

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Technical Theatre 1AB				Course Code	E0367-369	
Transcript Title:	Technical Theatre		Grades Levels:	9-12	Board Adoption Date:		06/19
Content Area:	Drama		GPA Scale:	4.0	Date Course Submitted:		3/19
Credential Required:	Drama/English	Graduation Subject Areas:		Elective	CalPads Code:		
UC/CSU “A-G” Area Approvals:				School Site/person that wrote and submitted the course:		Elise Ybarra	
Recommend Skills:							
Next course(s):	n/a repeatable						
Textbook to be used:	Backstage Handbook: An Illustrated Almanac of Technical Information, Broadway Press/ 3rd edition						

COURSE DESCRIPTION (catalog summary): The course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theatre safety; and the function of technical stage personnel in production work. Technical theatre will incorporate academic study and hands-on application of knowledge and skills.

GOALS (expected performance outcomes for students): Students will be able to develop and design shows that use visual and aural elements to convey environments that clearly support the text and apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup. In addition, the students can discover and prepare for career opportunities in the technical aspects of theater through hands on application.

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CALIFORNIA CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.(standards1)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.(standard 2)

EVALUATION (how the effectiveness of the course will be monitored and assessed):

Students will learn all terminology and standards for all 5 essential design factors (light, set, costume, prop, audio and makeup and hair) and be tested through a set of performance analysis projects and terminology quizzes. Students will be taught all basic skills and then mentored to produce all factors for fall play, spring musical and multiple shows and performances through the school year.

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Unit 1	Length of Unit ... 2 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
The Stage	<i>*Proscenium</i> <i>* Thrust</i> <i>* Theatre in the round</i> <i>* down stage</i> <i>* up stage</i> <i>* center stage</i>	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	Arrange to take the students on a thorough, all-encompassing guided field trip of your entire theatre complex. Conduct question and answer along the way. 2. Spend time teaching, or reviewing, stage directions (US-upstage, DS-downstage, C-center, SR-stage right, SL-stage left, DSR-downstage right, DSL-downstage left, USR-upstage right, USL-upstage left) 3. Spend time teaching, or reviewing, house directions (house left and house right)	<i>* Tour of the space</i> <i>* handouts</i>
Differentiation	Support -- for students who are struggling with the content	Content: students will understand the basic concepts of the area itself. Process: monitoring of identification and terminology Product: presentation rather than test on their 2 favorite parts of performing arts areas and their importance.		
	Extension – for high achieving students.	Content: n/a basics are necessary for this unit Process: n/a Product: n/a		

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Evaluation	<i>Formative Assessments</i> (ongoing & mid-lesson): successfully identify the location of wing space and crossover space 2. successfully identify the location of the catwalk 3. successfully identify the location of dressing rooms 4. successfully identify the location of the light board and sound board 5. successfully identify the various storage spaces for costumes, lumber, props, scenery, and other spaces 6. converse with other personnel in the theatrical complex using the appropriate language and terminology
	<i>Summative Assessments</i> (unit final evaluation): <i>Test on Performing arts areas and their importance</i>

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Unit 2	Length of Unit 1 1/2 months			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Set design [Subtopics]	* Ground plan * floor plan * unit set * skeletal set * permanent set * prism set *stair units *trap doors, *flats * platform *drops * curtains * cycloramas * scrim	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	*Basic platform construction *How to properly construct stair units * How to safely construct and operate trap doors * How to construct hard flats and soft flats * How to hang and maintain drops and curtains properly * How to render sets and draw ground plans	<i>Backstage Handbook: An Illustrated Almanac of Technical Information, Broadway Press/ 3rd edition</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>take students through item identification and operation through various learning methods .(visual, verbally, audibly) Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Process: <i>Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Product: <i>* identify scenic elements and stage craft through visual identification or presentation to the teacher</i> * identify tools * create a ground plan and rendering and present it to the class		

