

Unit 4: Technical Theater Theater, Grades 7 and 8

13 Class Meetings

May 2026

Essential Questions

- How does technical theater help to tell the story of the play?

Enduring Understandings with Unit Goals

EU 1: There are many different technical elements in theatrical productions.

- Investigate and understand the basic elements of technical theater.
- Connect the different jobs in technical theater to the corresponding technical element.

EU 2: Design of technical elements and collaboration of technical responsibilities is essential to clear storytelling in a musical.

- Design and create technical elements to help tell the story.
- Apply the elements of technical theater to a story.

Standards

National Core Arts Standards: Theatre

TH:Cr1.1.8 a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

TH:Cr1.1.8 b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

TH:Cr2.1.8 a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

TH:Cr2.1.8 b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

TH:Cr3.1.8 a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.

TH:Cr3.1.8 b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

TH:Cr3.1.8 c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

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TH:Pr5.1.8 b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

TH:Re7.1.8 a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

TH:Re8.1.8 a. Recognize and share artistic choices when participating in or observing a drama/theatre work.

TH:Re9.1.8 b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

TH:Re9.1.8 a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

TH:Re9.1.8 c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

TH:Cn11.2.8 b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Investigate and understand the basic elements of technical theater.

- Learn about each element individually.
- Use elements we have from past productions to understand each element experientially.
- **Key Terms and Vocabulary:**
 - House
 - Wings
 - Proscenium
 - Crossover space

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- **Curtains (Fire Curtain)**
- **Box Office**
- **Front of House**
- **Scrim**
- **Fly System**
- **Automation**
- **Backdrops**
- **Flats**
- **Periakto**
- **Stage Directions**
- **Number Line**
- **Lighting**
- **Costumes**
- **Scenery**
- **Props**
- **Sound Effects**
- **Theatrical Make-up/ Hair**
- **On Book**
- **Call Times**
- **Places**
- **Cue**

2. Apply the elements of technical theater to a musical.

- Discuss the themes and settings of the musical
- Investigate and contribute to the design slide show.
- Create designs for different elements of technical theater
- **Key Terms and Vocabulary:**
 - Design (er) (Lighting, Sound, Costume, Stage Manager, Scenic Designer)
 - Stage Manager
 - Director

Interdisciplinary Connection:

- ELA: character, setting, plot
- Art: Design elements
- Social Studies: Greek theater
- Advisory/ESL Learning: collaboration, leadership, ownership, communication

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Connect the parts of technical theater to its purpose in a production.
 - *Are backstage roles as important as onstage roles?*
- Compare and contrast different types of stages.
 - *What can be used as a stage?*
- Analyze a Director's Concept and how it guides the production.
 - *If you were to take on a backstage role, what would it be and why?*
- Distinguish the different elements of set design.
 - *On which type of stage would you want to direct a play or a musical?*
- Apply storytelling and setting choices to costume design choices**
 - *Why are costumes important to a show?*
- Investigate how props expand on a story.
 - *Do you have to have props in theater? What could you use instead?*
- Interpret the importance of theatrical make-up and hair.
 - *What is the difference between regular make-up and stage make-up?*
- Compare and contrast different ways lighting can be used theatrically.
 - *What is an everyday source of light and what is the mood or feeling it can create?*
- Assess how sound design and sound effects can change a production.
 - *What things need to be heard in theater? Who needs to hear it?*
- Assemble a theatrical design portfolio
 - *How could a designer use a portfolio in their job?*
- Explore and Review Elements of Technical Theater and Different Types of Stages
 - *What was the most interesting part of our technical theater unit? Why?*
- Demonstrate their learning in technical theater
 - *Prepare the technical theater review worksheet*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on theater skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning

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- Sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Accountable talk
- Homework
- Small group instruction
- Virtual tools
- Conferencing
- Theater Journals
- Rehearsal
- Performance

EL Differentiated Instruction

- Word walls with visuals of theater and technical theater vocabulary.
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling of dance steps by teacher
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessment

Assessments

FORMATIVE ASSESSMENTS:

- TWPS
- Daily Participation Checklist
- Student discussions and responses
- Accountable Talk Discussions
- Theater Journal Entries
- Director's Concept Worksheet.
- Guided notes.

SUMMATIVE ASSESSMENTS:

- Technical Theater Test on Pear Assessment (EU 1 and EU 2)
- Technical Design Portfolio (EU 1 & EU 2)

Unit Task

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Unit Task Name: Performance Task- “*Technical Theater Test and Design Portfolio*”

Description: Students will assemble the designs they create in class for each element of technical theater into a design portfolio. (EU 2) They will also complete an assessment showing their knowledge of technical theater. (EU 1)

Evaluation: Summative Assessment Scoring Guide

Unit Resources

- Video Resources of theatrical elements
- Parts of a theater labelling worksheet.
- Stage Management-Roles in the theater review worksheet.
- Scripts for current show
- Director’s Concept worksheet.
- Costume box
- Set pieces from old shows
- Lighting gels
- Prop box
- Sound effect website
- Laptops
- Visual vocabulary cards-Put on each part of the theater
- Google Slides/ Power Point Presentations
- Speakers
- Sticky notes
- Paper
- Pencils/ Pens
- Craft materials
- Drawing paper
- Colored pencils
- Fabric swatches
- Glue
- Tables
- Chairs
- Theater Journals
- Chart Paper
- Tape