

CTE/ROP Technical Theater 3&4

San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

Course Length: 2 semesters	Classroom Instruction: 180 hours
SUHSD Course Number:	Grade Level: 10, 11, 12
SDCOE Course Number:	SDCOE Total Hours:
CBEDS Number/Title:	Year of Implementation:
Course Pre-requisites: Technical Theater 1, 2 with a grade of B or better and safety test Co-requisites : Participation in extra-curricular theater	Articulation (school/credits): None
CTE Industry Sector: Arts, Media and Entertainment	CTE Pathway(s): Performing Arts
Job Titles: Announcers, Radio/Television Broadcasters, Music Director/Conductor, Dancers, Voice-Over Artist, Fashion Models, Entertainers, Musicians, Film Composer, Stunt Doubles, Composers, Choreographers.	
Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media and Entertainment	
Required Textbooks: None Supplemental Textbooks: Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing	
Course Description: Students in this course will create the sets, lights, costumes, and sound for school productions, including sketches, ground plans, renderings, color charts/swatches and models. Students will work as crew chiefs and supervise Tech I students during construction and production. Students will investigate the history of theater architecture and stage design. Problem-solving and working well under pressure will be stressed.	

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Semester 1

Unit 1: Introduction to Course
Unit 2: Personal Skills
Unit 3: Interpersonal Skills/Customer Service
Unit 4: Communication Skills
Unit 5: Career Planning
Unit 6: Job-Seeking Skills
Unit 7: All Aspects of the Industry
Unit 8: Introduction to Technical Theater
Unit 9: History of Technical Theater
Unit 10: Safety
Unit 11: Production Personnel and Responsibilities
Unit 12: Production Planning and Implementation

Semester 2

Unit 1: Production and Storyboard
Unit 2: Production Sets
Unit 3: Lighting
Unit 4: Sound
Unit 5: Costuming
Unit 6: Make-up
Unit 7: Staging Production Control
Unit 8: Occupational Knowledge and Skills
Unit 9: Work Place Skills and Behavior
Unit 10: Job Acquisition Skills/ Learning Opportunities

