

Grade level – 10-12		Time Allotted: Days	
Content Area – Fine Arts-Technical Theatre IV			
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 and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound <ul style="list-style-type: none"> • Technical Theatre Semester Project
		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"> • Provide tours of theatrical spaces including the PAC, BB, Scene Shop, Costume Storage and Prospective booths
		1c	use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles <ul style="list-style-type: none"> • Make and maintain call board production calendars and upload them to the website
		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"> • Teach and maintain safety practices for the scene shop • Create shop tool safety video • Maintain all department safety handbook(s)
		1e	read scripts and apply basic script analysis techniques to technical theatre elements <ul style="list-style-type: none"> • Create and present production concepts for all department productions
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	analyze technical elements in various theatrical styles and genres <ul style="list-style-type: none"> • Design, create and present a stylized production from a contemporary/ past playwrights.
		2c	demonstrate leadership skills in an area of the production team <ul style="list-style-type: none"> • Serve as a stage manager, designer, crew head, MC or ME for production
		2d	model collaboration and leadership skills <ul style="list-style-type: none"> • Attend and maintain prompt book, notes and emails for all production meetings
		2e	model creativity as it relates to personal expression in technical theatre and design <ul style="list-style-type: none"> • Design sound, lighting, props, scenery, costumes and makeup for a production.
		2f	model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models

			<ul style="list-style-type: none"> • Create concept and property list for a play with necessary paperwork and adapt those for paper and digital portfolio. • Create prompt book for a play with necessary paperwork and adapt those for paper and digital portfolio.
		3a	<p>model effective and safe use of tools and materials in scenery and property construction</p> <ul style="list-style-type: none"> • Serve as master carpenter for scene shop and create MSDS and safety labels for all products in prospective shops • Weekly maintenance of shop tool and safety equipment checks. • Ensure all power cords are tidy and free of any breaks in cable. • Keep first aid kits stocked and maintained in all theatrical spaces.
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.	3c	<p>develop skills to supervise safe use of the basic techniques of costume construction and make-up application</p> <ul style="list-style-type: none"> • Construct a costume for UIL design competition • Design and create makeup and costume for fantasy character utilizing prosthetic application
		3e	<p>develop skills to supervise safe use of sound equipment</p> <ul style="list-style-type: none"> • Prepare and maintain service log on all audio inventory for production closet
		3f	<p>demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer</p> <ul style="list-style-type: none"> • Serve in capacities for departmental and rental productions as house manager, stage manager • Design and create season brochure and layout of all department production ephemera • Serve as assistant producer for a department or rental production
Historical and cultural relevance	The student relates theatre to history, society, and culture.	4c	<p>articulate the impact of cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • Present a historical technical advance in theatre technology and form research and documents to support your ideas and facts. • Pick a play from a specific culture and design conceptual research based on a specific historical tragic time in the United States.
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	5e	<p>evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary</p> <ul style="list-style-type: none"> • Production critiques
		5f	<p>evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary</p> <ul style="list-style-type: none"> • Theatrical production critiques • Art critiques • Class observations

Grade level – 10-12		Time Allotted: Days	
Content Area – Fine Arts-Technical Theatre IV			
Unit Name: Unit II			
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 and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound <ul style="list-style-type: none"> Technical Theatre Semester Project
		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"> Provide tours of theatrical spaces including the PAC, BB, Scene Shop, Costume Storage and Prospective booths
		1c	use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles <ul style="list-style-type: none"> Make and maintain call board production calendars and upload them to the website
		1e	read scripts and apply basic script analysis techniques to technical theatre elements <ul style="list-style-type: none"> Create and present production concepts for all department productions
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	analyze technical elements in various theatrical styles and genres <ul style="list-style-type: none"> Create and design a lighting technology project Program and create on the spot design and run console for rock, classical, rap, jazz, musical, and country selection of music.
		2c	demonstrate leadership skills in an area of the production team <ul style="list-style-type: none"> Serve as a stage manager, designer, crew head, MC or ME for production
		2e	model creativity as it relates to personal expression in technical theatre and design <ul style="list-style-type: none"> Design sound, lighting, props, scenery, costumes and makeup for a production.
		2f	model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models <ul style="list-style-type: none"> Create concept and costume plot for a play with necessary paperwork and adapt those for paper and digital portfolio.
Creative expression: production	The student focuses on a specific area of technical theatre production concepts and skills. The student is expected to demonstrate	3a	model effective and safe use of tools and materials in scenery and property construction <ul style="list-style-type: none"> Serve as master carpenter for scene shop and create MSDS and safety labels for all products in prospective shops Weekly maintenance of shop tool and safety equipment checks.

