Program 2: Developing Students as Artists

Theatre

SEGMENT 2 BACKGROUND INFORMATION

Peter Lynch
11 years teaching

About the School

Denver School of the Arts
Denver, CO

**Type:**
Urban/Arts-focused

**Grades:**
6-12

**Students:**
900

**Majors:**
Creative Writing, Dance, Theatre, Instrumental Music, Stagecraft & Design, Video & Cinema Arts, Visual Art, and Vocal Music

About the Stagecraft & Design Program

**Faculty:**
2 design and costume + 1 paraprofessional technical director

**Students:**
110 majors + 100 taking electives

**Facilities:**
Above Average in the area
- 6 performance venues
- Full light grid
- Sound system with 48-channel board
- 1 classroom
- Costume shop
- Metal shop (shared with Visual Arts)
- Construction and paint areas
- Dressing rooms
- Storage for props, costume, and scenery

**Required Courses:**
Skill-level courses on Materials and Construction, Design-Styles Course, 15 hours of production, and community work
- Ninth-graders design and produce all music department productions
- Tenth-graders design and produce all dance department productions
- Eleventh-graders design and produce all theatre department productions
- Twelfth-graders produce an independent senior project and/or stage manage at least one main stage production

**Elective Courses:**
Lighting, Make-up, Costume, Stage Construction, Sound Production, Design, Invention Design, and Historical Periods

**Audition:**
Portfolio showing and paper-based design assignment. Returning students must audition annually, at the end of the fall semester. The audition accounts for one third of their semester grade.

About the Featured Class

**Sophomore Stagecraft & Design:**
Tenth-graders spend a semester working in a specific production area, mostly lighting and costuming, as those areas pertain to dance.

**Student Motivation:**
High

**Preparations/Prerequisites:**
- Two years spent in the production department
- Intermediate students have worked on at least 24 productions

**In the Teacher’s Words**

What safety precautions do stagecraft and dance students take for the aerial work?

Because the individual handling the aerial line shares a connection to the person hanging on the other end, they work together to make sure each person feels safe with what he or she is doing. To reinforce this relationship, students often verbalize their responsibilities, for example, saying: “I will be ready at this cue.”