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<u>Semester 1 - Unit 1 – Introduction To Course (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2A - The student demonstrates knowledge of course outline.</p> <p>2B - The student demonstrates awareness of course objectives and competencies.</p> <p>2C - The student completes a facility tour.</p>	<p><u>Career Technical Education:</u> *AME/HS/ 6.0 Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities. *AME/LT/ 9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. 9.6 Understand the fluid and diverse organizational structures in the field. <u>Core Academic:</u> * AME/A/1.1M/NS/G7/ (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest. 6.4 Understand the lifestyle choices and physical preparation required to function and maintain work activities in the chosen field.</p>	<p>A: Understand ROP handbook/information</p> <p>B: Understand program description, policies, and outlines</p> <p>C: Demonstrate familiarity with course materials</p> <p>D: Recall class/school procedures</p> <p>E: Recall student/teacher expectations</p> <p>F: Describe grading procedures</p> <p>G: Tour the facility</p> <p>H: Recall the dress code</p> <p>I: Recall appropriate safety procedures and precautions</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 1 - Unit 2 – Personal Skills (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3A - Displays ability to relate student responsibility to total stage technology program.</p> <p>3B - Wears appropriate clothing and shoes.</p>	<p><u>Career Technical Education:</u> *AME/HS/ 6.0 Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials</p> <p><u>Core Academic:</u> *AME/A/1.1M/MG/G7/ (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).</p>	<p>A: Report to class/work regularly</p> <p>B: Wear appropriate dress</p> <p>C: Show willingness to learn</p> <p>D: Demonstrate dependability and trustworthiness</p> <p>E: Show initiative</p> <p>F: Know when to ask for directions</p> <p>G: Exhibit care in using materials and equipment</p> <p>H: Willingly follow established policies and procedures</p>	<p><u>Teacher and student Resources:</u> *Supplemental Instructional Materials: -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 1 - Unit 3 – Interpersonal Skills/Customer Service (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>4A - Demonstrates leadership skills by working independently, making appropriate decisions, work will with others and taking constructive criticism appropriately.</p> <p>4B - Demonstrates ethical responsibility and understanding of consequences of trainee and employee violation of security procedures.</p> <p>4C - Identifies and protects against robbery and suspected theft.</p> <p>4D - Displays appropriate professional behavior via initiative, creativity, self-control, and interest/enthusiasm.</p>	<p><u>Career Technical Education:</u> *AME/HS/ 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p><u>Core Academic:</u> *AME/A/1.4VAPA/D/PR/G9-12/ (5.3) Synthesize information from a variety of health-related resources to maintain physical and emotional health.</p>	<p>A: Accept suggestions and recommendations</p> <p>B: Cooperate, show tact and courtesy</p> <p>C: Demonstrate a professional attitude</p> <p>D: Maintain confidentiality</p> <p>E: Maintain positive working relationships with the employer and other employees</p> <p>G: Understand workplace politics</p> <p>H: Demonstrate willingness to assist workers and customers</p> <p>I: Demonstrate and understand work ethics</p> <p>J: Assess needs and interests of customers</p> <p>K: Maintain stability, tact, and diplomacy in dealing with customers</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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Semester 1 - Unit 4 - Communication Skills (5 hours)			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>A - Demonstrates effective listening, speaking, reading, and writing skills</p>	<p><u>Career Technical Education:</u> *AME/PSCT/ 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. 5.3 Use critical thinking skills to make informed decisions and solve problems. 5.4 Use the elements of the particular art form to observe, perceive, and respond. <u>Core Academic:</u> *AME/C/2.3WO/ELC/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. *AME/C/2.2W/WA/G8/ (2.5) Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). *AME/MDAP/A1.6/LRN/G11-12/ (3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. *AME/MDAP/A1.7/WSA/G11-12/ (2.2) Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.</p>	<p>A: Understand written and oral communications</p> <p>B: Write standard business correspondence including reports, letters, memorandums, and electronic mail messages</p> <p>C: Follow instructions</p> <p>D: Express him/herself effectively</p> <p>E: Demonstrate effective telephone techniques</p> <p>F: Record and transmit messages accurately</p> <p>G: Use communications equipment appropriately</p> <p>H: Create and deliver effective, appropriate presentations</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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	<p>b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.</p> <p>c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</p> <p>d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>		
