

Grade level – 10-12	Time Allotted:	Days
Content Area – Fine Arts-Technical Theatre III		
Unit Name: Unit I		

Strand	TEKS Statement	TEKS	Student Expectation/District Clarification
Foundations: inquiry and understanding	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre	1a	demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound <ul style="list-style-type: none"> • Production Job Descriptions; <ul style="list-style-type: none"> ○ Producer, Playwright, Director, Production Manager, Stage Manager, Scenic and Property Personnel, Lighting Personnel, Costume Personnel, Sound Personnel • Theatre Organization
		1b	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 <ul style="list-style-type: none"> • The Counterweight System • Proscenium Stage, Thrust Stage, Arena Stage, Black Box Theatres, Found Theatre Spaces
		1c	create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles <ul style="list-style-type: none"> • The Production Sequence; • Script, Concept Design, and Construction, Rehearsals
		1d	use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre <ul style="list-style-type: none"> • Tool Safety • Safety Equipment; • Dust Mask, Safety Glasses, Respirator, Face Shields, Earplugs, Welding
		1e	read scripts and apply basic script analysis techniques to technical theatre elements <ul style="list-style-type: none"> • Reading the Script for Technical Theatre • Analyzing the Technical Jargon of the Script • The Three Readings of a Designer • The Design Process; <ul style="list-style-type: none"> ○ Commitment, ○ Analysis; Analyzing the Script, The Questioning Process ○ Research; Background Research, Conceptual Research ○ Incubation, ○ Selection,

			<ul style="list-style-type: none"> ○ Implementation, ○ Evaluation
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	identify and use technical elements in various theatrical styles and genres <ul style="list-style-type: none"> • The Design Process <ol style="list-style-type: none"> 1. Designing for Comedy, Tragedy, History, etc. 2. Who's your audience? 3. What type of production are you designing for; opera, musical theatre, drama performance art
		2b	apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch <ul style="list-style-type: none"> • The Design Process <ol style="list-style-type: none"> 1. Commitment 2. Analysis 3. Research 4. Incubation 5. Selection 6. Implementation 7. Evaluation
		2f	manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager <ul style="list-style-type: none"> • Prompt Book Creation • Colors of a Costume Plot • Gels for a Lighting plot • Determining your makeup color • White Model vs. Color Model • Pencil Rendering vs. Color Rendering • Scenic Charge Rendering • The Production Sequence <ol style="list-style-type: none"> 1. Gather and provide elements of prompt book 2. Gather and provide elements of costume plot 3. Develop and identify theatre hierarchy
		2g	defend the importance of collaboration and leadership skills <ul style="list-style-type: none"> • Collaborative Process • Why do we have collaboration in theatre?
		2h	develop creativity as it relates to personal expression in technical theatre and design <ul style="list-style-type: none"> • Develop a production concept along with conceptual images

		<p>2i 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</p> <ul style="list-style-type: none"> • Why do we need documentation in theatre? • How do we read technical documents in theatre? • Designing from pen to stage
		<p>2j practice the basics of measurement and scale applied to drafting, design, or construction</p> <ul style="list-style-type: none"> • Shop Building • Measuring Tools
Creative expression: production	The student applies design, directing, and theatre production concepts and skills.	<p>3a identify and safely use technical theatre tools, equipment, and materials</p> <ul style="list-style-type: none"> • Hand Tools; Measuring Tools, Marking Tools, Hammers, Cutting Tools, Drilling Tools, Clamping Tools, Screwdrivers, Miscellaneous Hand Tools, Metalworking Hand Tools • Power Tools; Stationary Power Tools, Power Handsaws, Power Drilling Tools, Battery-Powered Tools, Pneumatic Tools, Metalworking Power Tools, Miscellaneous Power Tools • Wood; Stock Lumber, Molding and Trim, Sheet Stock, Manufactured Wood • Metal; Mild Steel, Proprietary Structural System, Aluminum • Plastics; Acrylic, Epoxy, Fluorocarbons, Polyesters, Polyethylene, Polystyrene, Polyvinyl Chloride, Pyroxylin, Urethanes • Fasteners; Nails, Screws, Bolts, Washers, Nuts • Glues and Adhesives; Glues, Adhesives • Hardware; Construction Hardware, Stage Hardware • Rope, Cable, & Wire; Manila Rope, Sisal Rope, Clothesline, Nylon Rope, Monofilament Line, Aircraft Cable, Wire • Block and Tackle
		<p>3b develop theatre production skills by:</p> <ul style="list-style-type: none"> • creating stage properties from paper mache • setting up for rental and theatrical events • serving on a theatrical crew • building scenery such as two-dimensional flats and three-dimensional stairs; • build theatrical and Hollywood style flats • construct set for Fall play
Historical and cultural relevance	The student relates theatre to history, society, and culture.	<p>4a demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design</p> <ul style="list-style-type: none"> • History of Theatre Architecture and Stage Technology <ol style="list-style-type: none"> 1. Greek 2. Roman

