



K I R K W O O D  
S C H O O L D I S T R I C T

**TECHNICAL THEATER 9TH-12TH**  
**Course Overview**

**Course Description:**

This course explores the essential skills needed to safely and effectively contribute to theatre productions. Students will learn safety procedures for hand and shop tools, including theatre-specific techniques such as working with ladders, lifts, and lighting and sound systems. Practical skills cover set construction, painting techniques, theatre lighting fundamentals, costume design and construction, and sound design essentials. The course provides the foundation for equipping students with the diverse technical skills necessary for successful behind-the-scenes roles in theatrical productions.

**Scope and Sequence:**

Title	Description
Safety	Students will learn the proper safety techniques for working in the theatre.
Set	Students will learn what is needed to build scenery, as well as move scenery during productions.
Lighting	Students will learn about the types and functions of instruments used in theatre lighting, as well as how to use them during productions.
Costume	Students will learn how costumes contribute to telling a story, basic care of costumes, introductory sewing and construction techniques, and how to do a quick change for actors during a performance.
Sound	Students will learn the basic elements and purpose of sound design.

**Enduring Understandings:**

- Successful productions require coordinated efforts from various individuals with different roles and responsibilities.
- The technical aspects involved in producing a play enhance the overall theatrical experience.
- Problem-solving skills and adaptability in the face of unforeseen circumstances are essential for a successful play.
- Careful planning and organization ensure successful execution of a performance.

**Essential Questions:**

- What are the different roles needed to effectively produce a meaningful performance?
- How do the different roles come together to create a successful performance?
- What essential elements are needed to produce a successful and impactful performance?
- How does the selection of costumes, set design, and lighting choices contribute to the overall atmosphere and storytelling in a theatrical production?

# TECHNICAL THEATRE 9-12

## UNIT 1 SAFETY

### UNIT 1 DESCRIPTION/OVERVIEW

Students will learn proper safety procedures for operating hand tools, such as drills and jigsaws, and how to safely use shop tools such as the table saw, mitre saw, and panel saw. Students will learn the proper safety techniques for working in the theatre. This will include use of ladders, lifts, and the fly system, as well as how to safely negotiate the grid and catwalk. Students will also learn how to correctly turn on and shut down the lighting and sound systems in the theatre.

### Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>● Every element of technical theatre has potential safety risks.</li> <li>● Safety should be the first consideration in all technical theatre work.</li> </ul>	<ul style="list-style-type: none"> <li>● Where are you most likely to find dangerous conditions in the theatre?</li> <li>● Whose safety am I responsible for?</li> <li>● Who is responsible for my safety?</li> </ul>
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> <li>● The dangers of using ladders, lifts, saws, paints and chemicals.</li> <li>● Proper safety techniques: clothing, safety guards, environment preparation, clean up, and first aid.</li> </ul>	<ul style="list-style-type: none"> <li>● Safely use and store theatre tools and equipment.</li> <li>● Know when to wear appropriate safety protection.</li> <li>● Locate and use the first aid kit.</li> </ul>

### Missouri Learning Standards

#### Create

- **Envision/Conceptualize:** Generate and conceptualize artistic ideas and work.
  - a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).
  - b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).
- **Develop:** Organize and develop artistic ideas and work (TH:Cr2A.I ).
  - a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).
  - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).
- **Rehearse:** Refine and complete artistic work.
  - a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).
  - b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).
  - c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).

# TECHNICAL THEATRE 9-12

## UNIT 1 SAFETY

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).

# TECHNICAL THEATRE 9-12

## UNIT 2 SET

### UNIT 2 DESCRIPTION/OVERVIEW

Students will learn the proper techniques to build platforms as well as how to caster platforms and safely jack flats. Students will be introduced to the basic set pieces. Students will learn a variety of painting techniques including stippling, ragging, and sponging. Students will also learn how to apply some basic faux finishes like wood graining and marbling.

### Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>Scenery is used to bring the audience into the world of the play.</li> <li>Realistic, abstract, or representational settings can completely change the interpretation of a play.</li> </ul>	<ul style="list-style-type: none"> <li>How does scenery affect the interpretation of a production?</li> </ul>
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> <li>Stage directions: Stage left, stage right, downstage, upstage, center stage</li> <li>Stage terms: Fly system, cyclorama, rigging, flats, platforms, escape stairs, pit, apron, proscenium stage, thrust stage, wings, house, green room, grid, catwalk.</li> <li>Stagecraft: casters, jacks, table saw, jig, mitre saw, panel saw, painting techniques (marbling, ragging, wood grain, sponging, stippling).</li> </ul>	<ul style="list-style-type: none"> <li>Move to the appropriate area of the stage when directed.</li> <li>Identify different areas of the stage/ theatre.</li> <li>Build basic scenery.</li> <li>Paint using both wood grain and marbling techniques.</li> </ul>

### Missouri Learning Standards

#### Create

- Envision/Conceptualize:** Generate and conceptualize artistic ideas and work.
  - a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).
  - b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).
  - c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).
- Develop:** Organize and develop artistic ideas and work (TH:Cr2A.I ).
  - a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).
  - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).
- Rehearse:** Refine and complete artistic work.
  - a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).
  - b. Explore physical, vocal and physiological choices to develop a performance that is

# TECHNICAL THEATRE 9-12

## UNIT 2 SET

- believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).
- c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I ).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I ).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).

**TECHNICAL THEATRE 9-12**  
**UNIT 2 SET**

# TECHNICAL THEATRE 9-12

## UNIT 3 LIGHTING

### UNIT 3 DESCRIPTION/OVERVIEW

Students will learn the types and functions of instruments used in theatre lighting. They will also learn how to safely hang and focus lighting instruments, as well as shutter, focus, and gel an instrument. They will learn how to circuit an instrument, patch instruments to the light board, and use the light board to write lighting cues.

### Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>● The practical aspect of lighting is to let the audience see the actors.</li> <li>● Lighting can enhance the story of the play by setting the time of day.</li> <li>● Lighting color can be used to elicit an emotional response.</li> </ul>	<ul style="list-style-type: none"> <li>● How can lighting be used to set the time of day?</li> <li>● How can lighting be used to enhance the mood of a scene?</li> </ul>
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> <li>● Terms and identification: ellipsoidal light, fresnel, scoop, LED/ intelligent lighting, vari-light, hang and focus, gel, gobo.</li> <li>● Impacts of lighting in a play: mood, setting, illumination.</li> </ul>	<ul style="list-style-type: none"> <li>● Use lighting to create certain effects.</li> <li>● Safely hang and focus a light.</li> <li>● Operate a light board (creating a cue, saving a cue, operating the light board).</li> </ul>

### Missouri Learning Standards

#### Create

- **Envision/Conceptualize:** Generate and conceptualize artistic ideas and work.
  - a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).
  - b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).
  - c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).
- **Develop:** Organize and develop artistic ideas and work (TH:Cr2A.I ).
  - a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).
  - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).
- **Rehearse:** Refine and complete artistic work.
  - a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).
  - b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).
  - c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).

# TECHNICAL THEATRE 9-12

## UNIT 3 LIGHTING

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I ).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I ).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).



# TECHNICAL THEATRE 9-12

## UNIT 4 COSTUME

### UNIT 4 DESCRIPTION/OVERVIEW

Students will learn how costumes contribute to telling a story, basic care of costumes, introductory sewing and construction techniques, and how to do a quick change for actors during a performance.

### Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>● Costumes are an integral part of the visual spectacle of theater.</li> <li>● Costume choices based on historical, factual, or creative design enhance a director's concept.</li> <li>● Costume designers work collaboratively with the production team.</li> </ul>	<ul style="list-style-type: none"> <li>● How do costumes enhance a production?</li> <li>● Why must a costumer work collaboratively with other members of the design team?</li> <li>● How do costumes enhance a character?</li> </ul>
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> <li>● What a quick change is.</li> <li>● Sewing basics: threading a machine, sewing standard and shank buttons, sewing a straight seam.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare and assist an actor during a quick change from one costume to another.</li> <li>● Use proper measuring techniques.</li> <li>● Correctly repair and alter costumes.</li> <li>● Care for and store costumes.</li> </ul>

### Missouri Learning Standards

#### Create

- **Envision/Conceptualize:** Generate and conceptualize artistic ideas and work.
  - a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).
  - b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).
  - c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).
- **Develop:** Organize and develop artistic ideas and work (TH:Cr2A.I ).
  - a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).
  - b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).
- **Rehearse:** Refine and complete artistic work.
  - a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).
  - b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).
  - c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).

# TECHNICAL THEATRE 9-12

## UNIT 4 COSTUME

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I ).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I ).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).

## TECHNICAL THEATRE 9-12 UNIT 5 SOUND

### **UNIT 5 DESCRIPTION/OVERVIEW**

Students will learn the basic elements of sound design, ranging from the basics of setting up sound systems for amplification and running instruments, to design and selection of music and sound effects for storytelling.

<b>Unit Essential Learning Targets</b>	
<b><i>Enduring Understandings</i></b>	<b><i>Essential Questions</i></b>
<ul style="list-style-type: none"> <li>● The practical aspect of sound equipment is to let the audience hear the actors.</li> <li>● Sound can enhance the story of the play through the use of sound effects and by setting mood with music.</li> <li>● Sound can be used to elicit an emotional response.</li> </ul>	<ul style="list-style-type: none"> <li>● How can sound be used to enhance the story of the play?</li> <li>● What effect does music have on the emotions of the audience?</li> </ul>
<b><i>Students must know:</i></b>	<b><i>Students must be able to:</i></b>
<ul style="list-style-type: none"> <li>● Volume, gain, monitor, microphone, channel, floor pocket, cuing, mute, sound balance, feedback.</li> <li>● Fading music in and out for opening the act, closing the act, and scene changes.</li> <li>● Timing sound cues.</li> </ul>	<ul style="list-style-type: none"> <li>● Plug in a microphone and a monitor.</li> <li>● Run sound from the soundboard.</li> <li>● Mute, adjust volume through the house and the monitor, together and separately.</li> <li>● Wrap a sound cable appropriately.</li> <li>● Troubleshoot if feedback occurs.</li> <li>● Choose appropriate sound effects and music for scenes and plays.</li> </ul>

<b>Missouri Learning Standards</b>
<p><b>Create</b></p> <ul style="list-style-type: none"> <li>● <b>Envision/Conceptualize:</b> Generate and conceptualize artistic ideas and work.               <ul style="list-style-type: none"> <li>○ a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I).</li> <li>○ b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I).</li> <li>○ c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I).</li> </ul> </li> <li>● <b>Develop:</b> Organize and develop artistic ideas and work (TH:Cr2A.I ).               <ul style="list-style-type: none"> <li>○ a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I ).</li> <li>○ b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I).</li> </ul> </li> <li>● <b>Rehearse:</b> Refine and complete artistic work.               <ul style="list-style-type: none"> <li>○ a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I).</li> <li>○ b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).</li> </ul> </li> </ul>

# TECHNICAL THEATRE 9-12

## UNIT 5 SOUND

- c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).

### Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
  - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
  - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
  - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
  - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
  - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
  - a. Perform a scripted drama/theatre work for a specific audience.

### Respond

- **Reflect: Perceive and analyze artistic work.**
  - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I).
- **Interpret: Interpret intent and meaning in artistic work.**
  - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
  - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
  - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
  - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
  - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
  - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

### Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
  - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
  - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
  - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).