Grade level – 9-12				Time Allotted: Days
Content Area – Fine Arts-Technical Theatre I				
Unit Name: History, Safety and Spaces				

Strand	TEKS Statement		TEKS	Student Expectation/District Clarification
Foundation	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre		1a	define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound • Production Organization and Management • Job Titles • Hierarchy
			1b	recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage • Identify Front of House vocabulary and spaces • Identify Back of House vocabulary and spaces • Stage Directions • Fly System Breakdown vocabulary and spaces • Theatre Tour • Proscenium Spaces, Thrust, In the Around, Black Box
			1c	recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles • Identify Key Jobs in Technical Theatre
			1d	recognize safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre • Shop Safety • Fly Safety • Usher Training
Creative expression	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance		2a	recognize the function of technical elements in various theatrical styles and genres • History of Theatre Architecture and Stage Technology
			2c	identify the production team such as designers, director, crew members, playwright, and stage manager and their duties • Production Organization and Management
			2d	articulate the importance of collaboration and leadership skills • Production Process

			• Production Meeting Examples
		2e	define creativity as it relates to personal expression in technical theatre and design • Production Process • Critique of Plays, Performance Pieces, and Art
		2g	apply the basic skills of measurement in construction • Set Construction
Creative expression	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student applies design, directing, and theatre production concepts and skills.	**3a**	identify the safe use of tools and materials in scenery and property construction • Shop Safety
		3e	recognize the roles of theatre management such as house management and stage management • Production Organization and Management
Historical and cultural relevance	The student relates theatre to history, society, and culture.	**4a**	conduct research to establish historical and cultural accuracy in theatrical design • History of Theatre Architecture an Stage Technology
		4b	identify the impact of live theatre, film, television, and electronic media on contemporary society • Performance Art Types; Cirque du Soliel, Stomp, Blue Man Group
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	**5b**	recognize appropriate behavior at various types of live performances • Theatre Etiquette
		5c	recognize the design and technical elements of theatre as an art form and evaluate self as a creative being • Critique various forms of theatrical events
		5d	evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary • Production Critiques of various elements
		5f	connect theatre skills and experiences to higher education and careers • Historical and Present Notable Designers

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Grade level – 9-12				Time Allotted: Days
Content Area – Fine Arts-Technical Theatre I				
Unit Name: Analysis, Process and Concept				

Strand	TEKS Statement		TEKS	Student Expectation/District Clarification
Foundation	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre		1a	define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound • Identify key terms through analyzing the script and matching with appropriate field • Identify key terms of color and how it applies to each field • Identify process of design and the differences to each field mentioned • Introduce stage properties and paper mache project
			1b	recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage • Identify key terms through script analysis and process of design • Identify key terms and drafting techniques of spacial elements
			1c	recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles • Through interpreting the script, plan a pacing design calendar around production schedule
Creative expression: performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance		2a	recognize the function of technical elements in various theatrical styles and genres • Style, Composition, and Design
			2c	identify the production team such as designers, director, crew members, playwright, and stage manager and their duties • Identify the process of design through each field and how it relates to technical theatre as a whole
			2d	articulate the importance of collaboration and leadership skills • Production Process
			2e	define creativity as it relates to personal expression in technical theatre and design • Style, Composition and Design elements in design process and identifying key terms • Script Analysis
			2f	recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models • Style, Composition and Design

			• Stage Properties • Mechanical Drafting

		2g	apply the basic skills of measurement in construction
			• Scale in mechanical drafting;
			   1. Scale Ruler
			   2. Hand Drafting
			   3. Cut Sheet

Creative expression: production	The student applies design, directing, and theatre production concepts and skills.	**3a**	identify the safe use of tools and materials in scenery and property construction
			• Mechanical Drafting
			   1. Scale drafting scenery and elements of the theatre
			   2. Use of mechanical drafting supplies
			   3. The history and relevance to the field of scenic design

		3b	identify the safe use of lighting equipment such as instruments, dimmers, and controllers
			• Mechanical Drafting
			   1. Scale drafting of lighting and the accessories associated
			   2. Identifying symbols of key and how they relate to the field
			   3. The history and relevance to the field of lighting design

		3c	identify the safe use of the basic techniques of costume construction and make-up application
			• Drawing and Rendering
			   1. Process of creating renderings for costume construction
			   2. Use of pencil and sketching forms and figures
			   3. Identifying palettes for the design process