			<ol style="list-style-type: none"> 3. Medieval 4. 1500-1650 5. 1650-1900 6. 20th Century
		4b	<p>synthesize the impact of live theatre, film, television, and electronic media on contemporary society</p> <ul style="list-style-type: none"> • Play Report • Production Critique • Tech Article Assignment- magazine, online database, company website
		4c	<p>synthesize the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature</p> <ul style="list-style-type: none"> • Research online databases and websites • Introduce the design process through magazine articles, television shows, web based interviews and theatrical trade articles
		4d	<p>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</p> <ul style="list-style-type: none"> • History of Theatre Architecture and Stage Technology <ol style="list-style-type: none"> 1. Greek 2. Roman 3. Medieval 4. 1500-1650 5. 1650-1900 6. 20th Century
		4f	<p>analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature</p> <ul style="list-style-type: none"> • Introduce the design process through magazine articles, television shows, web based interviews and theatrical trade articles • Research a specific US designer and present the project to the class
		4g	<p>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</p> <ul style="list-style-type: none"> • Explore and write and article from the New York City Public Library Broadway designer database
Critical evaluation and	The student responds to and evaluates theatre and theatrical	5b	<p>demonstrate appropriate behavior of technical staff at various types of live performances</p> <ul style="list-style-type: none"> • Production Crew Assignments

response	performances.		<ul style="list-style-type: none"> • Technical Theatre Jobs • Production Organization and Management • Crew Requirements <ol style="list-style-type: none"> 1. Usher theatrical or fine arts event 2. Serve on crew for theatrical or fine arts event
		5c	apply the design and technical elements of theatre as an art form and evaluate self as a creative being <ul style="list-style-type: none"> • Production Critique • Self Evaluation of Design
		5d	offer and receive constructive criticism of designs or construction projects by peers and self <ul style="list-style-type: none"> • Set build for Fall show- working in the shop • Scenic Painting Swatches • Conceptual Design Projects
		5e	evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary <ul style="list-style-type: none"> • Production Critique • Design elements play discussion
		5f	evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary <ul style="list-style-type: none"> • Production Concepts • Production Critiques
		5g	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 <ul style="list-style-type: none"> • Production Organization and Management • Research Interview Career Project
		5h	connect theatre skills and experiences to higher education and careers outside of the theatre <ul style="list-style-type: none"> • Mock University Interview with Resume and Portfolio • Peer Portfolio and Resume Project
		5i	use technology to communicate and present findings in a clear and coherent manner <ul style="list-style-type: none"> • Explore and write and article from the New York City Public Library Broadway designer database • Present software <ol style="list-style-type: none"> 1. Lighting Console 2. Sound Console 3. Video Equipment 4. App(s) for Theatre

Content Vocabulary				
Enduring Understandings/Essential Questions				
Signature Lessons				
Resources				
Textbook Alignment				
Formative Assessment				