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<u>Semester 1 - Unit 5 – Career Planning (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>5A - Demonstrates mental attitude toward working in a performance facility.</p> <p>5B - Has a thorough understanding of career opportunities in area of stagehand technician.</p>	<p><u>Career Technical Education:</u> *AME/CPM/ 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure. <u>Core Academic:</u> *AME/C/2.2W/WA/G8/ (2.5) Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). *AME/MDAP/A1.5/CRA/VA/ADV/G9-12/ (5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.</p>	<p>A: List career clusters</p> <p>B: Identify resources for additional training</p>	<p><u>Teacher and student Resources:</u> *Supplemental Instructional Materials: -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 1 - Unit 6 – Job-Seeking Skills (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>A - Recalls and demonstrates techniques for job procurement and retention</p>	<p><u>Career Technical Education:</u> *AME/CPM/ 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. <u>Core Academic:</u> *AME/C/2.2W/WSA/G11-12/ (2.5) Write job applications and résumés: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p>	<p>A: Identify job sources 1. Friends/relatives 2. Newspaper 3. Public/private agencies 4. Walk-ins</p> <p>B: Obtain, complete, and return job application</p> <p>C: Prepare a résumé</p> <p>D: Write letters of application</p> <p>E: Demonstrate interview skills 1. Preparing for the interview/researching the employer 2. Handling interview questions a. Preparing answers to questions b. Preparing questions to ask 3. Suitable appearance/body language/attitude</p> <p>F: Follow-up after an interview 1. Write letters 2. Telephone call</p> <p>G: Demonstrate knowledge of techniques for getting a job</p> <p>H: Demonstrate knowledge of procedures for handling job termination</p> <p>I: Demonstrate pre-</p>	<p><u>Teacher and student Resources:</u> *Supplemental Instructional Materials: -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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		employment testing skills	
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<u>Semester 1 - Unit 7 – All Aspects of the Industry (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>6A - Designs and plans a stage space, audience space and the support spaces.</p> <p>6B - Discusses auditorium and theatre use in a commercial environment.</p> <p>6C - Visits another performance venue and reports on its operation.</p> <p>6D - Demonstrates shop safety rules.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.3 Understand the influence of current and emerging technology on selected segments of the economy. *AME/HS/ 6.3 Know how to take responsibility for a safe and healthy work environment. <u>Core Academic:</u> *AME/A/1.4VAPA/D/PR/G9-12/ (4.1) Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, and text, set design).</p>	<p>A: Planning</p> <p>B: Management</p> <p>C: Finance</p> <p>D: Technical and production skills</p> <p>E: Underlying principles of technology</p> <p>F: Labor issues</p> <p>G: Community Issues</p> <p>H: Health, safety, and environmental issues</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 1 - Unit 8 – Introduction to Technical Theater (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>A - The student will understand course expectations and student responsibilities</p>	<p><u>Career Technical Education:</u> *AME/RF/ 7.5 Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry</p> <p><u>Core Academic:</u> *AME/A/1.4VAPA/MU/ADV/G9-12/ (5.1) Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.</p>	<p>A: Course Objective</p> <p>B: Course Requirements</p> <p>C: Grading</p> <p>D: Discipline</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 1 - Unit 9 – History of Technical Theater (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>7A - States what it takes to create a performance space.</p>	<p><u>Career Technical Education:</u> *AME/RF/ 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. <u>Core Academic:</u> *AME/C/2.1R/RC/G9-10/ (2.3) Generate relevant questions about readings on issues that can be researched. (2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. *AME/C/2.1R/R/G11-12/ (3.5) Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p>	<p>A: Oral Tradition</p> <p>B: Origin of Theater 1 Oriental Staging 2 Greek Staging 3 Early Traveling Troops a. Europe b. America</p> <p>C: Theater History</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 1 - Unit 10 - Safety (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>8A - Uses safety goggles when operating power tools.</p> <p>8B - Describes accident procedures.</p> <p>8C - Demonstrates and practices safety regulations (bending, lifting, etc.).</p> <p>8D - Demonstrates knowledge of theatre and classroom procedures and drills (e.g. Earthquake, fire and emerge).</p> <p>8E - Identifies electrical and equipment hazards.</p>	<p><u>Career Technical Education:</u> *AME/HS/ 6.0 Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials *AME/HS/ 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. *AME/PAP/ B6.1 Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor. <u>Core Academic:</u> *AME/MDAP/ A2.8 Use models, simulations, and other tests to determine optimal design solutions from a variety of options.</p>	<p>A: General Safety Practices</p> <p>B: Lighting</p> <p>C: Sound</p> <p>D: Set Construction</p> <p>E: Costume Design</p> <p>F: Make-up and Chemicals</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 1 - Unit 11 – Production Personnel and Responsibilities (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>9A - Demonstrates a general understanding of front of house and technical personnel.</p> <p>9B - Defines the job functions of the stage production staff.</p> <p>9C - Observes and assists a stage production staff member during live performances.</p> <p>9D - Demonstrate a working knowledge of a pen.</p> <p>9E - Writes a pre-production plan.</p> <p>9F - Compares types of theaters (not for profit and commercial organizations).</p> <p>9G - Lists how an audience is built and maintained.</p> <p>9H - Provides an example of marketing and promotion of an event.</p> <p>9I - Discusses the role of front of house.</p> <p>9J - Describes characteristics of a good stage manager.</p> <p>9K - Create a prompt book for a show.</p> <p>9L - Assist in set construction and scenic painting.</p> <p>9M - Assist in lighting hang and focus.</p> <p>9N - Assist in audio set-up and breakdown.