Columbus City Schools

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Theatre Survey: Technical Theatre and Production

Scope and Sequence Timeline

First Grading Period

Week	Theme	Standards	What Works Best
1-2	**Theatre as a Collaborative Art** • **Collaboration for theatre artists** • **Meetings with artistic team** • **Responsibilities of individuals**	➢ Level 1, 6 PR Apply accurate terminology in dramatic and theatrical activities. ➢ Level 1, 1 CE Explain how theatrical artists create meaning to convey a playwright's intent. ➢ Level 1, 2 PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot.	• Tie in school production(s) if applicable. • Brainstorm types of performances and staff, materials, rights, costs, etc. required to complete a production. • Review school's performance space.
3	**Producer/Director Responsibilities**	➢ Level 1, 4 CE	• Tie in school production(s) if applicable.

	Production • **Money acquisition** • **Dates and Schedules** ***Direction*** • **Overarching interpretation** • **Rehearsal schedule** • **Direct Actors**	Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production.	• Budget. • Production schedules. • Directing exercises. • Create a budget and production schedule for an imaginary performance. • Battelle for Kids Website High School Acting Lesson. *Refer to Chapter 14 in Basic Drama Projects Text*
4	**Pre-Production/Artistic Meetings** • **Director** • **Producer** • **Designers** • **Set Designer** • **Stage Manager**	➢ Level 1, 2 CE Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created. ➢ Level 1, 7 PR Integrate other art forms into a dramatic presentation.	• Tie in school production(s) if applicable. • Have students role play different scenarios and roles in a pre-production meeting after having read a scene or one-act.
5	**Theatre Light Fixtures** • **Ellipsoidal** • **Fresnel** • **Striplights, scoop** • **Parcans** • **Electricity and dimmers**	➢ Level 1, 2 PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. ➢ Level 1, 4 PR Generate a plan for technical production including the safe operation of tools and production equipment. ➢ Level 1, 6 PR Apply accurate terminology in dramatic and theatrical activities.	• Tie in school production(s) if applicable. • If possible, have students hang and focus an instrument. • Demonstrate the use of different instruments currently available at the school. • Have students create a gobo using cardboard and aluminum foil. *Refer to Chapter 19 in Basic Drama Projects Text*

6-7	**Light Design** • **Acting areas** • **Lighting an area** • **Hanging Plot** • **Special situations**	➢ Level 1, 2 PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. ➢ Level 1, 4 PR Generate a plan for technical production including the safe operation of tools and production equipment. ➢ Level 1, 6 PR Apply accurate terminology in dramatic and theatrical activities.	• Tie in school production(s) if applicable. • Compare and contrast lighting design for various performance types (i.e. play versus dance). • Demonstrate lighting different acting areas. • Use of shadow—when is it appropriate? • Use of color/color theory. • Writing lighting cues. • Famous light designers. • Lighting for mood, atmosphere and environment. • Create a lighting plot. • Have students light an area of the stage using what is currently available at the school. *Refer to Chapter 19 in Basic Drama Projects Text*
8	**Sound** • **How the human ear works** • **Sound systems/microphones** • **Equalizers** • **Speakers**	➢ Level 1, 2 PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. ➢ Level 1, 4 PR Generate a plan for technical production including the safe operation of tools and production equipment. ➢ Level 1, 6 PR Apply accurate terminology in dramatic and theatrical activities.	• Tie in school production(s) if applicable. • Microphone checks. • How to set up a microphone. • How to get rid of feedback. • If applicable, how to set up monitors. • How to use a sound board. • Play music through the sound system. • Create a playlist or cues for a performance.

			Refer to Chapter 20 in Basic Drama Projects Text.
9	**Costumes** • **Historical accuracy** • **Production styles** • **Evolution of costumes on stage**	➢ Level 1, 2 PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. ➢ Level 1, 4 PR Generate a plan for technical production including the safe operation of tools and production equipment. ➢ Level 1, 6 PR Apply accurate terminology in dramatic and theatrical activities.	• Tie in school production(s) if applicable. • Have students create a historically accurate costume design for the current school production or for a play or scene. • Have students research the cost of building or renting costumes. • If applicable, have students build a costume. • Have students learn basic sewing technique. • Learn basic makeup techniques. • Have students create a makeup/hair design. *Refer to Chapters 21 and 22 in Basic Drama Projects.*

Second Grading Period

Week	Theme	Standards	What Works Best
1-4	Set Design and Construction • Flat assembly, windows, walls, archway • Moving flats • Furniture, baseboards, crown molding and platforms Stage Painting Techniques and Design • Hue, texture and patterns • Mood, reinforcement of play • Application techniques Props	➢ Level 1, 2 PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. ➢ Level 1, 4 PR Generate a plan for technical production including the safe operation of tools and production equipment. ➢ Level 1, 6 PR Apply accurate terminology in dramatic and theatrical activities.	• Tie in school production(s) if applicable. • Have students learn how to build a flat. • Have students paint a flat—basic painting technique. • Have students paint a flat to look like wood, brick, or splatter. • How to use paint and set design to enhance a production. • Have students design and/or build a set for a school production or scene. • Color theory. • Choosing appropriate furniture for a performance. • Have students research the cost of building materials for a production. • Use of backdrops and how to hang if applicable. • How to locate props. • Create a properties list. *Refer to Chapter 18 in Basic Drama Projects Text.*
5-7	Produce the Show • Rehearsals	➢ Level 1, RE	• Tie in school production(s) if applicable.

	• Meetings • Promotions • Preparation	Explain how a performance style communicates a message or story narrative. ➢ Level 1, 7 PR Integrate other art forms into a dramatic presentation. ➢ Level 1, 1 PR Manipulate vocal qualities, posture, movement and language to express variety in characters and situations. ➢ Level 1, 2 PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. ➢ Level 1, 4 PR Generate a plan for technical production including the safe operation of tools and production equipment. ➢ Level 1, 6 PR Apply accurate terminology in dramatic and theatrical activities. ➢ Level 1, 4 CE Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production.	• Create posters. • Securing advertisements for a program. • Create a program. • Conduct rehearsals for a one-act or short scenes. • Have students apply to direct or hold leadership positions. • Choose a one-act or short scene(s) to perform in class. • Create a production schedule. *Refer to Chapters 15 and 16 in Basic Drama Projects Text.*
8-9	Post-Production • Strike • Goals assessment • Self/group evaluations	➢ Level 1, 5 CE Recognize and identify the standards and different aspects of	• Tie in school production(s) if applicable. • Have students strike a set, lighting instruments and microphones.

		performance used to critique and assess theatrical works. ➢ Level 1, 6 PR Apply accurate terminology in dramatic and theatrical activities. ➢ Level 1, 5RE Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal or peer performances.	• Have students reflect on their performance. • Have students create goals for their next production. • Have students evaluate the overall production. What did the ensemble do well? What could have been improved?
10	Course Review Presentation of scenes, monologues, portfolio or critique Final Exam for Course	➢ Level 1, 6 RE Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.	• Tie in school production(s) if applicable. • Have students (individual/group) create a final project which encompasses the course content. • Final exam for course. *Refer to Chapters 17 and 29 in Basic Drama Projects Text.*