Technical Theatre, Level III (IMRA 26)

Subject: Fine Arts

Grade: 11

Expectations: 35

Breakouts: 104

(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 III 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

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(iv)   demonstrate proper use of standard vocabulary in theatre 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

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(B) demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage

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(i)   demonstrate a working knowledge of the technical elements of theatre

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(C) create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles

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(i)   create established theatre systems

(ii)   use established theatre systems

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(D) use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre

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(i)   use safe theatre practices

(ii)   model safe theatre practices

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(E) read scripts and apply basic script analysis techniques to technical theatre elements

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(i)   read scripts

(ii)   apply basic script analysis techniques to technical theatre elements

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(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

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(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 theatrical genres

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(B) apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, or sketch

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(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

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(C) apply the principles of design, including lines, shape, mass, measure, position, color, and texture

(i)   apply the principles of design, including lines

(ii)   apply the principles of design, including shape

(iii)   apply the principles of design, including mass

(iv)   apply the principles of design, including measure

(v)   apply the principles of design, including position

(vi)   apply the principles of design, including color

(vii)   apply the principles of design, including texture

(D) apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis

(i)   apply the principles of composition, including unity

(ii)   apply the principles of composition, including harmony

(iii)   apply the principles of composition, including contrast

(iv)   apply the principles of composition, including variation

(v)   apply the principles of composition, including balance

(vi)   apply the principles of composition, including proportion

(vii)   apply the principles of composition, including emphasis

(E) apply the elements of color in design such as color theory, the science of color and light, and the color palette

(i)   apply the elements of color in design

(F) manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager

(i)   manage the production team

(ii)   work collaboratively with the production team

(G) defend the importance of collaboration and leadership skills

(i)   defend the importance of collaboration

(ii)   defend the importance of leadership skills

(H) develop creativity as it relates to personal expression in technical theatre and design

(i)   develop creativity as it relates to personal expression in technical theatre

(ii)   develop creativity as it relates to personal expression in design

(I) interpret technical theatre documents used by directors and designers to communicate such as costume plot, light plot, makeup chart, prompt book, property list, design renderings, and models

(i)   interpret technical theatre documents used by directors to communicate

(ii)   interpret technical theatre documents used by designers to communicate

(J) practice the basics of measurement and scale applied to drafting, design, or construction

   (i)   practice the basics of measurement applied to drafting

   (ii)   practice the basics of measurement applied to design

   (iii)   practice the basics of measurement applied to construction

   (iv)   practice the basics of scale applied to drafting

   (v)   practice the basics of scale applied to design

   (vi)   practice the basics of scale applied to 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 specialized tools and materials in technical theatre

   (i)   identify specialized tools in technical theatre

   (ii)   identify specialized materials in technical theatre

   (iii)   safely use specialized tools in technical theatre

   (iv)   safely use specialized materials in technical theatre

  (B) develop theatre production skills by:demonstrating design and building techniques of scenery;designing and building or pulling and altering costumes;designing lighting and using electrical theory and practice as it applies to theatrical lighting;demonstrating an understanding of the physics of acoustics and sound through the design of sound;designing marketing products for theatrical productions;demonstrating stage management techniques such as build a promptbook, call cues, and record blocking;implementing and refining scenic painting techniques; ordesigning stage properties;

   (i)   develop theatre production skills by: demonstrating design and building techniques of scenery; designing and building or pulling and altering costumes; designing lighting and using electrical theory and practice as it applies to theatrical lighting; demonstrating an understanding of the physics of acoustics and sound through the design of sound; designing marketing products for theatrical productions; demonstrating stage management techniques such as build a promptbook, call cues, and record blocking; implementing and refining scenic painting techniques; or designing stage properties

  (C) identify various production roles in all technical areas such as designer, master carpenter, draper, cutter, and master electrician

   (i)   identify various production roles in all technical areas

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

   (i)   create 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) demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design

   (i)   demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design

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

    (i)   synthesize the impact of live theatre on contemporary society

    (ii)   synthesize film on contemporary society

    (iii)   synthesize the impact of television on contemporary society

    (iv)   synthesize the impact of electronic media on contemporary society

(C) synthesize the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature

    (i)   synthesize the cultural heritages of world drama

    (ii)   synthesize the cultural heritages of world theatre

    (iii)   identify key figures [from the cultural heritages of world drama and theatre] in dramatic literature

    (iv)   identify key works [from the cultural heritages of world drama and theatre] in dramatic literature

    (v)   identify key trends [from the cultural heritages of world drama and theatre] in dramatic literature

(D) demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology 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)   demonstrate a working knowledge of the historical development [of] theatre architecture

    (ii)   demonstrate a working knowledge of the historical development [of] stage technology

    (iii)   demonstrate a working knowledge of the discoveries in theatre architecture

    (iv)   demonstrate a working knowledge of the discoveries in stage technology

    (v)   demonstrate a working knowledge of the periods in theatre architecture

    (vi)   demonstrate a working knowledge of the periods in stage technology

    (vii) demonstrate a working knowledge of 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) analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature

    (i)   analyze the multicultural heritage of United States drama

    (ii)   analyze the multicultural heritage of United States theatre

    (iii)   identify key figures [from the multicultural heritage of United States drama and theatre] in dramatic literature

    (iv)   identify key works [from the multicultural heritage of United States drama and theatre] in dramatic literature

        (v)   identify key trends [from the multicultural heritage of United States drama and theatre] in dramatic literature

  (G) demonstrate a working knowledge of 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)   demonstrate a working knowledge of the innovations of the United States to the performing arts

        (ii)   demonstrate a working knowledge of 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) construct a resume and portfolio of works created in technical theatre

        (i)   construct a resume in technical theatre

        (ii)   construct a portfolio of works created in technical theatre

  (B) demonstrate appropriate behavior of technical staff at various types of live performances

        (i)   demonstrate appropriate behavior of technical staff at various types of live performances

  (C) apply the design and technical elements of theatre as an art form and evaluate self as a creative being

        (i)   apply the design elements of theatre as an art form

        (ii)   apply 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 by peers

        (ii)   offer constructive criticism of designs or construction 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 form or oral form with precise and specific observations of technical elements using appropriate vocabulary

  (G) articulate 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)   articulate career and avocational opportunities in theatre, television, film, or industries

(H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre

     (i)   articulate connections in theatre skills to higher education

     (ii)   articulate connections in theatre skills to careers outside of the theatre

     (iii)   articulate connections in theatre experiences to higher education

     (iv)   articulate connections in 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