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**Unit topic:** Theatre Practitioners (Defining each member of a production and their role – Actor, Director, Scenic Designer, Lighting Designer, Sound Designer, Costumes/Wigs Designer, Props Master, Crew/Engineers, Technical Director, Stage Manager, Producer, Artistic/Executive Directors)

**(1) How many weeks do you anticipate it will take to cover this material?** 2-3

(Class 1 – Actors; Class 2 – Directors; Class 3 – Designers and Engineers; Class 4 – Managers; Class 5 – Administrative; Class 6 – Collaboration)

**(2) What skills or processes do students need to practice or develop in this unit?**

1. Critical thinking – the ability to visualize the parts that make up a whole (infer collaboration)
2. Observation – apply lectures to what an audience sees on stage by attending a production
3. Articulation – write a cohesive observation paper

**(3) Translate these skills/processes into strong, student-accessible learning outcomes:**

1. Classify each theatre practitioner and their role in creating a successful production
2. Analyze how each role is translated onto the stage by observing a live production
3. Write an observation that articulates the collaboration efforts of a theatrical production team

**(4) What major assignment(s) will help students meet these unit-level outcomes?**

Students must attend a live theatrical production and write an observation summary that describes each department and assesses whether or not collaboration was successful based on the cohesiveness of the theatrical work.

**(5) Articulate how this assignment achieves these unit-level outcomes as well as course-level outcomes.**

By observing a live piece of theatre, students will apply the lectures to each aspect of the production and understand how each production department is essential to a successful theatrical work. A more educated audience member can measure whether or not the production was a successful collaboration based on fluidity and visual aesthetic.

**(6) What classroom activities might model or enable students to practice the skills/processes that are the focus of this unit?**

Collaboration exercise (would take place in class 6): Students are placed into groups where each member is assigned a production role. Students must collaborate on a concept for their assigned production.

Videos/Media: Show examples of various theatrical practitioners who explain their methods on collaboration and the theatrical process. This will help students understand the different styles and artistry associated with each field.

**(7) What outside of class activities might model or enable students to practice the skills/processes that are the focus of this unit?**

Observing a production, becoming a more educated audience member, analyze effective collaboration, write a paper that assesses their observation and what was discussed in the lectures.