

Theatre Survey: Technical Theatre and Production

Scope and Sequence Timeline

First Grading Period

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| **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

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| --- | --- | --- | --- |
| **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 ReviewPresentation of scenes, monologues, portfolio or critiqueFinal 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.* |