	<p>an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management.</p>		<ul style="list-style-type: none"> • Ensure all power cords are tidy and free of any breaks in cable. • Keep first aid kits stocked and maintained in all theatrical spaces.
		3b	<p>develop skills to supervise safe construction of scenery</p> <ul style="list-style-type: none"> • Serve as master carpenter and interpret drawings of all scenic draftings.
		3c	<p>develop skills to supervise safe use of the basic techniques of costume construction and make-up application</p> <ul style="list-style-type: none"> • Construct a costume for UIL design competition • Design and create makeup and costume for fantasy character utilizing prosthetic application
		3e	<p>develop skills to supervise safe use of sound equipment</p> <ul style="list-style-type: none"> • Prepare and maintain service log on all audio inventory for production closet
Historical and cultural relevance	The student relates theatre to history, society, and culture.	3f	<p>demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer</p> <ul style="list-style-type: none"> • Serve in capacities for departmental and rental productions as house manager, stage manager • Design and create season brochure and layout of all department production ephemera • Serve as assistant producer for a department or rental production
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	4d	<p>articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre</p> <ul style="list-style-type: none"> • Play report • Research project on past and present designers in theatre • Pick a trend topic in technical theatre and write a research project on it
		5a	<p>use a resume and portfolio of works created in technical theatre</p> <ul style="list-style-type: none"> • Create a theatrical and traditional resume and submit it to apply to various colleges • Create a digital and paper portfolio and submit it for review at the theatre conference
		5b	<p>model appropriate behavior of technical staff at various types of live performances</p> <ul style="list-style-type: none"> • Serve as production crew member and adhere to all principles and rules of theatrical etiquette.
		5c	<p>defend the design and technical elements of theatre as an art form and evaluate self as a creative being</p> <ul style="list-style-type: none"> • Create and submit design for the theatrical convention to be adjudicated by theatrical teachers.
		5d	<p>offer and receive constructive criticism of designs or construction projects by peers and self</p> <ul style="list-style-type: none"> • Create and Submit design for theatrical convention to be adjudicated by theatrical teachers. • Create and submit theatrical design fro UIL competition prompt

			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 critiques
			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"> • Theatrical production critiques • Art critiques • Class observations
Content Vocabulary				
Enduring Understandings/Essential Questions				
Signature Lessons				
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Resources				
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Textbook Alignment				
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Grade level – 10-12		Time Allotted:	Days
Content Area – Fine Arts-Technical Theatre IV			
Unit Name: Unit III			
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 and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound <ul style="list-style-type: none"> Technical Theatre Semester Project
		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"> Provide tours of theatrical spaces including the PAC, BB, Scene Shop, Costume Storage and Prospective booths
		1c	use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles <ul style="list-style-type: none"> Make and maintain call board production calendars and upload them to the website
Creative expression: performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance	2c	demonstrate leadership skills in an area of the production team <ul style="list-style-type: none"> Serve as a stage manager, designer, crew head, MC or ME for production
		2e	model creativity as it relates to personal expression in technical theatre and design <ul style="list-style-type: none"> Design sound, lighting, props, scenery, costumes and makeup for a production.
		2f	model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models <ul style="list-style-type: none"> Create concept and lighting plot for a play with necessary paperwork and adapt those for paper and digital portfolio. Create concept and scenic ground plan for a play with necessary paperwork and adapt those for paper and digital portfolio.
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.	3a	model effective and safe use of tools and materials in scenery and property construction <ul style="list-style-type: none"> Serve as master carpenter for scene shop and create MSDS and safety labels for all products in prospective shops Weekly maintenance of shop tool and safety equipment checks. Ensure all power cords are tidy and free of any breaks in cable. Keep first aid kits stocked and maintained in all theatrical spaces.
		3d	develop skills to supervise safe use of lighting equipment such as instruments, dimmers, and controllers

