Stagecraft I-III

Fine Arts
Curriculum Framework

2014

Course Title: Stagecraft I-III
Course/Unit Credit: 1 per course

Course Number: SCI: 459240   SCII: 459250   SCIII: 459260

Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades: 9-12
Prerequisites: There is no prerequisite for Stagecraft I. The student entering Stagecraft II or III must successfully complete the preceding year of study of the same content.

<div align="center">Stagecraft I-III</div>

Stagecraft I is a two-semester course which provides students with both exposure to and experience in all elements of technical theatre, including scenery, props, lighting, sound, costume, and makeup. The four strands emphasize creating, performing/presenting, responding and connecting. In Creating, students generate ideas and original tangible works. In Performing and Presenting, students perform tasks associated with technical theatre and present their work to others. Through Responding, students examine works already created by themselves, their peers, or others to analyze the artistic merit and refine work. Through Connecting, students discover connections between theatrical works and historical, societal, and cultural context. Stagecraft I contains foundational elements of theatre that are not developed in Stagecraft II and III, but the teacher may choose to draw student learning expectations from the Drama II-III Curriculum Framework. Stagecraft II is a two-semester course which allows students to advance their skills in all elements of technical theatre through practical experience, with new instruction in design. Stagecraft III is a two-semester course which allows students to deepen their understanding and advance their skills in specialized elements of technical theatre, which could include scenery, props, lighting, sound, costume, and/or makeup. Stagecraft I fulfills the one-half unit of fine arts credit required for graduation. Arkansas Department of Education approval is not required for Stagecraft I, Stagecraft II, or Stagecraft III.

Stagecraft I-III

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing/Presenting	
	4. Students will select, analyze, and interpret artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:
1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating
   Content Standard 1: Students will generate and conceptualize artistic ideas and work.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
CR.1.SCI.1 Identify the steps of the design process • analysis • research • preliminary sketches • finalized sketches, renderings, or models • related paperwork	CR.1.SCII.1 Generate a design following the steps of the design process • analysis • research • preliminary sketches • finalized sketches, renderings or models • related paperwork	CR.1.SCIII.1 Generate multiple designs following the steps of the design process • analysis • research • preliminary sketches • finalized sketches, renderings or models • related paperwork	CCRA.W.2, 7, 8 CCRA.SL.4, 5 CCRA.L.6
CR.1.SCI.2 Explore the collaborative nature of theatre	CR.1.SCII.2 Collaborate to prepare a design or stagecraft project	CR.1.SCIII.2 Collaborate to prepare a design or stagecraft project for a specific drama/theatre work	CCRA.W.2, 7 CCRA.SL.1, 4, 5
CR.1.SCI.3 Create a *design morgue*	CR.1.SCII.3 Utilize a *design morgue* to inform design choices	CR.1.SCIII.3 Utilize a *design morgue* to enhance design choices	CCRA.W.2, 7, 8, 9 CCRA.SL.4, 5

Key: CR.1.SCI.1 = Creating.Content Standard 1.Stagecraft I.1st Student Learning Expectation

Strand: Creating
Content Standard 2: Students will organize and develop artistic ideas and work.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
CR.2.SCI.1 Identify different onstage and offstage theatrical positions • actor • designer • director • house manager • marketing team • playwright • producer • stage manager • technician and the associated responsibilities	CR.2.SCII.1 Develop competencies in various technical roles (e.g., designer, producer, technician, stage manager)	CR.2.SCIII.1 Exhibit leadership abilities in one or more selected technical roles (e.g., designer, producer, technician, stage manager) in the production of a drama/theatre work	CCRA.W.2 CCRA.SL.1, 4 CCRA.L.6
CR.2.SCI.2 Identify stage directions • center stage • downstage • stage left • stage right • upstage	CR.2.SCII.2 Utilize appropriate terminology in regard to stage directions • center stage • downstage • stage left • stage right • upstage	CR.2.SCIII.2 Utilize appropriate terminology in regard to stage directions • center stage • downstage • stage left • stage right • upstage	CCRA.SL.1, 4 CCRA.L.6
CR.2.SCI.3 Identify the steps in the acting process (e.g., analysis/research, vocal/movement choices, character choices, rehearsal)	SLE introduced in Stagecraft I. Refer to appropriate level of Drama for optional extension of SLE.	SLE introduced in Stagecraft I. Refer to appropriate level of Drama for optional extension of SLE.	CCRA.L.6

Key: CR.2.SCI.1 = Creating.Content Standard 2.Stagecraft I.1st Student Learning Expectation

