

Unit 4: Technical Theater
Theater, Grades 7 and 8
16 Class Meetings

Created May 2021, Updated May 2022

Essential Questions

- How does technical theater help to tell the story of the play?

Enduring Understandings with Unit Goals

EU 1: There are many different technical elements in theatrical productions.

- Investigate and understand the basic elements of technical theater.
- Connect the different jobs in technical theater to the corresponding technical element.

EU 2: Design of technical elements and collaboration of technical responsibilities is essential to clear storytelling in a musical.

- Design and create technical elements to help tell the story of the musical.
- Apply the elements of technical theater to a musical.

Standards

National Core Arts Standards:
Theatre

TH:Cr1.1.8 a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

TH:Cr1.1.8 b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

TH:Cr2.1.8 a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

TH:Cr2.1.8 b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

TH:Cr3.1.8 a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.

TH:Cr3.1.8 b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

TH:Cr3.1.8 c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

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TH:Pr5.1.8 b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

TH:Re7.1.8 a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

TH:Re8.1.8 a. Recognize and share artistic choices when participating in or observing a drama/theatre work.

TH:Re9.1.8 b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

TH:Re9.1.8 a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

TH:Re9.1.8 c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

TH:Cn11.2.8 b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Investigate elements of technical theater.

- Learn about each element individually.
- Use elements we have from past productions to understand each element experientially.
- **Key Terms and Vocabulary:**
 - House
 - Wings
 - Proscenium
 - Crossover space

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- **Curtains (Fire Curtain)**
- **Box Office**
- **Front of House**
- **Scrim**
- **Fly System**
- **Automation**
- **Backdrops**
- **Flats**
- **Periaktes**
- **Stage Directions**
- **Number Line**
- **Lighting**
- **Costumes**
- **Scenery**
- **Props**
- **Sound Effects**
- **Theatrical Make-up/ Hair**
- **Prompt Book**
- **On Book**
- **Call Times**
- **Places**
- **Cue**

2. Apply the elements of technical theater to a musical.

- Read the musical aloud.
Investigate and contribute to the design slide show.
- Take on a technical theater role in the musical.
- **Key Terms and Vocabulary:**
 - Design (er) (Lighting, Sound, Costume, Stage Manager, Scenic Designer)
 - Stage Manager
 - Director

3. Create the technical elements for the show. Create a technical cue/ responsibility sheet for the show.

- Assess your technical theater responsibilities.
- Take ownership of your technical theater role.
- Create elements.
- Create your cue sheet.

Interdisciplinary Connection:

- ELA: character, setting, plot
- Art: Design elements
- Social Studies: Greek theater
- Advisory/ESL Learning: collaboration, leadership, ownership, communication

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Connect the parts of the theater to its purpose in a production.
 - *In your theater journal answer... What is Technical Theater?*
- Compare and contrast different types of stages.
 - *Unscramble the mixed up theater labels*
- Distinguish all the different technical roles in the show.
 - *Write and post on a sticky note what you think of when you hear the following words in connection to a show: "role, ensemble"*
- Connect to the story of the show through theatrical activities.
 - *Based on the title of the show write in your Theater journal what you think it may be about.*
- Analyze a Director's Concept is and how it guides the production.
 - *Gallery walk of different objects that can be put together with themes later.*
- Distinguish the different elements of set design.
 - *Gallery walk of set images.*
- Investigate how scenery and props expand on a story.
 - *Gallery walk of props.*
- Compare and contrast different ways lighting can be used theatrically.
 - *In your theater journal write down as many different sources of light as you can think of.*
- Assess how sound design and sound effects can change a production.
 - *Listening exercise. Write what you hear in your theater journal.*
- Apply storytelling and setting concepts to costume design choices.
 - *Gallery walk of costume images from different time periods.*
- Interpret the importance of theatrical make-up and hair.
 - *Gallery Walk of theatrical make-up designs.*
- Take ownership of a technical theater role.
 - *Consider what role in the theater you gravitate toward the most.*
- Apply theatrical concepts to the technical design of the musical.**
 - *Sit in a circle. Review the agenda for the day.*
- Apply technical elements (lighting, sound, props) to rehearsal for the tech rehearsals. **
 - *Look over your script. Note any tricky parts or transitions in the show.*
- Connect costumes and make-up to have a full dress rehearsal. **
 - *Take note of any adjustments you need to make from the last rehearsal. Check your props.*
- Reflect on the performance and rehearsal process.
 - *Sit in a circle and bring your theater journal*

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on theater skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning
- Sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Accountable talk
- Homework
- Small group instruction
- Virtual tools
- Conferencing
- Theater Journals
- Rehearsal
- Performance
 - Playwriting Scoring Guide

EL Differentiated Instruction

- Word walls with visuals of theater and technical theater vocabulary.
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling of dance steps by teacher
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessment

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Warm-up participation
- Student discussions and responses
- Accountable Talk Discussions
- Theater Journal Entries
- Director's Concept Worksheet.
- Parts of a theater labelling worksheet.
- Venn Diagram comparing and contrasting theaters (EU 1)

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- Roles in the theater review worksheet. (EU 1)
- Technical Cue Sheet
- Prop List
- Costume Plot
- Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Reflection on the process and/or set up or performance Google Form (EU 1 and EU 2)
- Performance Task- *“Musical Performance Crew”* (EU 1 & EU 2)

Unit Task

Unit Task Name: Performance Task- *“Musical Performance Crew”*

Description: Students will be a part of the musical as student crew. This will incorporate all the skills we have learned in this unit as well as the previous units. Students will create the technical elements for the musical and put those elements into action as a part of setting up the musical and doing the musical strike (in School) and serving on the running crew of the musical performance. They will collaborate with other students in the cast and crew to tell the story. They will reflect on the technical process as well as the performance itself. (EU 1 & EU 2)

Evaluation: Summative Assessment and Responsibility Rubric

Unit Resources

- Video Resources of Theatrical elements
- Parts of a theater labelling worksheet.
- Venn Diagram comparing and contrasting theaters.
- Stage Management-Roles in the theater review worksheet.
- Scripts for current show
- Director’s Concept Worksheet.
- Costume Box
- Set Pieces from old shows
- Lighting gels
- Prop box
- Sound effect website
- Laptops

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- Visual vocabulary cards-Put on each part of the theater
- Smart Board
- Google Slides/ Power Point Presentations
- Speakers
- Sticky notes
- Venn Diagram
- Worksheets: Plot Diagram, Plot Sequence
- Paper
- Pencils/ Pens
- Craft materials
- Drawing paper
- Colored pencils
- Fabric swatches
- Glue
- Tables
- Chairs
- Theater Journals
- Chart Paper
- Tape