</p> <p>9O - Is familiar with fly operations including rigging to fly, counterweight systems,</p>	<p><u>Career Technical Education:</u> *AME/PAP/ B6.1 Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor.</p> <p><u>Core Academic:</u> *AME/PAP/B1.3/AP/TH/ADV/G9-12/ (1.2) Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p>	<p>A: Producer 1 Marketing and Accounting 2 Front of the House Staff 3 Protocol</p> <p>B: Director</p> <p>C: Stage Manager</p> <p>D: Scenic Designer</p> <p>E: Lighting Designer</p> <p>F: Sound Designer</p> <p>G: Costume Designer</p> <p>H: Make-up Designer</p> <p>I: Special Effects Designer</p> <p>J: Stage Crew</p>	<p><u>Teacher and student Resources:</u> *Supplemental Instructional Materials: -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<p>curing fly scenery and flying light and sound.</p> <p>9P - Explain how to make things run smoothly back stage.</p> <p>9Q - Performs proper set-up and breakdown procedures.</p> <p>9R - Assist in event set-up and breakdown.</p>			
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<u>Semester 1 - Unit 12– Production Planning and Implementation (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>10A - Creates a picture portfolio based on the following: prop and set pieces, costuming, special FX and lighting, draw ¼ inch scale ground plan for production.</p> <p>10B - Read a play and submit a list of props, entrance and escape requirements, special effect requirements, lighting requirements and ground plan plot requirements.</p> <p>10C - Discuss the process of script reading, Identifies the technical requirements within a script.</p> <p>10D - Discuss a director’s ground plan.</p> <p>10E - Observes and assists in a front of house job function during a live performance.</p> <p>10F - Develop a master schedule for a show.</p> <p>10G - Discusses mood and atmosphere with a technical director.</p> <p>10H- Identifies operating costs (plant and personnel).</p> <p>10I - Lists material expense and technical labor by production element.</p> <p>10J - Creates a production budget.</p> <p>10K - Reviews technical requirements and ground plan.</p> <p>10L- Creates an example of</p>	<p><u>Career Technical Education:</u> *AME/PAP/ B6.1 Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor. B6.2 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media. B6.3 Know various techniques and methods for theatrical, aural, and physical arts performances. B6.4 Understand how stage sets, costumes, lighting, musical instruments, props, and other effects support a performance.</p> <p><u>Core Academic:</u> *AME/A/1.4VAPA/D/PR/G9-12/ (4.1) Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p>	<p>A: Selection of Production</p> <p>B: Script Analysis 1 Lighting 2 Sound 3 Costumes 4 Sets 5 Make-up 6 Properties 7 Production Staff</p> <p>C: Production Staff Assignments</p> <p>D: Production Schedule Development 1 Components 2 Deadlines 3 Staff Meeting</p> <p>E: Production Considerations 1 Facility a. Scheduling b. Cost 2 Materials and Vendors a. Rental b. Purchase c. Construction 3 Personnel a. Dress b. Responsibility 4 Royalties 5 Marketing a. Posters b. Programs c. Advertising 6 Hospitality and Miscellaneous</p>	<p><u>Teacher and student Resources:</u> *Supplemental Instructional Materials: -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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marketing and promotion of an event.			
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<u>Semester 2 – Unit 1– Production and Storyboard (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>A - Break down a script into manageable parts and plan for changes to the stage and actors during the run of a show</p>	<p><u>Career Technical Education:</u> *AME/PAP/ B6.1 Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor. B6.2 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media. B6.3 Know various techniques and methods for theatrical, aural, and physical arts performances. B6.4 Understand how stage sets, costumes, lighting, musical instruments, props, and other effects support a performance. <u>Core Academic:</u> *AME/C/2.1R/R/G11-12/ (3.2) Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (3.3) Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.</p>	<p>A: Acts B: Scenes C: Set Changes D: Lighting Changes E: Costuming Changes F: Sound Comments G: Make-up Comments</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 2 – Unit 2 - Production Sets – (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>11A - Is familiar with essential design principles of stage production.</p> <p>11B - Reads and prepares blueprints with input from the Director, Identifies types of scenery.</p> <p>11C - Identifies types of stages.</p> <p>11D - Identifies types of architecture used in scenery.</p> <p>11E - Assists in set construction.</p> <p>11F - Demonstrates basic math skills.</p> <p>11G - Discusses cartooning.</p> <p>11H - Creates a ground plan.</p> <p>11I - Completes a grid transfer drawing.</p> <p>11J - Identifies materials used in set construction.</p> <p>11K - Designs and/or constructs props, backdrops, flats, and wagons, hinged, root-locked and circular/bi and tri formed, as well as walls, doors, and trellis to fly.</p>	<p><u>Career Technical Education:</u> *AME/PMAP/ C2.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts. C2.5 Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.</p> <p><u>Core Academic:</u> * AME/A/1.1M/A1/G8-12/ (25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.</p>	<p>A: Design 1 Scale a. Manual Measurements b. Computerized Applications 2 Perspective 3 Color 4 Texture 5 Views 6 Materials 7 Structural Demands a. Load b. Stress c. Changing Requirements</p> <p>B: Construction 1 Equipment Operation a. Hand Tools b. Power Tools 2 Materials 3 Techniques a. Joining b. Fasteners c. Storage d. Set-up ease e. Movement</p> <p>C: Properties 1 Set Props 2 Hand Props</p> <p>D: Load In</p> <p>E: Strike</p>	<p><u>Teacher and student Resources:</u> *Supplemental Instructional Materials: -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

