

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Technical Theatre in Production

Date: December 2013

Course Title: Technical Theatre in Production

Proposed Grade Level(s): 10-12

Course Length: 1 Term/2 Semesters

Grading: A-F:

Subject Area/Credits: VAPA 5/Semester

(This course may be repeated for credit)

Prerequisites: Introduction to Technical Theatre or Instructor Permission

COURSE DESCRIPTION:

This course is designed to provide students with an opportunity to further their knowledge and practice technical and design skills in the field of theatre. Students will practice the skills and concepts associated with the technical elements of theatre including: lighting, sound, set design, stagecraft, costuming and production management. Students will participate in each design area including script analysis, research, design and implementation through the production of 3 major school productions each year. Students will further their practice through participation in productions presented on campus by outside client groups. Students will also support on-campus events held in the theatre, taking on leadership roles in the implementation of theatre practices and protocols. Students will create a professional portfolio which includes sketches, annotated research and pictures of completed design projects.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- What role does a designer play in a production?
- To what extent does a designer have a responsibility to the playwright when designing? To the director?
- What qualities are essential to being an effective Stage Manager? Crew leader? Designer?
- How can a designer support the dramatic action of a play?
- Students will read and analyze plays to reveal author's intention (dramatic action) and design needs.
- Students will design sets, props, costumes, lights and sound in both theoretical and practical applications.
- Students will support all of the technical requirements of a major production each semester. Including: set design and construction, painting, lighting, sound, production management, front of house and business.
- Students will learn, practice and apply proper research techniques and documentation with regards to designing technical elements in theatre with an emphasis on creative, imaginative and original designs.
- Students will apply color theory, design theory, perspective drawing and basic drafting techniques to all designs.
- Students will learn how to create computer-generated set designs through free programs like Sketch Up.
- Students will practice management skills through the creation and management of prop and furniture lists, costume plots, lighting hookups, sound flow charts and lighting and sound cue sheets.
- Students will apply design techniques to create model sets, lighting effects, music/sound effect CD's and basic costume elements in support of theoretical and practical applications.
- Students will learn advanced stage make-up techniques including scars, wounds, 3-dimensional effect, fantasy and color.
- Students will apply knowledge in production management by leading a technical crew, participating in leadership roles and overseeing work crews.
- Students will learn about career and post-secondary education possibilities relating to technical theatre through research, observation, field trips and guest speakers.

- Students will practice communication skills through discussions with directors and other designers involved in the collaborative process.
- Students will develop creative skills in problem solving, communication and time management.
- Students will create portfolios, evaluate their own work and participate in class critiques of other designers' works.

CCSS READING COMPONENT:

Students will be assigned reading from textbooks and play scripts, as well as follow written instructions on projects. Student will demonstrate critical reading skills through interpretation of playwright's intent and perceived design needs.

CCSS WRITING COMPONENT:

- Students will write directorial analyses and design prospectuses for each major play studied and produced.
- Students will summarize and analyze research for design projects.
- Students will complete written reflections of their finished work.
- Students will complete a written evaluation of a play each semester.

CCSS SPEAKING AND LISTENING COMPONENT:

- Students will present their design proposals detailing their artistic intent.
- Students will present their completed design projects to their peers with an explanation of their intent and evaluation of the result.
- Students will orally critique artistic design proposals and projects.

DETAILED UNITS OF INSTRUCTION:

Unit 1 – Safety

EQ- How do safety concepts learned in theatre applicable to everyday life?

- Safety Review
- Lighting/Electrical Safety
- Fly Rail Safety

Unit 2 – Play Analysis

EQ- How is the human condition illustrated through both script and production?

- Reading a presentational play and determining a workable design concept
- Interpreting the dramatic action of a play
- Identifying design needs for a presentational production

Unit 3 – Set Design

EQ- How does a designer present the central theme of a play in a design concept?

- Drafting Techniques
- Researching for a presentational set design
- Models- virtual (Sketch Up)
- Perspective Drawing
- Set Dressing and Props
- Color Theory and Painting Techniques to create theatrical illusions
- Advanced Scenery and Prop Construction

Unit 4 – Costume Design

EQ- How does a costume designer enhance the central characters' role in a theatrical production?

- Costume Research Techniques for presentational theatre
- Drawing Thumbnail Sketches- adding color and texture
- Costume Plots- identifying and managing production needs
- Advanced Stage Make-up- using 3-dimensional techniques to enhance characterization
- Costuming on a Budget- identifying essential elements to create a particular period.

Unit 5 – Lighting Design

EQ- How does a designer use lighting techniques to create mood or atmosphere, enhancing the play's dramatic action?

- Color Theory in Lighting- mixing colors to create mood
- Magic Sheets and Beat Sheets
- Lighting Instruments and accessories- use of angles, gobos and spotlights to create texture and dramatic effects
- Lighting plot and cue sheets- implement a lighting plot from paper to stage

Unit 6 – Sound Design

EQ- how does a designer use music and sound effects to enhance the dramatic action?

- Research Techniques for Sound-
- Editing and Cueing sound software
- Sound Cue Sheet
- Production CD
- Sound Equipment
- Sound hook-ups and flow chart

Unit 7 –Careers in Technical Theatre

EQ- How are technical positions and business management essential for the success of a theatrical production?

- Technical Designers (set, lighting, sound, costume), Prop Master, Dramaturg, Stage Hand
- Union representation and requirements (Actor's Equity, IATSE: International Alliance of Theatrical Stage Employees)
- Business Management: advertising, producing, marketing, budgeting
- Careers in Production Management and Technical Theatre

Unit 8 – Presentation of Theoretical Design Portfolio

EQ- How does the portfolio reflect a student's skills and marketability?

TEXTBOOKS AND RESOURCE MATERIALS:

Practical Technical Theatre – a 10-series video program (Interactive Educational Video, LLC) will provide students with a variety of hands-on demonstrations and “real-world” examples and concepts.

COMMON CORE STATE STANDARDS TO BE ADDRESSED:

CCSS- Anchor Standard- Reading

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Students will interpret a script in order to determine the central idea and the specific needs concerning set design, costume, props, lighting and sound.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - Students will attend theatrical productions and critique design elements for their effectiveness in supporting the theme of the play.

CCSS- Anchor Standard- Writing

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Students will write about the process in which they researched and developed their ideas to create their design statements.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - Students will complete a technical theatre career research project.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Students will produce written reflections of design process to be presented to their peers.

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

Self-Directed Learners who:

- Apply skills developed in research and project management to other academic and life settings.
- Apply their knowledge of design elements to theoretical and practical applications/projects.
- Revise and reflect on their ideas and solutions and explore career options related to technical theatre.

Effective Communicators who:

- Communicate the playwright's intention through a variety of design elements
- Present design proposals with explanation detailing intention and process
- Summarize their design concept through the use of a design prospectus

Quality Producers and Performers who:

- Create a professional-level Theoretical Design Portfolio

Constructive Thinkers who:

- Analyze and interpret theatrical literature for intent and design
- Develop creative expressions to support the dramatic action of a play
- Interpret and apply research to design elements

Collaborative Workers who:

- Work as part of a design team to carry out a specific design elements

Responsible Citizens who:

- Practice safety standards in all areas of design and production
- Understand and practice proper theatre etiquette
- Respect and maintain theatrical equipment

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**