to understand stage lighting.
- SC.3.1.2** Understand the electrical diagrams used in a lighting rig.
- SC.3.1.3** Understand the names and functions of various stage lamps.
- SC.3.1.4** Dismantle, service, and reassemble stage lamps, including adding accessories such as an iris, top hats, gel frames, barn doors, gobo paddles, etc.
- SC.3.1.5** Operate a follow spotlight, including loading colored gel for special effects.
- SC.3.1.6** Create a lighting effect by making a gobo, a silhouette projection made of metal and inserted into a stage lamp.
- SC.3.1.7** Operate and program a lighting desk to prepare for a stage production.
- SC.3.1.8** Identify all of the parts of the sound systems used in our school theaters.
- SC.3.1.9** Apply proper procedures for powering up and turning off a theatrical sound system.
- SC.3.1.10** Connect sound accessories such as CD players, tape player, DAT recorder, VCR, microphones, and stage monitors to the main sound system.
- SC.3.1.11** Work with a variety of microphones and determine which is best for recording musical instruments and the human voice.
- SC.3.1.12** Work with the mixing desk for presenting live sound and making audio recordings.
- SC.3.1.13** Identify the parts of a stage.
- SC.3.1.14** Understand the correct terminology used to map out a set onto a stage (use of a ground plan).
- SC.3.1.15** Represent objects on a drawing of a set and map their location onto a stage (use of Story board, an artist concept of the show design).
- SC.3.1.16** Design a set and create a scale model.
- SC.3.1.17** Understand safe-building techniques in order to create a full stage set.
- SC.3.1.18** Understand how to safely operate the stage rigging fly system.

**Standard 4: Develop Awareness of Cultural, Historic and Social Context of Theatre and Plays****Grades 9-12**

Students will be able to:

- SC.4.1** Identify some of the changes and developments in stagecraft over time (e.g., impact of technology, innovations in set design,) including history and use of different stage designs.
- SC.4.2** Understand ways culture and history can influence how theater is staged in different places and time periods, including the use of outdoor spaces, temples, and design of early theaters.
- SC.4.3** Recognize the role of technology in stage productions and the impact of advancements in stage technology such as stage lamps, stage rigging, and sound equipment.
- SC.4.4** Identify and define the roles of stage manager, ASM, DSM, fly man, stage hand, lighting operator, sound mixer, lighting designer, sound designer, etc.
- SC.4.5** Understand that stagecraft requires team effort.
- SC.4.6** Be a responsible member of a stagecraft team, whether as mentor or apprentice¹.

¹ Students in Stagecraft are eligible to join as apprentice crew members for actual school productions. As apprentice they work with an experienced student crew member to learn various stage jobs and responsibilities.