Strand: Creating
   Content Standard 2: Students will organize and develop artistic ideas and work.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
CR.2.SCI.4 Describe the uses of a variety of *theatrical paperwork* (e.g., résumé, rehearsal schedule, rehearsal report)	CR.2.SCII.4 Create selected *theatrical paperwork* (e.g., résumé, rehearsal schedule, rehearsal report)	CR.2.SCIII.4 Refine selected *theatrical paperwork* (e.g., résumé, rehearsal schedule, rehearsal report)	CCRA.W.2, 7, 8, 9 CCRA.L.6
CR.2.SCI.5 Describe types of documents used for design and execution (e.g., ground plans, paint elevations, lighting and sound plots, measurement chart, sketch templates, costume and makeup plots, pull lists)	CR.2.SCII.5 Create selected types of documents used for design and execution (e.g., ground plans, paint elevations, lighting and sound plots, measurement chart, sketch templates, costume and makeup plots, pull lists)	CR.2.SCIII.5 Create the documents required to present a design or manage a production (e.g., ground plans, paint elevations, lighting and sound plots, measurement chart, sketch templates, costume and makeup plots, pull lists)	CCRA.W.2, 7, 8, 9 CCRA.SL.1, 4, 5 CCRA.L.6

Key: CR.2.SCI.4 = Creating.Content Standard 2.Stagecraft I.4th Student Learning Expectation

Strand: Creating
Content Standard 3: Students will refine and complete artistic work.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
CR.3.SCI.1 Apply self-reflection and peer feedback to stagecraft work	CR.3.SCII.1 Apply self-reflection and peer feedback to design choices	CR.3.SCIII.1 Refine design choices based on self and peer evaluations	CCRA.SL.1, 2, 3

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Key: CR.3.SCI.1 = Creating.Content Standard 3.Stagecraft I.1st Student Learning Expectation

Strand: Performing/Presenting
Content Standard 4: Students will select, analyze, and interpret artistic work for presentation.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
P.4.SCI.1 Analyze a script of literary merit to interpret characters and visual/aural design elements (e.g., setting, time period, *given circumstances*)	P.4.SCII.1 Utilize analysis of a script of literary merit to select appropriate components to implement a visual/aural design	P.4.SCIII.1 Interpret a script of literary merit for the purpose of creating a visual/aural design concept	CCRA.R.1, 2, 3, 5, 6 CCRA.W.2, 9 CCRA.SL.3, 4, 5 CCRA.L.6
P.4.SCI.2 Examine the manner in which character relationships assist in telling the story of a drama/theatre work	P.4.SCII.2 Examine the manner in which design elements can delineate character relationships in a drama/theatre work	P.4.SCIII.2 Select design elements to delineate character relationships in a drama/theatre work	CCRA.R.1, 2, 3, 5, 6 CCRA.W.2, 9 CCRA.SL.3, 5
P.4.SCI.3 Explore multiple sources of information (e.g., print resources, web resources, film, video) to inform design choices	P.4.SCII.3 Utilize multiple sources of information (e.g., print resources, web resources, film, video) to inform design choices	P.4.SCIII.3 Select multiple sources of information (e.g., print resources, web resources, film, video) to inform design choices for a specific drama/theatre work	CCRA.R.1, 7, 10 CCRA.SL.2
P.4.SCI.4 Identify the *elements of drama* in a drama/theatre work • character • language • plot • rhythm • spectacle • theme	SLE introduced in Stagecraft I. Refer to appropriate level of Drama for optional extension of SLE.	SLE introduced in Stagecraft I. Refer to appropriate level of Drama for optional extension of SLE.	CCRA.SL.1 CCRA.L.6

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Key: P.4.SCI.1 = Performing/Presenting.Content Standard 4.Stagecraft I.1st Student Learning Expectation

