

COLUMBUS CITY SCHOOLS STAGECRAFT SCOPE AND SEQUENCE/TIMELINE



FIRST GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	COURSE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Production	Creative Expression and Communication	A: Analyze the physical, social, and psychological dimensions of a design and create a believable, multidimensional execution of that design.	<p>____ CLI 1: Analyze the needs and elements of each production within the school/community/ professional theatre season and record them in a production folder for each show.</p> <p>____ CLI 2: Utilize the script and the playwright's intent to develop an artistic concept for each show in the schools/community/ professional theatre season.</p>	<p>Reading Applications</p> <p>A: Analyze interactions between characters in literary text and how the interactions affect the plot.</p> <p>C: Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.</p>	
3	Production	Connections, Relationships and Applications	A: Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical design, work or experience.	<p>____ CLI 1: Analyze other art forms used in theatrical design during specific historical periods.</p>		<p>History</p> <p>A: Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p>
3	Production	Connections, Relationships and Applications	B: Synthesize the relationship between concepts and skills used in drama/theatre design with other curricular subjects.	<p>____ CLI 1: Demonstrate integration of several disciplines in theatrical design and production.</p>		
4	Production	Valuing the Arts/Aesthetics Reflection	B: Respect diverse opinions regarding theatre	<p>____ CLI 2: Combine two or more philosophies to create a production</p>		

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			performance.	concept for a theatrical event.		
5-7	Production	Historical, Cultural and Social Context	A: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture, and theatre design.	<p>____ CLI 1: Explore the use of various styles of theatrical design to achieve an intended purpose</p> <p>____ CLI 5: Incorporate different periods of design history, style, and form to create an original design of a theatrical event</p> <p>____ CLI 6: Justify design style and presentation to communicate an original message, interpretation and/or design of a theatrical event.</p>	Reading Applications B: Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.	History B: Use historical interpretations to explain current issues.
		Creative Expression and Communication	B: Effectively use technology and/or resources to mount a performance.	<p>____ CLI 2: Determine costumes, makeup, sound, set, props, public relations for all shows within a given season.</p> <p>____ CLI 3: Summarize costs of mounting a dramatic/theatrical season (props, scenery, royalties, costumes, makeup, public relations).</p> <p>____ CLI 4: Use technical elements safely to focus attention, establish mood, locale, time and plot.</p>		Economics A: Compare how different economic systems answers the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.
		Creative Expression and Communication	C. Using Historical, cultural, and/or symbolic information, create an	____ CLI 1: Research the historical, cultural, and symbolic aspects of a dramatic or tragic scene or full	Reading Applications D: Synthesize the content from several sources on a single issue or written by a single author,	History A: Explain patterns of historical continuity and change by challenging arguments of historical

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			imaginative and complex design that conveys meaning to an audience.		length play including previous designs and create an original design of the production/theatrical event.	clarifying ideas and connecting them to other sources and related topics.	inevitability.
8	Production Design Presentations	Analyzing and Responding	A: Incorporate specialized theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.	<p>____ CLI 1: Utilize accurate terminology in technical theatre and be able to use these terms in design presentation.</p> <p>____ CLI 2: Identify and use tools, techniques, and resources in technical theatre.</p>	<p>Acquisition of Vocabulary</p> <p>F: Use multiple resources to enhance comprehension of vocabulary.</p>		
9	Production Designs	Analyzing and Responding	C: Evaluate dramatic works using appropriate criteria.	<p>____ CLI 3: Use self evaluation strategies and audience response to improve dramatic/theatrical works and experiences.</p>			
9	Production Design Portfolio	Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	<p>____ CLI 1: Update personal drama/theatre portfolio and resume including works completed and works in progress.</p>	<p>Communication Oral and Visual</p> <p>G: Give presentations using a variety of delivery methods, visual displays and technology.</p>		
10	Production Job Assignments	Creative Expression and Communication	B: Effectively use technology and/or resources to mount a performance.	<p>____ CLI 1: Define and fulfill two different responsibilities on a technical theatre show/event.</p>			

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SECOND GRADING PERIOD

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1	Fall Production Construction	Analyzing and Responding	B: Indicate the artistic techniques used in planning and performing dramatic/ theatrical work.	<p>____ CLI 1: Determine how a theatrical device/ convention can be used to communicate an author or playwright's intent.</p> <p>____ CLI 2: Effectively use symbols, color, and form to design with meaning.</p>	<p>Reading Applications</p> <p>A: Evaluate how features and characteristic make information accessible and usable and how structures help authors achieve their purpose.</p>	<p>Geography</p> <p>A: Explain how the character and meaning of a place reflects a society's economics, politics, social values, ideology and culture.</p>
		Connections, Relationships and Applications	A: Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical design, work or experience.	<p>____ CLI 2: Demonstrate the integration of one other art form with theatrical design.</p>		
2-6	Fall Production Construction	Connections, Relationships and Applications	B: Synthesize the relationship between concepts and skills used in drama/theatre design and production.	<p>____ CLI 2: Use skills learned in other curriculum subjects in the completion of design and/or theatrical production work.</p>		
			C: Explain how the arts are an index to social values and accomplishments of a civilization.	<p>____ CLI 2: Demonstrate how the use of color, design, and symbols used in a theatrical design convey information about social values and civilizations.</p>		
7	Fall Production Construction Evaluation	Analyzing and Responding	C: Evaluate dramatic/ theatrical works	<p>____ CLI 2: Evaluate production's faithfulness to</p>	<p>Reading Applications</p> <p>E. Analyze the use of genre to express a</p>	

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			using appropriate criteria.	playwright's intent, time period, and culture.	theme of topic.	
			C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 3: Use self evaluation strategies and audience response to improve dramatic/theatrical works and experiences.		
8-9	Portfolio and Career	Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	____ CLI 1: Update personal drama/theatre portfolio and resume including works completed and works in progress. ____ CLI 2: Investigate a career in technical theatre.		

