

STAGE 1: INTRO TO STAGE TECHNOLOGY

(#3155)

INDUSTRY SECTOR | Arts, Media, and Entertainment

PATHWAY | Production and Managerial Arts

Tom Evans and Eric Mensen

COURSE ESSENTIAL QUESTION:

If the whole world is a stage, who built it?

COURSE OVERVIEW:

This course is designed to provide students with an introduction to the skills, knowledge and proper attitude to work backstage on theatrical productions or other live entertainment events. Develop planning and organizational skills necessary to work behind the scenes (including theatrical lighting, stage management and sound reinforcement). Learn the terminology used in the “Business”. Learn reliability, responsibility, and the ability to work independently and as a team player to create “magic” on stage.

INFORMATION:

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| A. Prerequisite: None | H. UC a-g Approved: |
| B. Abilities Required: | I. Industry Certification: No |
| C. Dress Requirement and Grooming: Click here to enter text. | J. Sequencing to Include a Capstone: Yes |
| D. Students must master 70% of the certificate competencies to receive a certificate. | K. Community College Articulation: No |
| E. Fee: None | L. Common Core Alignment: Yes |
| F. Course Length: 180 Hours | M. Community Classroom: Yes |
| G. Textbook: None | N. Career Technical Student Organization: N/A |
| | O. Word Based Learning: Yes |

THEME: UNIT 1: Facility Safety “How not to die.”

ENGAGING TITLE:

ESSENTIAL QUESTION: Why is safety important in entertainment?

INSTRUCTIONAL HOURS: 10

Common Core Unit Objective

Students will identify and explain safety information from lecture notes, videos, and guest speakers to create and share posters that present theater safety procedures.

Key Assignments

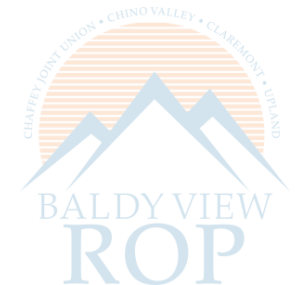
- As a small group, students will inspect the theatre for safety and create a report.

Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.6 Maintain a safe and healthful working environment.

Pathway Standards

- C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.
- C1.1 Demonstrate understanding of various power tools used in construction and rigging.
- C1.2 Demonstrate knowledge of basic electrical safety.



Common Core Standards

- LS 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SEP 8. Obtaining, evaluating, and communicating information.
- ETS1.B: Developing Possible Solutions.

RESOURCES:

Resources

1. Safety videos – DVD video “Play it Safe”
2. MSDS Sheets – Msds.com
3. Tool Manuals – Dewalt.com/support
4. Power Tools Demos – powertoolinstitute.com/support



IDEA/THEME: UNIT 2. Introduction to Stagecraft ("It takes a village to produce a play.")

ENGAGING TITLE:

ESSENTIAL QUESTION: How does the set come together?

INSTRUCTIONAL HOURS: 70

Common Core Unit Objective

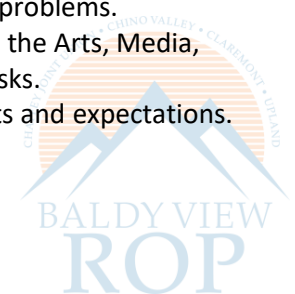
This course offers continued training and experiences in theatre stagecraft. Students will analyze designs and produce finished pieces needed for current productions by completing projects in costume, and prop construction as determined by the instructor.

Key Assignments

- In small groups, build scenic elements from given drawings.

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 7.0 **Responsibility and Flexibility:** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practices in the SkillsUSA career technical student organizations.
- 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.
- 10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.



Pathway Standards

- C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.
 - C2.1 Analyze the production sequence involved in creating a media based or live performance production.
 - C2.3 Plan one technical component of a production from design to performance.

Common Core Standards

- RS 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- SEP 1 Asking questions (for science) and defining problems (for engineering)
- SEP 4 Analyzing and interpreting data

RESOURCES:

Resources

1. Power Tools: Drills, miter saw, jig saw, table saw, circular saw, grinder, and router
2. Building Materials: Raw stock lumber, screw staples, glues, paints, tapes
3. Video, Demos: goo.gl/sm4se2 "stage crew duties"
4. Renderings: Show specific drawings supplied by designers



IDEA/THEME: UNIT 3. Backstage Operations (“Who’s in charge?”)

ENGAGING TITLE:

ESSENTIAL QUESTION: What is my role here?

INSTRUCTIONAL HOURS: 70

Common Core Unit Objective

This unit of instruction provides students with an overview of working in a theater. At the end of this instructional unit, students will design and create “job posts” for positions in the theater to educate high school students on backstage operations, using articles, videos, and lecture notes.

Key Assignments

- Participation on a stage crew during the semester.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 7.0 **Responsibility and Flexibility:** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Skills USA career technical student organizations.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

Pathway Standards

- C3.0 Analyze and differentiate the function of the various members of a production team.
 - C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc.
- C4.0 Demonstrate key skills and an understanding of the complexities of production planning.
 - C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
 - C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.

Common Core Standards

- LS 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- LS 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RESOURCES:

Resources

1. Stage equipment - Digital/audio consoles, digital lighting consoles, wireless microphones, XLR and DMX cabling, conventional and audio mated stage lights, *clear.com communication equipment*
2. Guest Speakers: Alumni presentation, Industry professionals, career Techs



IDEA/THEME: UNIT 4. Introduction to Design Concepts and Practices ("It Was a Dark and Stormy Night...")

ENGAGING TITLE:

ESSENTIAL QUESTION: What is suspension of disbelief?

INSTRUCTIONAL HOURS: 25

Common Core Unit Objective

Using online research, magazines and observations, students will examine the style, background and history of a specific designer to create a presentation.

Key Assignments

- Meet the Designer! Profile Project

Anchor Standards

- 5.0 Problem Solving and Critical Thinking: Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

Pathway Standards

- C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
- C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.



Common Core Standards

- 11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ETS2.A: Interdependence of Science, Engineering, and Technology

RESOURCES:

Resources

1. Show photographs
2. High school show archives
3. Current production observation
4. PLSN Design Magazine