Strand: Performing/Presenting
Content Standard 5: Students will develop and refine artistic work for presentation.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
P.5.SCI.1 Research *technical elements* to increase the impact of a presentation (e.g., lighting, scenery, sound, props)	P.5.SCII.1 Employ research-based *technical elements* to increase the impact of a presentation	P.5.SCIII.1 Employ research-based *technical elements* to increase the impact of multiple presentations	CCRA.R.1, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 2 CCRA.L.6
P.5.SCI.2 Execute a component of a theatrical design (e.g., build a set unit, hang/focus light plot, construct a costume piece, style hair, apply makeup)	P.5.SCII.2 Execute a component of an increasingly complex theatrical design (e.g., build a set unit, hang/focus light plot, construct a costume piece, style hair, apply makeup)	P.5.SCIII.2 Execute a component of an increasingly complex theatrical design (e.g., build a set unit, hang/focus light plot, construct a costume piece, style hair or apply makeup)	CCRA.SL.1 CCRA.L.6
P.5.SCI.3 Identify the steps in the rehearsal process • *table work* • blocking • working rehearsals • tech rehearsals • dress rehearsals • performance	P.5.SCII.3 Analyze the role of the technician and/or designer in the rehearsal process	P.5.SCIII.3 Refine technical designs or elements as a result of challenges encountered during the rehearsal process	CCRA.R.1 CCRA.W.2 CCRA.SL.1 CCRA.L.6
P.5.SCI.4 Differentiate between types of theatre spaces • arena • black box • proscenium • thrust	P.5.SCII.4 Develop a theatrical design appropriate for a specific type of theatre space (e.g., proscenium, thrust, arena, black box)	P.5.SCIII.4 Refine a theatrical design appropriate for a specific type of theatre space (e.g., proscenium, thrust, arena, black box)	CCRA.W.2, 5 CCRA.SL.1, 2 CCRA.L.4, 6

Key: P.5.SCI.1 = Performing/Presenting.Content Standard 5.Stagecraft I.1st Student Learning Expectation

Strand: Performing/Presenting
Content Standard 5: Students will develop and refine artistic work for presentation.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
P.5.SCI.5 Identify tools and equipment used in scenery and/or property construction • construction tools (e.g., saws, drills, hammers, wrenches, pliers) • measurement tools (e.g., measuring tape, framing square) • painting tools (e.g., brushes, rollers, sponges, stencils)	P.5.SCII.5 Utilize the appropriate tools and equipment to execute a component of a theatrical design of scenery and/or property construction	P.5.SCIII.5* Display proficiency in the design or implementation of scenery and/or properties for a drama/theatre work *Students at this level may choose to specialize in one particular aspect of technical theatre. In such a case, only one of P.5.SCIII.5, P.5.SCIII.6, or P.5.SCIII.7 would be required.	CCRA.R.4 CCRA.SL.5 CCRA.L.6
P.5.SCI.6 Identify tools and equipment used in costume construction • fasteners • iron/steamer • measuring tape • needles/ pins • pattern • sewing machine	P.5.SCII.6 Utilize the appropriate tools and equipment to execute a component of a theatrical design in costume construction	P.5.SCIII.6* Display proficiency in the design or implementation of costumes for a drama/theatre work *Students at this level may choose to specialize in one particular aspect of technical theatre. In such a case, only one of P.5.SCIII.5, P.5.SCIII.6, or P.5.SCIII.7 would be required.	CCRA.R.4 CCRA.SL.5 CCRA.L.6
P.5.SCI.7 Identify tools and equipment used in makeup and/or hair styling • hair styling tools • latex/prosthetics • types of makeup • wigs	P.5.SCII.7 Utilize the appropriate tools and equipment to execute a component of a theatrical design in costume construction and/or makeup/hair styling	P.5.SCIII.7* Display proficiency in the design or implementation of makeup and/or hair styling in a drama/theatre work * Students at this level may choose to specialize in one particular aspect of technical theatre. In such a case, only one of P.5.SCIII.5, P.5.SCIII.6, or P.5.SCIII.7 would be required.	CCRA.R.4 CCRA.SL.5 CCRA.L.6

Key: P.5.SCI.5 = Performing/Presenting.Content Standard 5.Stagecraft I.5th Student Learning Expectation

Strand: Performing/Presenting
Content Standard 5: Students will develop and refine artistic work for presentation.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
P.5.SCI.8 Utilize appropriate safety practices in theatre (e.g., personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures)	P.5.SCII.8 Utilize appropriate safety practices in theatre (e.g., personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures)	P.5.SCIII.8 Enforce appropriate safety practices in theatre (e.g., personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures)	CCRA.R.4 CCRA.SL.1 CCRA.L.6

Key: P.5.SCI.8 = Performing/Presenting.Content Standard 5.Stagecraft I.8th Student Learning Expectation

Strand: Performing/Presenting
      Content Standard 6: Students will convey meaning through the presentation of artistic work.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
P.6.SCI.1 Describe the manner in which theatrical design (e.g., set design, lighting design, costume design, makeup design) conveys author's intent	P.6.SCII.1 Present a theatrical design which utilizes visual and/or aural elements to convey author's intent	P.6.SCIII.1 Defend the rationale for personal artistic choices in a theatrical design which utilizes visual and/or aural elements to convey author's intent	CCRA.R.3, 6 CCRA.SL.1, 3, 4, 5, 6

Key: P.6.SCI.1 = Performing/Presenting.Content Standard 6.Stagecraft I.1st Student Learning Expectation