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THIRD GRADING PERIOD

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1-4	Spring Production Construction	Creative Expression and Communication	B: Effectively use technology and/or resources to mount a performance .	<p>____ CLI 5: Design and build effective stage sets for all shows in a given season.</p> <p>____ CLI 1: Define and fulfill two different roles and responsibilities on a technical theatre show/event.</p>		
		Connections, Relationships and Applications	A: Synthesize knowledge of the arts through participation in the creation of a dramatic/ theatrical design, work, or experience.	____ CLI 2: Demonstrate the integration of one other art form with theatrical design.		
		Connections, Relationships and Applications	B: Synthesize the relationship between concepts and skills used in drama/theatre design with other curricular subjects.	____ CLI 2: Use skills learned in other curriculum in the completions of design and/or theatrical production work.		
5	Evaluation	Analyzing and Responding	C: Evaluate dramatic/ theatrical works using appropriate criteria.	<p>____ CLI 2: Evaluate production's faithfulness to playwright's intent, time period, and culture.</p> <p>____ CLI 3: Use self evaluation strategies and audience response to</p>	Writing A: Formulate writing ideas and identify a topic appropriate to the purpose and audience.	

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				improve dramatic/theatrical works and experiences.		
	Portfolio	Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	<p>____ CLI 1: Update personal drama/theatre portfolio and resume including works completed and works in progress.</p> <p>____ CLI 2: Investigate a career in technical theatre.</p>		
6-7	Connections	Historical, Cultural and Social Context	A: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture, and theatre heritage.	<p>____ CLI 2: Analyze the relationship between cultural and social attitudes and emotional reactions to dramatic/theatrical design.</p> <p>____ CLI 3: Identify key designers, works and trends in theatrical design.</p> <p>____ CLI 4: Analyze the cultural, social, political and technological influences on an artist and their effect on their design.</p>	<p>Communication: Oral and Visual</p> <p>B: Analyze the techniques used by speakers and media to influence the audience and evaluate the effect this has on the credibility of a speaker or media message.</p>	<p>History</p> <p>A: Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p> <p>B: Use historical interpretations to explain current issues</p>
8-9	Change and the Future	Valuing the Arts/Aesthetic Reflection	B: Respect diverse opinions regarding theatre preferences.	<p>____ CLI 1: Explore technical theatre designs that have dramatically challenged the audience and society's philosophical understanding of stage setting or costumes (Julie Taymor, Cirque du Soleil).</p>	<p>Communication: Oral and Visual</p> <p>C: Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p>	<p>Geography</p> <p>A: Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.</p>

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FOURTH GRADING PERIOD

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1-2	Universal Themes	Analyzing and Responding	C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 1: Evaluate one designer's universal theme or convention across different works. (e.g., Julie Taymor's use of masks.)	Writing E: Apply tools to judge the quality of writing. Research C: Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.	
		Valuing the Arts/Aesthetic Reflection	A: Defend their responses to a dramatic/theatrical event based on their personal philosophies of theatre.	____ CLI 1: Develop a personal technical theatre philosophy. ____ CLI 2: Explain how the role of technical theatre has changed over the last fifty years and speculate its future role.		History A: Explain patterns of historical continuity and change by challenging arguments of historical inevitability.
3-4	Universal Themes	Valuing the Arts/Aesthetic Reflection	A: Defend their responses to a dramatic/theatrical event based on their personal philosophies of theatre.	____ CLI 3: Articulate and demonstrate a current or past philosophy through a single design: Romanticism, Naturalism, Constructivism, Realism, Minimalism, Expressionism, Pre-Modernism, Modernism, Post Modernism, Symbolism, Epic Theatre,		

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				Theatricalism, Total Theatre, Theatre of Involvement, Theatre of the Absurd.		
5	Universal Themes	Connections, Relationships and Applications	C: Explain how the arts are an index to social values and accomplishments of a civilization.	____ CLI 1: Demonstrate how theatrical design reflects the social values, characters and time period of the play.		Geography A: Analyze the culture, physical economic and political characteristics that define regions and describe reasons that regions change over time.
	Form and Design	Historical, Cultural and Social Contexts	B: Discuss the place of a theatrical designer's body of work in theatre history	____ CLI 1: Research a contemporary designer's body of work, evaluate how technology has affected this work and speculate how its creation will impact future design.		History B: Use historical interpretations to explain current issues.
6-8	Form and Design	Creative Expression and Communication	A: Analyze the physical, social and psychological dimensions of a design and create a believable, multidimensional execution of that design.	____ CLI 3: Develop proficient drafting and drawing skills in tow of the following areas: costuming, makeup, set design, lighting, sound, and public relations. ____ CLI 4: Create three concepts for the same technical theatre element in one production.		
9-10	Evaluation and Portfolio	Connections, Relationships and Applications	D: Engage in activities that lead to continued involvement in theatre.	____ CLI 1: Update personal drama/theatre portfolio and resume including works completed and works in progress. ____ CLI 2: Investigate a career	Communication: Oral and Visual G: Give presentations using a variety of delivery methods, visual displays and technology.	

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				in technical theatre.		
10	Evaluations/Exams & Presentations	Analyzing and Responding	C: Evaluate dramatic/theatrical works using appropriate criteria.	____ CLI 3: Use self evaluation strategies and audience response to improve dramatic/theatrical works and experiences.		