

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**  ***Production***   * **Money acquisition** * **Dates and Schedules**   ***Direction***   * **Overarching interpretation** * **Rehearsal schedule** * **Direct Actors** | * Level 1, 4 CE   Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production. | * Tie in school production(s) if applicable. * 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 * Meetings * Promotions * Preparation | * Level 1, RE   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. | * Tie in school production(s) if applicable. * 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 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. | * Tie in school production(s) if applicable. * Have students strike a set, lighting instruments and microphones. * 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.* |