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
R.7.SCI.1 Discuss dramatic elements of an observed drama/theatre work using basic theatre terminology	R.7.SCII.1 Analyze dramatic elements of an observed drama/theatre work using theatre terminology	R.7.SCIII.1 Analyze dramatic elements of an observed drama/theatre work using more complex theatre terminology	CCRA.R.2, 3 CCRA.SL.1, 3, 4 CCRA.L.5, 6
R.7.SCI.2 Discuss the contribution of *technical elements* to the effectiveness of a production	R.7.SCII.2 Analyze the contribution of *technical elements* to the effectiveness of a production	R.7.SCIII.2 Analyze the contribution of more complex *technical elements* to the effectiveness of a production	CCRA.SL.1, 4 CCRA.L.6

Key: R.7.SCI.1 = Responding.Content Standard 7.Stagecraft I.1st Student Learning Expectation

Strand: Responding
Content Standard 8: Students will interpret intent and meaning in artistic work.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
R.8.SCI.1 Identify emotional responses evoked by a variety of *genres*	R.8.SCII.1 Distinguish ways design choices impact mood and meaning of a drama/theatre work	R.8.SCIII.1 Compare ways design choices impact mood and meaning of a drama/theatre work	CCRA.R.6 CCRA.SL.3, 4, 5

Key: R.8.SCI.1 = Responding.Content Standard 8.Stagecraft I.1st Student Learning Expectation

Strand: Responding
Content Standard 9: Students will apply criteria to evaluate artistic work.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
R.9.SCI.1 Develop criteria using basic theatre terminology to evaluate performances, designs, and/or execution of designs	R.9.SCII.1 Develop criteria using basic theatre terminology to evaluate performances, designs, and/or execution of designs	R.9.SCIII.1 Develop more complex criteria using theatre terminology to evaluate performances, designs, and/or execution of designs	CCRA.W.2, 4, 9 CCRA.L.6
R.9.SCI.2 Differentiate between personal preferences and artistic merit of a drama/theatre work	R.9.SCII.2 Research the manner in which society determines the artistic merit of drama/theatre works	R.9.SCIII.2 Justify a position taken on the artistic merit of a drama/theatre work	CCRA.R.1, 2, 3, 4, 5, 6 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 2, 3, 4

Key: R.9.SCI.1 = Responding.Content Standard 9.Stagecraft I.1st Student Learning Expectation

Strand: Connecting
Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
CN.10.SCI.1 Analyze the impact of personal experience on the creation of drama/theatre work	CN.10.SCII.1 Evaluate the impact of personal experience on the creation of a design for drama/theatre work	CN.10.SCIII.1 Synthesize personal experience and technical theatre knowledge to create a design for a drama/theatre work	CCRA.R.6 CCRA.W.1, 9 CCRA.SL.1, 2, 4, 5
CN.10.SCI.2 Describe the manner in which personal beliefs and biases influence drama/theatre work	CN.10.SCII.2 Analyze the influence of personal beliefs and biases on drama/theatre work	CN.10.SCIII.2 Evaluate the influence of personal beliefs and biases on drama/theatre work	CCRA.R.6 CCRA.W.9 CCRA.SL.1, 3
CN.10.SCI.3 Identify various design theories (e.g., color theory, elements of design, lighting theory)	CN.10.SCII.3 Analyze the relevance of various design theories for a drama/theatre work (e.g., color theory, elements of design, McCandless theory, lighting theory, significant designers)	CN.10.SCIII.3 Evaluate the relevance of various design theories for a drama/theatre work (e.g., color theory, elements of design, McCandless theory, lighting theory, significant designers)	CCRA.R.1, 7, 9 CCRA.W.9 CCRA.SL.2 CCRA.L.4

Key: CN.10.SCI.1 = Connecting.Content Standard 10.Stagecraft I.1st Student Learning Expectation