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	Extension – for high achieving students. Content: <i>include budgets, cad, google sketchup and more.</i> Process: <i>create a understanding that if wanted, the student can propose to design in an upcoming project or show.</i> Product: <i>create a ground plan and rendering for an upcoming production and present it to the class for a possible build.</i>
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>The student will:</i> *Construct basic platforms in accordance * Properly construct stair units (when necessary) * Construct hard flats and soft flats (when necessary) * Hang and maintain drops and curtains properly
	Summative Assessments (unit final evaluation): *Pass a paper and pencil test designed to include scenic elements and stage craft * identify tools * create a ground plan and rendering and present it to the class

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Unit 3	Length of Unit ... 1 month			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Audio Design	<i>*microphone monitor</i> <i>* gain</i> <i>* volume</i> <i>* mute</i> <i>* bass</i> <i>* treble</i>	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	*Choose appropriate cables to patch and control sound devices (microphones, iPods, CD players, computers). *Set levels for sound devices once connected. * Monitor sound devices (gain, volume, basic treble and bass, mute).	
Differentiation	Support -- for students who are struggling with the content	Content: <i>take students through item identification and operation through various learning methods .(visual, verbally, audibly) Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Process: <i>Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Product: <i>* identify scenic elements and stage craft through visual identification or presentation to the teacher</i> <i>* identify tools</i> <i>* create a plots and cue sheets and present it to the class</i>		

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	Extension – for high achieving students. Content: <i>include audio cue, sound alterations and cutting</i> Process: <i>create a understanding that if wanted, the student can propose to design in an upcoming project or show.</i> Product: <i>create a audio proposal for an upcoming production and present it to the class for a possible build.</i>
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Students will give oral instructions to others on sound board procedures Students will participate in the process of running a sound setup. Students will document basic skills on a “checklist” and in technical portfolios.
	Summative Assessments (<i>unit final evaluation</i>): *Students will pass paper and pencil tests on the knowledge and skills of the unit * Students will mic and cue a scene 2. Students will give oral instructions to others on sound board procedures 3. Students will participate in the process of running a sound setup. 4. Students will document basic skills on a “checklist” and in technical portfolios.

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Unit 4	Length of Unit ... 1 1/2 months			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Lighting design	* <i>parcan</i> * <i>leko</i> * <i>gel</i> * <i>fresnel</i> * <i>gobo</i> * <i>wash</i>	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	*Hang, gel, cable, and focus a light. * Change a lamp. * Check the electrical load. * Turn the light on and off * Work as an “electrician” in the theatrical sense during the “hanging” of a show.	*handouts equipment
Differentiation	Support -- for students who are struggling with the content	Content: <i>take students through item identification and operation through various learning methods .(visual, verbally, audibly) Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Process: <i>Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Product: <i>* identify scenic elements and stage craft through visual identification or presentation to the teacher</i> * identify tools * create a plot and cue sheets and present it to the class		

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	Extension – for high achieving students. Content: <i>include knowledge of intellegents, light hang of the grid and use of the led material</i> Process: <i>create a understanding that if wanted, the student can propose to design in an upcoming project or show.</i> Product: <i>create a light hang, plot and cue sheet for an upcoming production and present it to the class for a possible build.</i>
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): * Students will give oral instructions to others on lighting procedures * Students will participate in the process of “hanging” a light plot. *Students will document basic skills on a “checklist” and in technical portfolios.
	Summative Assessments (<i>unit final evaluation</i>): * <i>students will design a basic plot</i> * <i>create 5-10 cues with their plot</i> * <i>Students will pass paper and pencil tests on the knowledge and skills of the unit</i>

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Unit 5	Length of Unit ... 1 1/2 months			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Makeup/ha ir de si g n [Subtopics]	* <i>contour</i> * <i>highlight</i> * <i>blush</i> * <i>mascara</i> * <i>base makeup</i> * <i>definition</i>	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	* <i>identify different parts of makeup</i> * <i>create a makeup morgue</i> * <i>create renderings</i> * <i>apply latex and hair pieces</i>	handouts equipment
Differentiation	Support -- for students who are struggling with the content	Content: <i>take students through item identification and operation through various learning methods .(visual, verbally, audibly) Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Process: <i>Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Product: <i>* identify scenic elements and stage craft through visual identification or presentation to the teacher</i> * <i>identify tools</i> * <i>create a rendering and present it to the class</i>		