			<ul style="list-style-type: none"> Serve as master electrician for department production and lead crews on focus of repertory plot for both PAC and Black Box
		3e	develop skills to supervise safe use of sound equipment <ul style="list-style-type: none"> Prepare and maintain service log on all audio inventory for production closet
		3f	demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer <ul style="list-style-type: none"> Serve in capacities for departmental and rental productions as house manager, stage manager Design and create season brochure and layout of all department production ephemera Serve as assistant producer for a department or rental production
Historical and cultural relevance	The student relates theatre to history, society, and culture.	4a	defend historical or cultural accuracy in theatrical design <ul style="list-style-type: none"> Create costume renderings from various selected periods of fashion and historical moments of the world and support those decisions with research and conceptual imagery.
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	5d	offer and receive constructive criticism of designs or construction projects by peers and self <ul style="list-style-type: none"> Create and Submit design for theatrical convention to be adjudicated by theatrical teachers. Create and submit theatrical design fro UIL competition prompt
		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 critiques
		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"> Theatrical production critiques Art critiques Class observations
Content Vocabulary			
Enduring Understandings/Essential Questions			

Signature Lessons
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Resources
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Textbook Alignment
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Grade level – 10-12		Time Allotted: Days	
Content Area – Fine Arts-Technical Theatre IV			
Unit Name: Unit IV			
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 and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound <ul style="list-style-type: none"> Technical Theatre Semester Project
		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"> Provide tours of theatrical spaces including the PAC, BB, Scene Shop, Costume Storage and Prospective booths
		1c	use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles <ul style="list-style-type: none"> Make and maintain call board production calendars and upload them to the website
		1e	read scripts and apply basic script analysis techniques to technical theatre elements <ul style="list-style-type: none"> Create and present production concepts for all department productions
Creative expression: performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance	2b	demonstrate creativity in the design of a theatrical product <ul style="list-style-type: none"> Research patent of a theatrical product and present to the class
		2f	model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models <ul style="list-style-type: none"> Create concept and makeup worksheets for a play with necessary paperwork and adapt those for paper and digital portfolio. Create concept and scenic ground plan for a play with necessary paperwork and adapt those for paper and digital portfolio.
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.	3a	model effective and safe use of tools and materials in scenery and property construction <ul style="list-style-type: none"> Serve as master carpenter for scene shop and create MSDS and safety labels for all products in prospective shops Weekly maintenance of shop tool and safety equipment checks. Ensure all power cords are tidy and free of any breaks in cable. Keep first aid kits stocked and maintained in all theatrical spaces.
		3e	develop skills to supervise safe use of sound equipment <ul style="list-style-type: none"> Prepare and maintain service log on all audio inventory for production closet

		3f	demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer <ul style="list-style-type: none"> • Serve in capacities for departmental and rental productions as house manager, stage manager • Design and create season brochure and layout of all department production ephemera • Serve as assistant producer for a department or rental production
Historical and cultural relevance	The student relates theatre to history, society, and culture.	4b	articulate the impact of live theatre, film, television, and electronic media on contemporary society <ul style="list-style-type: none"> • Complete research for and present new tech product project • Design and create graph showing the evolution of advertising for dramatic productions, film, tv and juxtapose those with growing trends and new forms of social media content.
		4e	predict future innovations and contributions of the United States to the performing arts <ul style="list-style-type: none"> • Determine technological advancements in products used in theatre and develop a strategy to improve on practices and products.
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.	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 critiques
		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"> • Theatrical production critiques • Art critiques • Class observations
		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"> • Create theatrical job bible and submit application for summer work in that field.

Content Vocabulary

Enduring Understandings/Essential Questions

Signature Lessons
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