		3d	identify the safe use of sound equipment
			• Mechanical Drafting
			   1. Define and create a key to the sound plot through symbols
			   2. Determine placement of key elements in sound design
			   3. Draw speaker array to determine coverage and placement
			• Drawing and Rendering

		3e	recognize the roles of theatre management such as house management and stage management
			• Script Analysis process for stage management
			   1. Blocking
			   2. Scene Breakdown
			   3. Rehearsal Process
			   4. Character Breakdown
			   5. Who, What, When, Where, Why
			   6. Production Paperwork

Historical and cultural relevance	The student relates theatre to history, society, and culture.	4a	conduct research to establish historical and cultural accuracy in theatrical design • Style, Composition and Design
		4b	identify the impact of live theatre, film, television, and electronic media on contemporary society • Design process videos on American Theatre Wing website- interviews based on production design team
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	5c	recognize the design and technical elements of theatre as an art form and evaluate self as a creative being • Script Analysis
		5e	evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary • Historical and Present Notable Designers and their process of design
		5f	connect theatre skills and experiences to higher education and careers • Historical and Present Notable Designers; introduce each as they have their own stlye, composition and design elements and how they formulate their ideas to paper
		5g	use technology to communicate and present findings in a clear and coherent manner • Research project on design process and designers through New York Public Library Broadway Database

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Grade level – 9-12				Time Allotted: Days

Content Area – Fine Arts-Technical Theatre I

Unit Name: Scenic, Costume and Makeup

Strand	TEKS Statement		TEKS	Student Expectation/District Clarification
Foundation	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre		1a	define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound • Scenic Design • Scenic Production Techniques • Scene Painting • Costume Design • Costume Construction • Makeup
			1b	recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage • Use of theatrical spaces for makeup, costume design and construction, and scenic design and production, and scenic painting
			1c	recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles • Production staff roles in; 1. Scenic Design and Production; TD, ATD, SD, ASD, CD, Stage Crew 2. Scenic Painting; SC, ASC 3. Costume Design and Construction; CD, ACD, CSM, Stitcher, Cutter, Draper, Dyer 4. Makeup; MD, AMD, Special F/X
			1d	recognize safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre • Costume Shop Safety; working with sewing machines • Scenic Shop Safety; paint and storage of paint • Makeup Safety; proper handling of makeup and cleaning
			1e	read scripts and apply basic script analysis techniques to technical theatre elements • Scenic, Costume and Makeup Design Process
Creative	The student develops and		2a	recognize the function of technical elements in various theatrical styles and genres

expression: performance	demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance		• Identify elements of scenery, costumes and makeup
		2b	recognize the design process of analysis, research, incubation/selection, implementation, and evaluation to a theatrical product such as a rendering, model, and sketch • Costume drawing and sketching process • Scenic painting process and application to scale
		2c	identify the production team such as designers, director, crew members, playwright, and stage manager and their duties • Identify job duties and roles of scenic designer, costume designer, and makeup designer and their crews
		2d	articulate the importance of collaboration and leadership skills • Identify crew heads for each field of scenic, costume, and makeup design
		2e	define creativity as it relates to personal expression in technical theatre and design • Production Process • Critique of Plays, Performance Pieces, and Art
		2f	recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models • Costume Plot and drawing/renderings in costume design • Scenic Drafting and drawing/renderings in scenic design • Makeup Morgue and Worksheets
		2g	apply the basic skills of measurement in construction • Costume Measurement Worksheet and how it applies to costume constuction
Creative expression: production	The student applies design, directing, and theatre production concepts and skills.	**3a**	identify the safe use of tools and materials in scenery and property construction • Identify key tools used in scenic production and painting
		3b	identify the safe use of lighting equipment such as instruments, dimmers, and controllers • Identify the use of color elements and its correlation to costume creation
		3c	identify the safe use of the basic techniques of costume construction and make-up application • Costume design and construction elements and job duties • Makeup design and implementation and job duties
Historical and cultural relevance	The student relates theatre to history, society, and culture.	**4a**	conduct research to establish historical and cultural accuracy in theatrical design • Identify key designers in the fields of costume, scenery and makeup • Research Project- Prominent Designers of today and the past • Identify elements of costume, scenery and makeup from primitive theater to contemporary
		4b	identify the impact of live theatre, film, television, and electronic media on contemporary

