

Technical Theatre, Level II (IMRA 26)

Subject: Fine Arts

Grade: 10

Expectations: 31

Breakouts: 99

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.
3. Through a variety of experiences with technical theatre, Technical Theatre II will afford students the opportunity to continue to study and develop their knowledge of technical theatre arts on a more challenging level. Students explore and apply a myriad of technical theatre concepts and skills. Students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.
4. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:
 - (A) demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound
 - (i) demonstrate proper use of standard vocabulary in costumes
 - (ii) demonstrate proper use of standard vocabulary in lights
 - (iii) demonstrate proper use of standard vocabulary in makeup

- (iv) demonstrate proper use of standard vocabulary in theater management
 - (v) demonstrate proper use of standard vocabulary in properties
 - (vi) demonstrate proper use of standard vocabulary in scenery
 - (vii) demonstrate proper use of standard vocabulary in sound
 - (B) identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage
 - (i) identify the technical elements of theatre
 - (C) use established theatre systems such as the production calendar, tech rehearsals, and production staff roles
 - (i) use established theatre systems
 - (D) use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre
 - (i) use safe theatre practices
 - (E) read and analyze scripts to determine technical theatre elements
 - (i) read scripts to determine technical theatre elements
 - (ii) analyze scripts to determine technical theatre elements
- (2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:
- (A) identify and use technical elements in various theatrical styles and genres
 - (i) identify technical elements in various theatrical styles
 - (ii) identify technical elements in various theatrical genres
 - (iii) use technical elements in various theatrical styles
 - (iv) use technical elements in various genres
 - (B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch
 - (i) apply the design process, including analysis, to a theatrical product
 - (ii) apply the design process, including research, to a theatrical product
 - (iii) apply the design process, including incubation/selection, to a theatrical product
 - (iv) apply the design process, including implementation, to a theatrical product
 - (v) apply the design process, including evaluation, to a theatrical product
 - (C) recognize the principles of design, including lines, shape, mass, measure, position, color, and texture
 - (i) recognize the principles of design, including lines
 - (ii) recognize the principles of design, including shape
 - (iii) recognize the principles of design, including mass

- (iv) recognize the principles of design, including measure
 - (v) recognize the principles of design, including position
 - (vi) recognize the principles of design, including color
 - (vii) recognize the principles of design, including texture
- (D) recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis
- (i) recognize the principles of composition, including unity
 - (ii) recognize the principles of composition, including harmony
 - (iii) recognize the principles of composition, including contrast
 - (iv) recognize the principles of composition, including variation
 - (v) recognize the principles of composition, including balance
 - (vi) recognize the principles of composition, including proportion
 - (vii) recognize the principles of composition, including emphasis
- (E) recognize the elements of color in design such as color theory, the science of color and light, and the color palette
- (i) recognize the elements of color in design
- (F) demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models
- (i) demonstrate understanding of communication methods between directors and designers
- (G) practice proper measurement and scale as applied to design or construction
- (i) practice proper measurement as applied to design or construction
 - (ii) practice proper scale as applied to design or construction
- (3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:
- (A) identify and safely use technical theatre tools, equipment, and materials
 - (i) identify technical theatre tools
 - (ii) identify technical theatre equipment
 - (iii) identify technical theatre materials
 - (iv) safely use technical theatre tools
 - (v) safely use technical theatre equipment
 - (vi) safely use technical theatre materials
 - (B) develop theatre production skills by: building scenery such as two-dimensional flats and three-dimensional stairs; building or pulling and altering costumes using safe costume construction techniques; hanging and focusing lighting instruments and using dimmers and controllers; identifying electrical theory and practice as it applies to

theatrical lighting; recording, editing, or creating sound effects; identifying marketing products for theatrical productions; practicing stage management techniques such as build a promptbook, call cues, and record blocking; identifying and applying scenic painting techniques; or identifying and applying stage properties practices such as buy, borrow, build, and organize; and

- (i) develop theatre production skills by building scenery; building or pulling and altering costumes using safe costume construction techniques; hanging and focusing lighting instruments and using dimmers and controllers; identifying electrical theory and practice as it applies to theatrical lighting; recording, editing, or creating sound effects; identifying marketing products for theatrical productions; practicing stage management techniques; identifying and applying scenic painting techniques; or identifying and applying stage properties practices