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	Extension – for high achieving students. Content: <i>include special effects makeup, wig design and more</i> Process: <i>create a understanding that if wanted, the student can propose to design in an upcoming project or show.</i> Product: <i>create a renderings and design for an upcoming production and present it to the class for a possible build.</i>
Evaluation	Formative Assessments (ongoing & mid-lesson): Students will : * apply basic stage makeup * apply highlight and shadows * create an aged looked * create a creature look * perform scars and bruises
	Summative Assessments (unit final evaluation): * <i>students will execute 2 contrasting looks with the formulation of a makeup rendering</i> * <i>Students will pass paper and pencil tests on the knowledge and skills of the unit</i>

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Unit 6	Length of Unit ... 1 month			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Costume Design	* <i>rendering</i> * <i>swatch</i> * <i>natural material</i> * <i>synthetic</i> * <i>fabrics</i> * <i>pattern</i> * <i>plot</i>	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	*Use costumes to suggest season, time, and period. *Design appropriate costumes to convey the physical characteristics and psychological qualities of a character. * Select appropriate costumes and accessories for specific characterization. * Use costumes to illustrate cultural, historical, and economic differences. * Discuss the significance of silhouette in costume design. * Use costume vocabulary. * Create a costume plot. * Read plays in preparation for creative costume designs.	handouts equipment
Differentiation	Support -- for students who are struggling with the content	Content: <i>take students through item identification and operation through various learning methods .(visual, verbally, audibly) Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Process: <i>Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Product: <i>* identify scenic elements and stage craft through visual identification or presentation to the teacher</i> * identify tools * create a rendering and present it to the class		

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	Extension – for high achieving students. Content: <i>include digital renderings, textile printing and digital pattern work.</i> Process: <i>create a understanding that if wanted, the student can propose to design in an upcoming project or show.</i> Product: <i>create renderings and swatches for an upcoming production and present it to the class for a possible build.</i>
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Understanding: *basic sewing instruments, tools, and machinery used in costume construction - basic design elements of costume *the duties and responsibilities of costume personnel *Students must participate in a <i>post mortem</i> discussion, using formal criteria for costume, following each production * Students must create and maintain a portfolio which incorporates experiences in costume research, design, and selection. Students may identify resource materials used in research of period styles and designs for costumes.
	Summative Assessments (<i>unit final evaluation</i>): *Students will pass paper and pencil tests to demonstrate knowledge of: basic costume vocabulary costume measurement techniques *Students will submit a rendering (thumbnail) of an appropriate costume for a play, with emphasis on design choices.

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Unit 7	Length of Unit ... 1 month			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts

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Stage manag ement [Subtopic s]	* cues * call * blocking * prompt book * run time * cue to cue * cue sheet	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	1. Assemble cast 2. Give announcements and distribute information. 3. Give specific instructions required for the rehearsal period. 4. Create and maintain a check-in list for tech rehearsals and performances. 5. If needed, provide rehearsal props. These must be pulled in consultation with the designer and director of the production. 6. As needed, coordinate the sign-up or costume fittings between the costumer and the cast. 7. Help maintain quiet and order. Among other things, this means that all cell phones and other electronic devices must be kept away from backstage areas. 8. Call cues to begin the action: curtain, lights, sound. 9. Record blocking. 10. Record changes to the script. 11. Prompt actors as required. 12. Record running times. 13. Time and coordinate breaks for actors and staff. 14. Keep director informed of time allocation. 15. In a musical, help to coordinate activities between director, music director, choreographer, dance captain, and the cast in an effort to make the most efficient use of time.	handouts equipment
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			16. Assist the director with notes. 17. Give announcements and take questions. 18. Remind cast about scheduled fittings and or changes to the schedule. 19. Prepare a daily log. 20. Check with the director habitually for changes and other notifications 21. Leave the rehearsal space clean and neat. 22. Store all props so that they are secure and out of the way	
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Differentiation	Support -- for students who are struggling with the content	Content: <i>take students through item identification and operation through various learning methods .(visual, verbally, audibly) Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Process: <i>Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Product: <i>* identify scenic elements and stage craft through visual identification or presentation to the teacher</i> <i>* identify tools</i> <i>* create a prompt book and present it to the class</i>
	Extension – for high achieving students.	Content: <i>include special effects makeup, wig design and more</i> Process: <i>create a understanding that if wanted, the student can propose to design in an upcoming project or show.</i> Product: <i>create a prompt book for an upcoming production and present it to the class for a possible build.</i>
Evaluation	<i>Formative Assessments</i> (ongoing & mid-lesson): <i>students will show:</i> *how to read and interpret (in 2D or 3D) a production floor plan *how to create various schedules and plots, i.e. contact sheet, costume plot, lighting cue sheet, sound cue sheet, prop list, and running order. *the use and function of stage communication devices and the proper etiquette and protocol associated with their use *the protocol and proper procedures engaged in load-in and strike of scenery, props, and costumes *Students will submit a prompt book containing examples of all elements essential to a production	