			society • Show examples of the historical and cultural evolution of costume design, scenic design and makeup design clips from film, plays and television
		4c	understand the cultural heritage of world drama and theatre and identify key figures, works, and trends in dramatic literature • Scenic, Costume, and Makeup history
		4d	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 • Identify the role that Broadway and regional theatre impacted the designer field in the United States
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	**5a**	understand the use of resumes and portfolios in technical theatre • Examples of Scenic, Costume, and Makeup Designers resume and portfolio elements
		5c	recognize the design and technical elements of theatre as an art form and evaluate self as a creative being • Critique and form artistic opinion(s) of specific examples of art and how it inspires design
		5d	evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary • Technical Theatre Critique
		5f	connect theatre skills and experiences to higher education and careers • Research Project of notable designers from the past and present
		5g	use technology to communicate and present findings in a clear and coherent manner • Introduction of apps and how they aid the process of design in scenery, costumes and makeup

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Revised: 7/1/2014

Grade level – 9-12				Time Allotted: Days
Content Area – Fine Arts-Technical Theatre I				
Unit Name: Lighting Design and Technology, Electrical Theory, Sound Design and Technology, Projections and Media, Portfolio and Resume				

Strand	TEKS Statement		TEKS	Student Expectation/District Clarification
Foundation	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre		1a	define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound • Lighting Design and Technology • Electrical Theory and Practice • Sound Design and Technology • Projections and Media
			1b	recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage • Identify elements as it pertains to lighting, sound, projections, and electricity
			1c	recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles • Lighting Design and Production; LD, ALD, ME, AME, MLT, Board Operator, Programmer • Sound Design and Production; SD, ASD, SBO, A1, A2, Mixer • Projection Design; PD, ASP, Programmer
			1d	recognize safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre • Electrical Practice shop and safety; do's and do not's around electricity • Sound electrical elements and safety
			1e	read scripts and apply basic script analysis techniques to technical theatre elements • Lighting, Sound, and Projection Design Process
Creative expression: performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance		2a	recognize the function of technical elements in various theatrical styles and genres • Identify process and design for lighting, sound and projections
			2b	recognize the design process of analysis, research, incubation/selection, implementation, and evaluation to a theatrical product such as a rendering, model, and sketch • Design process and elements for lighting, projection, and sound design
			2c	identify the production team such as designers, director, crew members, playwright, and stage manager and their duties • Lighting Design and Production; LD, ALD, ME, AME, MLT, Board Operator, Programmer • Sound Design and Production; SD, ASD, SBO, A1, A2, Mixer

			• Projection Design; PD, ASP, Programmer
		2d	articulate the importance of collaboration and leadership skills • Production Meeting process and tech schedule
		2e	define creativity as it relates to personal expression in technical theatre and design • Production Process • Critique of Plays, Performance Pieces, and Art
		2f	recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models • Lighting Plot; Renderings, Programs and Applications • Sound Plot; Programs and Applications • Projection Programs and Applications
Creative expression: production	The student applies design, directing, and theatre production concepts and skills.	**3b**	identify the safe use of lighting equipment such as instruments, dimmers, and controllers • Lighting Design and Technology elements
		3d	identify the safe use of sound equipment • Sound Design and Technology elements
Historical and cultural relevance	The student relates theatre to history, society, and culture.	**4a**	conduct research to establish historical and cultural accuracy in theatrical design • The history of lighting, sound and projection design
		4b	identify the impact of live theatre, film, television, and electronic media on contemporary society • Roles that lighting, sound and projection designers have in concerts, awards shows, commercial photography, film, television and the internet
		4d	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 • Roles that lighting, sound and projection designers have in the United States and key designers in each field
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	**5a**	understand the use of resumes and portfolios in technical theatre • Portfolios and Resumes; Theatrical and Professional
		5b	recognize appropriate behavior at various types of live performances • Technical Production Critique
		5c	recognize the design and technical elements of theatre as an art form and evaluate self as a creative being • Evaluate and respond to various design elements through critique and class discussions
		5d	evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary

			• Production critique
		5e	evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary • Present various art forms and how it relates to lighting, sound and projections
		5f	connect theatre skills and experiences to higher education and careers • Research Project; notable designers from the past and present
		5g	use technology to communicate and present findings in a clear and coherent manner • Introduce programs and applications and how they pertain to lighting, sound and projection design

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