(C) read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets

- (i) read technical theatre documents
- (ii) interpret technical theatre documents

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

(A) apply historical or cultural accuracy from research in theatrical design

- (i) apply historical or cultural accuracy from research in theatrical design

(B) analyze the impact of live theatre, film, television, and electronic media on contemporary society

- (i) analyze the impact of live theatre on contemporary society
- (ii) analyze the impact of film on contemporary society
- (iii) analyze the impact of television on contemporary society
- (iv) analyze the impact of electronic media on contemporary society

(C) analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre

- (i) analyze the cultural heritages of world drama
- (ii) analyze the cultural heritages of world theatre
- (iii) identify key figures [from the cultural heritage of world drama and theatre] in technical theatre
- (iv) identify key works [from the cultural heritage of world drama and theatre] in technical theatre
- (v) identify key trends [from the cultural heritage of world drama and theatre] in technical theatre

(D) explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre

- (i) explain the historical development [of] theatre architecture
- (ii) explain the historical development [of] stage technology
- (iii) explain the discoveries in theatre architecture
- (iv) explain the discoveries in stage technology

- (v) explain the periods in theatre architecture
 - (vi) explain the periods in stage technology
 - (vii) explain their influences on modern theatre
- (E) illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light
- (i) illustrate how technology has changed theatre
- (F) understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre
- (i) understand the multicultural heritage of United States drama
 - (ii) understand the multicultural heritage of United States theatre
 - (iii) identify key figures [from the multicultural heritage of United States drama and theatre] in technical theatre
 - (iv) identify key works [from the multicultural heritage of United States drama and theatre] in technical theatre
 - (v) identify key trends [from the multicultural heritage of United States drama and theatre] in technical theatre
- (G) identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media
- (i) identify the innovations of the United States to the performing arts
 - (ii) identify the contributions of the United States to the performing arts
 - (iii) understand the innovations of the United States to the performing arts
 - (iv) understand the contributions of the United States to the performing arts
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) compile materials to construct a resume and portfolio of works created in technical theatre
 - (i) compile materials to construct a resume in technical theatre
 - (ii) compile materials to construct a portfolio of works created in technical theatre
 - (B) analyze and apply appropriate behavior of technical staff at various types of live performances
 - (i) analyze appropriate behavior of technical staff at various types of live performances
 - (ii) apply appropriate behavior of technical staff at various types of live performances
 - (C) recognize the design and technical elements of theatre as an art form and evaluate self as a creative being
 - (i) recognize the design elements of theatre as an art form
 - (ii) recognize the technical elements of theatre as an art form
 - (iii) evaluate self as a creative being

- (D) offer and receive constructive criticism of designs or construction projects by peers and self
 - (i) offer constructive criticism of designs or construction projects by peers
 - (ii) offer constructive criticism of designs or construction projects by self
 - (iii) receive constructive criticism of designs or construction projects by self
- (E) evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary
 - (i) evaluate live theatre in written form with precise and specific observations of technical elements using appropriate vocabulary
 - (ii) evaluate live theatre in oral form with precise and specific observations of technical elements using appropriate vocabulary
- (F) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary
 - (i) evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary
- (G) explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities
 - (i) explore career and avocational opportunities in theatre, television, film, or industries
 - (ii) evaluate the training needed to pursue such [career and avocational] opportunities
 - (iii) evaluate the skills needed to pursue such [career and avocational] opportunities
 - (iv) evaluate the self-discipline needed to pursue such [career and avocational] opportunities
 - (v) evaluate the artistic discipline needed to pursue such [career and avocational] opportunities
- (H) connect theatre skills and experiences to higher education and careers outside of the theatre
 - (i) connect theatre skills to higher education
 - (ii) connect theatre skills to careers outside of the theatre
 - (iii) connect theatre experiences to higher education
 - (iv) connect theatre experiences to careers outside of the theatre
- (I) use technology to communicate and present findings in a clear and coherent manner
 - (i) use technology to communicate findings in a clear and coherent manner
 - (ii) use technology to present findings in a clear and coherent manner