



## Fine &amp; Performing Arts Department Curriculum Guide

## Technical Theatre – CP

| Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>This course will introduce students to technical theater concepts, design, and implementation. The course will center around hands-on training as well as theory in theatrical elements including, but not limited to, lighting, sound, stage management, properties, costumes, makeup, safety protocols (IATSE Standards), publicity and house management, set design and supervised construction, show production, and rights and licensing. Students will gain a well-rounded understanding of technical theater, theater production and theatrical design. They will research, read and analyze theatrical productions/works for technical design elements. Learned skills will be applied to classwork, full scale productions (Main Stage Musical, Drama Festival, Spring Show, PRISM, etc.) and in school presentations. They will learn how to keep a clean and safe workspace, how to program and run our sound and lighting boards, how to work our rigging and fly rail systems, and general theater maintenance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Content Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Cluster 1: Creating art with artistic intent.</b><br/>Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p><b>Practice 1.</b> Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p><b>Practice 2.</b> Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p><b>Practice 3.</b> Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p><b>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate.</b><br/>Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p><b>Practice 4.</b> Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.</p> <p><b>Practice 5.</b> Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p><b>Practice 6.</b> Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p><b>Cluster 3: Responding to arts through intellect and emotion.</b><br/>Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</p> <p><b>Practice 7.</b> Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p><b>Practice 8.</b> Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p><b>Practice 9.</b> Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p><b>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.</b><br/>Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p><b>Practice 10.</b> Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p><b>Practice 11.</b> Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p> |



## Fine &amp; Performing Arts: Technical Theatre – CP

| Units                                                  | Content Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Basics of the Theater</b><br><b>The HHS Theater</b> | <ul style="list-style-type: none"> <li>▪ Basic vocab of the space</li> <li>▪ Opening and closing the space - resetting to neutral</li> <li>▪ Theater tour, Theater Architecture, Architectural History</li> <li>▪ Jobs of the Theater, styles of design</li> <li>▪ Basics of Design &amp; Design Concepts</li> <li>▪ Main Stage Musical</li> <li>▪ Fall Performance</li> </ul>                                                                                                                                                                                                                                                                                                     |
| <b>Lighting Design</b><br><b>Theory</b>                | <ul style="list-style-type: none"> <li>▪ Lighting Instruments - Conventional vs. LED</li> <li>▪ Basics of electrical current, parts of an instrument</li> <li>▪ Changing lamps/replacing instruments,</li> <li>▪ Lighting vocabulary</li> <li>▪ Reading/Writing a Light Plot</li> <li>▪ Magic Sheets</li> <li>▪ Hanging/Adjusting/Focusing Lights, McCandless Lighting Method</li> <li>▪ Gobos/Gels/Cyc lights/Spot lights</li> <li>▪ IATSE Standards for Lighting</li> <li>▪ Matt Kizer's Browser Based Lighting Program and Color Theory</li> <li>▪ Our Light Board</li> <li>▪ Basic Light Programming Assessment &amp; Lighting Design Project</li> <li>▪ Play (TBD)</li> </ul> |
| <b>Set Design</b><br><b>Construction</b>               | <ul style="list-style-type: none"> <li>▪ Basics of design</li> <li>▪ Sketching vs. Virtual Design</li> <li>▪ Set renderings</li> <li>▪ Power tools, hand tools</li> <li>▪ IATSE building/construction standards,</li> <li>▪ Hands-on builds - rehearsal blocks, benches, flats, wagons etc.</li> <li>▪ Prop creation, Set Painting</li> <li>▪ Set Design/creation geared towards Drama Fest</li> <li>▪ Deck crew positions &amp; stage management</li> <li>▪ Scenic design excerpts/articles</li> <li>▪ Set Design Project - Play (TBD)</li> </ul>                                                                                                                                 |



| Units                                        | Content Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Sound Design</b><br><b>Front of House</b> | <ul style="list-style-type: none"> <li>▪ Script annotation (sound cues/exits/entrances)</li> <li>▪ Microphone parts &amp; specifics, Mono vs. Stereo, Script analysis, Lav Mic Placement (assessment)</li> <li>▪ Sound Check checklist (assessment)</li> <li>▪ Ticketing/Marketing/Advertisement</li> <li>▪ Rights &amp; Licensing</li> <li>▪ Sound Design Project - <i>12 Incompetent Jurors</i> by Ian McWethy</li> </ul>                                                                                                                                                                                                                    |
| <b>Variety</b>                               | <ul style="list-style-type: none"> <li>▪ Convocation set building &amp; breakdown</li> <li>▪ “My Room” set design</li> <li>▪ Holiday Light Examples, Spotlight operation</li> <li>▪ Possible plays/Excerpts                             <ul style="list-style-type: none"> <li>○ <i>All In The Timing</i> by David Ives</li> <li>○ <i>The Cure</i> by Zak Akers</li> <li>○ <i>At the Bottom of Lake Missoula</i> by Ed Monk</li> <li>○ <i>4 AM</i> by Jonathan Dorf, Hamilton (movie musical)</li> <li>○ <i>West Side Story</i> (movie musical)</li> <li>○ “Technical Theatre for Nontechnical People” by Drew Campbell</li> </ul> </li> </ul> |