CTE/ROP Technical Theater 3&4

<u>Semester 2 – Unit 3 - Lighting (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>12A - Knows advanced lighting design, light board operations and electricity for stage production.</p> <p>12B - Understands lighting theory (Candle less).</p> <p>12C - Understands color theory.</p> <p>12D - Understands basic photometric.</p> <p>12E - Creates a cue sheet, music sheet and dimmer schedule.</p> <p>12F - Draws a hanging.</p> <p>12G - Identifies electrical devices and proper use.</p> <p>12H - Dimming, distribution and patching circuits, and proper use.</p> <p>12I - Identifies color theory and demonstrates the difference between warm and cool.</p>	<p><u>Career Technical Education:</u> *AME/PAP/ B6.1 Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor. B6.2 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media. B6.3 Know various techniques and methods for theatrical, aural, and physical arts performances. B6.4 Understand how stage sets, costumes, lighting, musical instruments, props, and other effects support a performance. B6.5 Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts. <u>Core Academic:</u> *AME/A/1.1M/GM/G8-12/ (3.0) Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.</p>	<p>A: Basic Electrical Theory 1 Elements of Lighting 2 Color a. Complimentary and Secondary Color Schemes b. Additive Filtration c. Subtractive Filtration 3 Intensity and Dimming 4 Modeling 5 Mood</p> <p>C: Equipment 1 Hanging 2 Focusing 3 Controlling</p> <p>D: Operation</p>	<p><u>Teacher and student Resources:</u> *Supplemental Instructional Materials: -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 2 – Unit 4 - Sound (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>13A - Is familiar with advanced sound design, sound board operations and use of individual body mikes and head-set operation.</p> <p>13B - Identifies and operates proper signal path.</p> <p>13C - Identifies and operates amplifiers, speakers and mixers.</p> <p>13D - Identifies and operates graphic equal.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway. 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p><u>Core Academic:</u> *AME/A/1.2S/PH/G9-12/ (4.f) Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.</p>	<p>A: Basic Sound Theory</p> <p>B: Elements of Sound Design 1 Special Effects</p> <p>C: Placement</p> <p>D: Script</p> <p>E: Music 1 Appropriate to Production 2 Appropriate to Scene 3 Appropriate to Mood</p> <p>F: Mood 1 Appropriate to Production 2 Appropriate to Scene 3 Appropriate to Mood</p> <p>G: Equipment 1 Recording/Playback Equipment 2 Microphones 3 Speakers 4 Mixers 5 Signal Processors 6 Amplifiers</p> <p>H: Operation</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 2 – Unit 5 - Costuming (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>14A - Understands functions of design.</p> <p>14B - Understands basic costume design elements.</p> <p>14C - Understands basic make-up design elements.</p> <p>14D - Creates costume design and gives oral presentation relating to the design and design process.</p> <p>14E - Creates make-up design and gives oral present.</p> <p>14F - Operates basic sewing machine.</p> <p>14G - Demonstrates basic hand sewing skills.</p>	<p><u>Career Technical Education:</u> *AME/PAP/ B6.2 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media. B6.3 Know various techniques and methods for theatrical, aural, and physical arts performances. B6.4 Understand how stage sets, costumes, lighting, musical instruments, props, and other effects support a performance. B6.5 Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts. <u>Core Academic:</u> *AME/A/1.4VAPA/TH/ADV/G9-12/ (5.3) Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p>	<p>A: Design 1 Era 2 Mood 3 Scene 4 Functionality 5 Color/Texture/Fabric</p> <p>B: Construction 1 Materials 2 Measurements 3 Methods</p> <p>C: Maintenance 1 Care 2 Immediate Repair 3 Storage</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 2 – Unit 6 - Make-up (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>15A - Knows advanced make-up design including facial hair and wiggling.</p> <p>15B - Demonstrate basic stage make-up techniques.</p> <p>15C - Demonstrates basic hair styling techniques.</p>	<p><u>Career Technical Education:</u> *AME/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><u>Core Academic:</u> *AME/A/1.4VAPA/TH/ADV/G9-12/ (5.3) Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p>	<p>A: Design</p> <ul style="list-style-type: none"> 1 Era 2 Mood 3 Scene 4 Functionality 5 Special Effects <p>B: Application and Removal</p> <ul style="list-style-type: none"> 1 Products 2 Methods 3 Safety <ul style="list-style-type: none"> a. Allergic Reactions b. Chemical c. Biological Contamination 	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i></p> <ul style="list-style-type: none"> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf

