



Instructors: Mr. Jones
Room #: 603

School Phone: 785-330-4634
E-mail: bryce.jones@usd497.org

Course & Expectations:

Stagecraft is a course designed to provide students the opportunity to explore the technical elements of theatre. Units will focus on the interdependence of the following elements of stagecraft: sound, lighting, costuming, makeup, properties, publicity, and set design. In addition, students will aid in the design and construction of sets and properties for school productions. Proper and safe use of tools and the maintenance and care of equipment are integral components of the course. Students will also read/view and discuss scripts or on-stage interpretations of dramatic works, with an emphasis on the principles of design at play.

The vision for theatre education is to develop the capacity for creative emotional expression; to expand physical, improvisational, and artistic skills; and to enrich the quality of student lives. To aid us in our study and growth, we will be guided by the following questions:

Unit I: How do theatre artists make and use connections to enhance dramatic works?

Unit II: How do theatre artists make use of available resources, tools, and technologies for artistic expression to reflect an interpretation and understanding of a dramatic work?

Unit III: How does evaluating my work improve it and reflect my understanding of how the work is to be seen and understood?

The skills of artistic creativity, innovation, and critical thinking developed in this course will strengthen students' ability to be **independent, self-directed learners**. An **independent learner** is able to assess the intentions of an artist by critiquing both their mode of expression, choices, and ideas. A **self-directed learner** utilizes tools for decoding, responding, and creating that allows them to pursue their own deeper understanding of the world we share. Every **independent, self-directed learner** is an **EMPOWERED PERSON**. The hope is that you leave this classroom a more **EMPOWERED PERSON**.

To achieve the goal of the course, we will consistently practice and perform the following:

- Collaborative exploration of culturally sustainable dramatic works
- Analysis of literary works and principles of design via effective tools for insight and understanding
- Preparation and active participation in academic discussion
- Composition of short-form, reflective writings
- Design implementation and authentic representation of individual and collaborative growth and understanding
- Expansion of our academic, theatre-centric vocabulary

Curriculum Outline with Dramatic Titles & Major Assignments/Projects:

Unit I: *How do theatre artists make and use connections?*

Stagecraft & Interdependence

LOGB Survey & Written Reflection
FSHS Theatre Production Phases & Production Team Overview
Technical Theatre Roles & Interdependence

Unit II: *How do theatre artists make use of available resources, tools, and technologies for artistic expression to reflect an interpretation and understanding of a dramatic work?*

Design & Implementation

Principles of Design & The Design Process
Scene Shop Safety & Construction Measurement
Scenic Design: Drawing to Scale
Principles of Design Analysis & Process Implementation: *Bright Star*

Unit III: *How does evaluating my work improve it and reflect my understanding of how the work is to be seen and understood?*

Design Process Project & Capstone Portfolio

Production Team Rationale & Spec Implementation
Stagecraft Portfolio Critique(s)
World Drama Research & Presentation Project (Final)

Consistent Student Expectations:

Please be advised that you will be driving your own learning and understanding. It is incumbent upon me to tailor instruction to you and your peers based on your educational needs; however, we have the agency to control the consistency of our own academic growth—whether it be as students or the instructor—by actively engaging with the coursework.

Google Classroom will be the primary conduit for the sharing, assigning, and turning-in of materials, so it is an academic expectation that you stay active and up-to-date with resources and assignments provided via Classroom. Flexibility is key. Please be aware that assignment parameters or dramatic titles of study may change to facilitate pace or accommodate instructional objectives.

Consistent Student Expectations (continued):

Materials

A notebook, binder, or folder equipped with writing paper that is **dedicated to this class** and can house any provided course work and documents

iPad

Text(s) of current use

A writing utensil

For the Good of the Classroom

OPEN EYES: be present and ready to participate in the world around you

OPEN EARS: be receptive of differing viewpoints; be open to forming and sharing your own ideas

OPEN MIND: be aware of what you know, honest about what you don't know, and steadfast about what you want to learn

The result of these three components: ***a respectful learning environment.***

Grading Policy:

A= 90-100%	[Exceeding Mastery]
B= 80-89%	[Mastery]
C=70-79%	[Approaching Mastery]
D= 60-69%	[Beginning Mastery]
F= 59% or below	

All major assignments, projects, and presentations will be evaluated on the basis of engagement of ideas, clarity, and applicable design criteria—the goal being your demonstration of growth and content mastery. Mastery of the Theatre Fine Arts content is based upon the following course-level calibrated artistic processes, each centered around the skills of artistic creativity, innovation, and critical thinking: discovery and creation; development and performance; appreciation and response; connection and integration. Rubrics or specific outlines will be provided for all major assignments, projects, and presentations. If you have any questions or concerns regarding an assignment's expectations, we will take the time to clarify.

Scoring of soft-deadlines or checkpoints will accompany the hard-deadline completion of student work scored for mastery. Therefore, major assignments and projects—that is to say those listed on this syllabus—will be accepted past their due date within each respective unit grading period; this ensures that students' academic work is a display of their mastery of the content. However, soft deadlines or checkpoints will not be altered in order to accept or accommodate late or missing work beyond the circumstances outlined in accordance with the classroom absence policies; similarly, daily-work assignment deadlines are not adjustable.