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	Summative Assessments (unit final evaluation): *Students will pass paper and pencil tests on— duties and responsibilities of the stage manager creating, maintaining, and executing all time tables, including the coordination of all aspects of the production from construction to strike ,theatre terminology (including acting and directing terms) *Students will submit a prompt book containing examples of all elements essential to a production how to read and interpret (in 2D or 3D) a production floor plan how to create various schedules and plots, i.e. contact sheet, costume plot, lighting cue sheet, sound cue sheet, prop list, and running order. the use and function of stage communication devices and the proper etiquette and protocol associated with their use the protocol and proper procedures engaged in load-in and strike of scenery, props, and costumes 3. Students will submit a prompt book containing examples of all elements essential to a production 4. Students may be assigned to a production as stage manager or assistant. Evaluation of their execution of the duties and responsibilities may be an integral part of their portfolio review 5. Students may submit records, documentation (ex. program notes), and photographs of their work in the capacity of a stage manager. 6. Students may be given an opportunity to “train” other students in the execution of the duties and responsibilities of the stage manager
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Unit 8	Length of Unit ... 1 month			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<u>Production</u> <u>Techniques</u>	* <i>run crew</i> * <i>grip</i> * <i>cue sheets</i> * <i>cue- to cue</i> * <i>paper tech</i>	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	*Identify and/or describe the various technical positions. * Perform in a variety of said positions during various school productions	handouts equipment
Differentiation	Support -- for students who are struggling with the content	Content: <i>take students through item identification and operation through various learning methods .(visual, verbally, audibly) Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Process: <i>Students will be mentored through procedure and execution to fully comprehend of subject and process.</i> Product: <i>* identify scenic elements and stage craft through visual identification or presentation to the teacher</i> * identify tools * create a run book and present it to the class		

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	Extension – for high achieving students. Content: <i>include special effects makeup, wig design and more</i> Process: <i>create a understanding that if wanted, the student can propose to design in an upcoming project or show.</i> Product: <i>create a run book for an upcoming production and present it to the class for a possible build.</i>
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Students will perform in various technical roles and fulfill said responsibilities
	Summative Assessments (<i>unit final evaluation</i>): Students will pass paper and pencil tests on the knowledge and skills of the unit. Students will perform in various technical roles and fulfill said responsibilities

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Unit 9	Length of Unit ... 1 month			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Script analysis [Subtopics]	* <i>sound cue</i> * <i>light cue</i> * <i>costume notation</i> * <i>scene change</i> * <i>script analysis</i> * <i>playwright note</i> * <i>director's notes</i>	(standards1)Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. (standard 2)Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	*Read a play and locate sound, light, prop, and scene change cues. *Effect or describe cues * Explain and defend choices for cues based on context of the script	handouts equipment
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): *Use the various pieces of equipment mentioned above to perform the basic construction activities required for the realization of a set. * Use the various pieces of equipment mentioned above to perform the basic functions necessary to operate a lighting board, sound board, or flying scenery during a theatrical production
	Summative Assessments (<i>unit final evaluation</i>): Students will demonstrate competence through practical testing as well as pencil and paper. Students will maintain a documented chart of specific competencies, documenting the dates on which they were demonstrated. Students will maintain a portfolio documenting experiences with the aforementioned tools.

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<u>Final</u> Evaluation	<i>Create a final portfolio of 2 self made pieces from a show analyzed and created by you!</i>
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