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<u>Semester 2 – Unit 7 - Staging Production Control (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>16A - Knows how to manage a show and conduct rehearsals.</p>	<p><u>Career Technical Education:</u> *AME/RF/ 7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.</p> <p><u>Core Academic:</u> *AME/A/1.4VAPA/TH/ADV/G9-12/ (5.3) Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p>	<p>A: Timing</p> <p>B: Sequence</p> <p>C: Cues</p> <p>D: Set-Changes</p> <p>E: Communication Protocol</p> <p>F: Chain of Command</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 2 – Unit 8 - Occupational Knowledge and Skills (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>17A – Demonstrates ability to access and utilize technology and information.</p> <p>17B – Demonstrates ability to practice occupational safety standards.</p> <p>17C – Demonstrates ability to think critically and solve problems effectively.</p> <p>17D – Demonstrates ability to use basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p>17E – Demonstrates ability to attain a comprehensive understanding of all aspects of the industry the individual is preparing to enter.</p> <p>17F – Demonstrates ability to apply knowledge to the real world problems and situation.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway. 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. 4.3 Understand the influence of current and emerging technology on selected segments of the economy.</p> <p><u>Core Academic:</u> *AME/A/1.4VAPA/TH/ADV/G9-12/ (4.2) Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.</p>	<p>A: Technology and Information</p> <p>B: Occupational Safety Standards</p> <p>C: Basic Skills</p> <p>D: All Aspects of the Industry</p> <p>E: Real World Problems and Situations</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 2 – Unit 9 - Work Place Skills and Behavior (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>18A – Works independently and collaboratively.</p> <p>18B – Communicates effectively and appropriately.</p> <p>18C – Performs reliably and responsibly.</p> <p>18D – Respects Diversity.</p> <p>18E – Manifests dependability and punctuality.</p> <p>18F – Complies with job requisites of safety, neatness, and follows direction well.</p> <p>18G – Works well with others and gives positive responses to criticism.</p> <p>18H – Works beyond minimum expectations.</p>	<p><u>Career Technical Education:</u> *AME/CPM/ 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure. <u>Core Academic:</u> *AME/A/1.4VAPA/D/PR/G9-12/ (4.1) Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p>	<p>A: Independent and collaborative work</p> <p>B: Diversity</p> <p>C: Job Requisites 1. Safety 2. Neatness 3. Directions</p> <p>D: Criticism</p> <p>E: Minimum Expectations</p>	<p><u>Teacher and student Resources:</u> *Supplemental Instructional Materials: -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>

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<u>Semester 1 – Unit 10 - Job Acquisition Skills/ Learning Opportunities (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>19A – Completed an appropriate resume and job application.</p> <p>19B – Modeled job interview techniques.</p> <p>19C – Demonstrates abilities in job search and retention.</p> <p>19D – Attained awareness of advances career and educational opportunities and the need for continuous education.</p>	<p><u>Career Technical Education:</u> *AME/CPM/ 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure. <u>Core Academic:</u> *AME/A/1.3HSS/ECON/G12/ (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p>A: Resume</p> <p>B: Application</p> <p>C: Interview</p> <p>D: Retention Skills</p>	<p><u>Teacher and student Resources:</u> <i>*Supplemental Instructional Materials:</i> -Theatrical Design and Production, by J. Michael Gillette, Fourth Edition, Mayfield Publishing - The Stage Management Handbook, by Daniel A. Ionazzi, Better Way Books and supplemental handouts. -Scene Design and Stage Lighting, 8th Edition, by N. Oren Parker, R. Craig Wolf</p>