

Technical Theatre, Level IV (IMRA 26)

Subject: Fine Arts

Grade: 12

Expectations: 31

Breakouts: 84

(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 IV will afford students the opportunity to complete a more intense study of a specific area of technical theatre. Through more independent study and increased production responsibilities, study in Technical Theatre IV involves the application of expertise prepared for and acquired in previous theatre art studies. 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 environment using elements of drama and conventions of theatre. The student is expected to:
 - (A) demonstrate proper and regular 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 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
- (viii) demonstrate regular use of standard vocabulary in costumes
- (ix) demonstrate regular use of standard vocabulary in lights
- (x) demonstrate regular use of standard vocabulary in makeup
- (xi) demonstrate regular use of standard vocabulary in theatre management
- (xii) demonstrate regular use of standard vocabulary in properties
- (xiii) demonstrate regular use of standard vocabulary in scenery
- (xiv) demonstrate regular use of standard vocabulary in sound
- (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
 - (i) demonstrate a working knowledge of the technical elements of theatre
- (C) use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles
 - (i) use established theatre systems
 - (ii) create established theatre systems
- (D) use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre
 - (i) use safe theatre practices
 - (ii) model safe theatre practices
- (E) read scripts and apply basic script analysis techniques to technical theatre elements
 - (i) read scripts
 - (ii) apply basic script analysis techniques to 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) analyze technical elements in various theatrical styles and genres
 - (i) analyze technical elements in various theatrical styles
 - (ii) analyze technical elements in various theatrical genres
 - (B) demonstrate creativity in the design of a theatrical product
 - (i) demonstrate creativity in the design of a theatrical product

- (C) demonstrate leadership skills in an area of the production team
 - (i) demonstrate leadership skills in an area of the production team
 - (D) model collaboration and leadership skills
 - (i) model collaboration skills
 - (ii) model leadership skills
 - (E) model creativity as it relates to personal expression in technical theatre and design
 - (i) model creativity as it relates to personal expression in technical theatre
 - (ii) model creativity as it relates to personal expression in design
 - (F) model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models
 - (i) model communication methods between directors and designers
- (3) Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student is expected to demonstrate an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:
- (A) model effective and safe use of tools and materials in scenery and property construction
 - (i) model effective use of tools in scenery construction
 - (ii) model effective use of tools in property construction
 - (iii) model effective use of materials in scenery construction
 - (iv) model effective use of materials in property construction
 - (v) model safe use of tools in scenery construction
 - (vi) model safe use of tools in property construction
 - (vii) model safe use of materials in scenery construction
 - (viii) model safe use of materials in property construction
 - (B) develop skills to supervise safe construction of scenery
 - (i) develop skills to supervise safe construction of scenery
 - (C) develop skills to supervise safe use of the basic techniques of costume construction and make-up application
 - (i) develop skills to supervise safe use of the basic techniques of costume construction
 - (ii) develop skills to supervise safe use of the basic techniques of make-up application
 - (D) develop skills to supervise safe use of lighting equipment such as instruments, dimmers, and controllers
 - (i) develop skills to supervise safe use of lighting equipment
 - (E) develop skills to supervise safe use of sound equipment
 - (i) develop skills to supervise safe use of sound equipment

- (F) demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer
 - (i) demonstrate an understanding of management skills in a theatre production
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) defend historical or cultural accuracy in theatrical design
 - (i) defend historical or cultural accuracy in theatrical design
 - (B) articulate the impact of live theatre, film, television, and electronic media on contemporary society
 - (i) articulate the impact of live theatre on contemporary society
 - (ii) articulate the impact of film on contemporary society
 - (iii) articulate the impact of television on contemporary society
 - (iv) articulate the impact of electronic media on contemporary society
 - (C) articulate the impact of cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre
 - (i) articulate the impact of cultural heritages of world drama
 - (ii) articulate the impact of cultural heritages of world theatre
 - (iii) identify key figures [from the cultural heritages of world drama and theatre] in technical theatre
 - (iv) identify key works [from the cultural heritages of world drama and theatre] in technical theatre
 - (v) identify key trends [from the cultural heritages of world drama and theatre] in technical theatre
 - (D) articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre
 - (i) articulate the impact of multicultural heritage of United States drama
 - (ii) articulate the impact of 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
 - (E) predict future innovations and contributions of the United States to the performing arts
 - (i) predict future innovations of the United States to the performing arts
 - (ii) predict future 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) use a resume and portfolio of works created in technical theatre

- (i) use a resume in technical theatre
 - (ii) use a portfolio of works created in technical theatre
- (B) model appropriate behavior of technical staff at various types of live performances
 - (i) model appropriate behavior of technical staff at various types of live performances
- (C) defend the design and technical elements of theatre as an art form and evaluate self as a creative being
 - (i) defend the design elements of theatre as an art form
 - (ii) defend 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) 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
 - (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) 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