

Stage blocking planner

Map the stage, block four moments of a scene, then write the lighting and sound cues.



NAME _____ CLASS _____ DATE _____

LEARNING GOAL

Plan where actors stand and move, and when the lights and sound change, using the language of the stage.

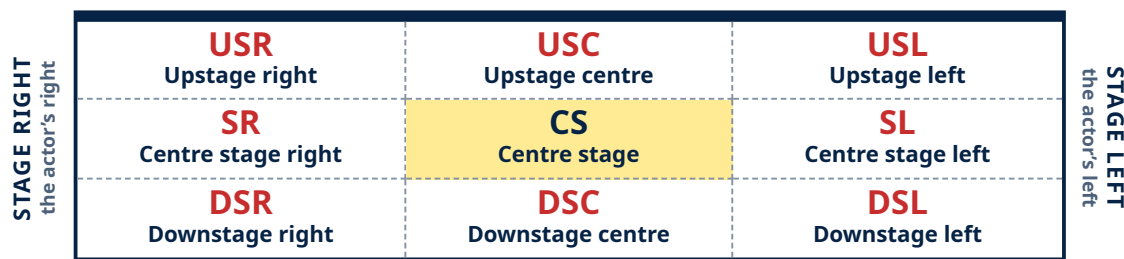
SUCCESS CRITERIA

- ☐ I can name the nine stage areas from the actor's point of view.
- ☐ I can record blocking on a stage plan using a key.
- ☐ I can write lighting and sound cues in script order.

1 Map the stage

PLACES, PLEASE!

Bird's-eye view: back wall at the top, audience at the bottom.



FRONT EDGE • DOWNSTAGE IS NEAREST THE AUDIENCE, UPSTAGE IS FURTHEST AWAY

AUDIENCE



Stand on the stage and face the audience: your right hand points to **stage right**. The audience is at the bottom of this plan, so stage right is on the **left** of the drawing.

Key: blocking symbols



Actor: a circle with the first letter of the name.



Entrance: a gap in the side of the stage, with an arrow.



Move: an arrow from start to finish. Number the moves.



Prop or set: a square. Write what it is beside it.

Quick check: write the abbreviation

- 1 Tess sits at the back, in the middle.
- 2 Jamie stands at the front, on his own right.
- 3 Seen from **your seat**: at the back, on your left.

Block the scene: The Envelope



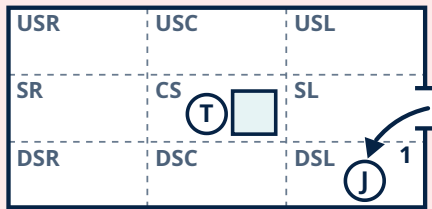
2 Storyboard four moments

ACTION!

Frame 1 is a model. In frames 2 to 4: draw the actors and props, add move arrows, then write the moves and cues.

1 Model · Opening, line 1

(TESS at the table. JAMIE comes in.)
JAMIE: Found this in the recycling.



AUDIENCE

MOVES

J enters SL and crosses to DSL (1). T stays seated at the table, CS.

LX LIGHTING

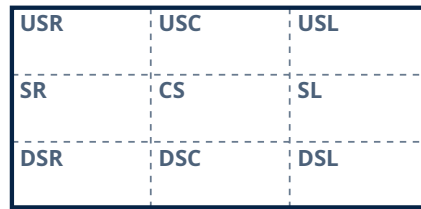
LX 1: slow fade up, cold blue evening light.

SQ SOUND

SQ 1: soft rain on the window, under the scene.

2 Lines 4 to 5 · the grab

(TESS stands, reaching out.) Give it here, Jamie. (JAMIE steps back.)



AUDIENCE

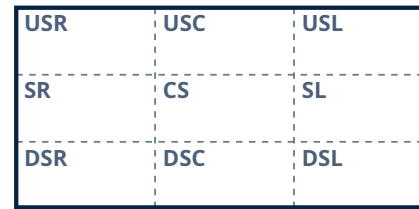
MOVES

LX LIGHTING

SQ SOUND

3 Line 8 · the refusal

(TESS sits again, quietly.) I'm not going. So there's nothing to tell.



AUDIENCE

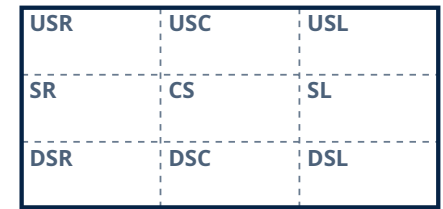
MOVES

LX LIGHTING

SQ SOUND

4 Lines 15 to 16 · the end

(JAMIE puts the letter down. TESS does not pick it up. The lights fade.)



AUDIENCE

MOVES

LX LIGHTING

SQ SOUND

CUE WORDS

fade up

fade out

blackout

spotlight

wash

cross-fade

sound effect

underscore

volume up or down

Cue sheet: lighting and sound



3 Write the cue sheet

GO!

Copy every cue from your frames in script order: LX 1, LX 2 ... and SQ 1, SQ 2 ... Circle LX or SQ.

CUE	LINE	LX OR SQ	WHAT HAPPENS	TIMING
LX 1	Start	☒ LX ☐ SQ	Slow fade up: cold blue evening light on the kitchen.	5 seconds
		☐ LX ☐ SQ		
		☐ LX ☐ SQ		
		☐ LX ☐ SQ		
		☐ LX ☐ SQ		
		☐ LX ☐ SQ		
		☐ LX ☐ SQ		
		☐ LX ☐ SQ		

GO FURTHER



Mum walks in after line 16. Where does she enter? How do Tess and Jamie move? Add a cue.