Strand: Connecting
  Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
CN.11.SCI.1 Compare artistic choices with regard to societal, cultural, and historical context	CN.11.SCII.1 Evaluate artistic choices with regard to societal, cultural, and historical context	CN.11.SCIII.1 Justify artistic choices with regard to societal, cultural, and historical context	CCRA.W.9 CCRA.SL.1, 3, 4
CN.11.SCI.2 Research historical and cultural context of a drama/theatre work	CN.11.SCII.2 Utilize research and technology to make historically and culturally accurate design choices	CN.11.SCIII.2 Employ design elements and theories to convey cultural and historical context of a drama/theatre work	CCRA.R.7, 9 CCRA.W.2, 6, 7, 8, 9 CCRA.SL.1, 4, 5 CCRA.L.6
CN.11.SCI.3 Distinguish ways in which theatre affects and/or enhances the lives of people of various ages and cultures	CN.11.SCII.3 Employ design elements to convey cultural and historical context of a drama/theatre work	CN.11.SCIII.3 Employ more complex design elements to convey cultural and historical context of a drama/theatre work	CCRA.R.6 CCRA.W.2, 9 CCRA.SL.5 CCRA.L.6
CN.11.SCI.4 Discuss the influence of community values and beliefs in the creation of drama/theatre work	CN.11.SCII.4 Analyze the influence of community values and beliefs on the design and production of drama/theatre work	CN.11.SCIII.4 Design one or more *technical elements* of a formal or informal drama/theatre work that reflects community values and beliefs	CCRA.W.2 CCRA.SL.1, 3, 4
CN.11.SCI.5 Describe the influence of cultural perspectives and *theatrical conventions*/practices (e.g., blackout represents passing of time, set with three walls represents an entire room, soliloquy represents character's internal monologue) on theatre	CN.11.SCII.5 Analyze the effect of cultural perspectives on *theatrical conventions*/practices (e.g., blackout represents passing of time, set with three walls represents an entire room, soliloquy represents character's internal monologue)	CN.11.SCIII.5 Evaluate the effect of cultural perspectives on *theatrical conventions*/practices (e.g., blackout represents passing of time, set with three walls represents an entire room, soliloquy represents character's internal monologue) in a specific drama/theatre work	CCRA.R.6 CCRA.SL.2, 3, 4 CCRA.L.6

Key: CN.11.SCI.1 = Connecting.Content Standard 11.Stagecraft I.1st Student Learning Expectation

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Stagecraft I	Stagecraft II	Stagecraft III	CCSS Alignment
CN.11.SCI.6 Discuss cultural sensitivity to the artistic work of others	CN.11.SCII.6 Develop cultural sensitivity to the artistic work of others	CN.11.SCIII.6 Demonstrate cultural sensitivity through appropriate response to the artistic work of others	CCRA.SL.1, 3, 4
CN.11.SCI.7 Compare the theatre experience to that of the other arts and media	CN.11.SCII.7 Plan a theatre experience, incorporating arts and media	CN.11.SCIII.7 Plan a formal or informal theatre experience, incorporating arts and media into the design of one or more *technical elements*	CCRA.R.7 CCRA.W.2, 5, 6, 9 CCRA.SL.4, 5
CN.11.SCI.8 Identify connections between theatre history and student-developed stagecraft	CN.11.SCII.8 Apply knowledge of theatre history to student-developed stagecraft	CN.11.SCIII.8 Employ knowledge of theatre history to increase the impact of a theatrical design	CCRA.R.1, 7, 9, 10 CCRA.W.7, 9 CCRA.SL.1
CN.11.SCI.9 Identify technological advances in theatre (e.g., projection, lighting, sound, editing and design software)	CN.11.SCII.9 Research technological advances in theatre (e.g., projection, lighting, sound, editing and design software)	CN.11.SCIII.9 Employ knowledge of technological advances in theatre to increase the impact of a theatrical design	CCRA.R.10 CCRA.W.7, 9 CCRA.SL.5

Key: CN.11.SCI.6 = Connecting.Content Standard 11.Stagecraft I.6th Student Learning Expectation

Design morgue	A digital or physical collection of reference images pertaining to elements such as makeup, costuming, and/or set design
Elements of drama	Aristotle's elements of drama: plot, character, theme, language, rhythm, spectacle
Genre	A specific type or classification of drama and theatre (e.g., tragedy, comedy, farce, drama, melodrama)
Given circumstance	A stated or implied action or event that has happened before the scripted or devised piece begins
Table work	The reading and discussion phase of the rehearsal process
Technical element	An element of spectacle that is a part of a theatrical production (e.g., set, sound, costumes, lights, props, makeup)
Theatrical convention	A practice, technique, and/or device used in the theatre that allows the audience to accept a theatrical reality for an everyday reality (e.g., blackout represents passing of time, set with three walls represents an entire room, soliloquy represents character's internal monologue)
Theatrical paperwork	Templates and forms commonly used to accomplish theatrical tasks

Contributors

The following people contributed to the development of this document:

Dr. Claudia Beach – Henderson State University	Anne O'Neill – Warren School District
Cortnie Devore – Hot Springs School District	Hannah Sawyer – Cabot School District
Anna Gouveia – Bentonville School District	David Schwope – Nashville School District
Danny Hobson – Springdale School District	Helen Strickland – Little Rock School District
William Ivey – Osceola School District	Dawn Tucker – Jonesboro School District
Sophia Moser – Clarendon School District	