



# **THEATRE FUNDAMENTALS HIGH SCHOOL PROFICIENT**

## **ACADEMIC & PROFESSIONAL SKILLS STANDARDS**

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**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by the Governing Board  
December 12, 2023

# STANDARDS FOR TECHNICAL THEATRE

## THEATRE FUNDAMENTALS

### HIGH SCHOOL PROFICIENT

Theatre Fundamentals is an introductory theatre course designed to introduce students to a variety of theatrical elements. Students will physically work with professional theatrical equipment and learn the foundation of technical productions in the theatre setting, in addition to providing technical support for the Theatre Department's seasonal productions. Students will engage in several hands-on independent and collaborative acting projects. They will examine how theatre artists tell stories through various performance styles including, but not limited to monologues, scenes, improvisation, and stage combat. During these units, students will be introduced to production design as it applies to costumes, make-up, sets, props and staging. Additionally, students will learn to critically examine live theatre performances throughout the course. Students are expected to critique one live theatre performance per semester.

#### PRODUCTION STAGING – PRODUCTION AND CONSTRUCTION TECHNIQUES FOR SCENERY

- TF.1.1 Apply essential production and construction techniques relative to scenery.
  - Measure scenic drafting to the appropriate scale.
  - Use theatrical drafting to create scenic elements.
  - Explain production design documentation as it applies to scenery.
  - Select specific construction materials, techniques, tools, and hardware as necessary for the task.
  - Select appropriate scenic painting techniques and supplies.
  - Apply fundamental scenic painting techniques (i.e., thinning paint, scumbling, spattering, etc.).
  - Maintain proper care of tools and supplies.

#### PRODUCTION STAGING – TASKS TO SUPPORT THE PRODUCTION

- TF.1.2 Perform tasks necessary to support the production.
  - Communicate the technical elements of a design for a theatre production (scenic construction, theatrical painting, automated lighting design, emotion lighting design and sound set-up projects).
  - Operate various stage mechanics (i.e., rigging, turntables, hydraulics, etc.).
  - Load-in and strike production elements on stage.
  - Establish and use proper backstage decorum.
  - Implement the care and upkeep of the performance space and work areas.

#### PRODUCTION CONTROL AND OPERATIONS – PRODUCTION LIGHTING TECHNIQUES

- TF.2.1 Demonstrate production lighting techniques.
  - Design a multi-step lighting sequence using automated lighting instruments.
  - Apply Ohm's law.
  - Maintain conventional lighting equipment (i.e., Fresnel, Ellipsoidal, PAR, etc.).
  - Apply the fundamentals of lighting board operation and addressing.
  - Explain lighting plot design documentation as it applies to lighting.
  - Set up the necessary lighting instruments to represent the mood and emotions of the production.
  - Hang and focus lighting instruments including cabling.
  - Program a lighting computer to control automated lighting instruments.

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## **PRODUCTION CONTROL AND OPERATIONS – PRODUCTION AUDIO TECHNIQUES**

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- TF.2.2 Demonstrate basic production audio techniques.
  - Set up and use a basic sound system consisting of three microphones, main speakers and monitor.
  - Operate an audio system (i.e., console, cabling connection, signal flow, etc.).
  - Interpret production documentation as it applies to audio.
  - Utilize playback software.
  - Control audio equipment to manipulate sounds and music.

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## **PRODUCTION CONTROL AND OPERATIONS – SAFE RIGGING PRACTICES**

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- TF.2.3 Demonstrate safe rigging practices.
  - Demonstrate proficiency in clove-hitch, bowline, half-hitch, and snub knots.
  - Explain all types of counterweight systems (i.e., single- and double-purchase theatrical rigging systems).
  - Distinguish between motorized rigging systems (e.g., packaged hoists, line shafts, and chain motors).
  - Describe appropriate rigging hardware.

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## **THEATRICAL PRODUCTION TECHNIQUES – PRODUCTION TECHNIQUES FOR COSTUMES**

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- TF.3.1 Demonstrate basic production techniques relative to costumes.
  - Explain production design documentation as it applies to costumes.
  - Interpret a pre-made pattern to construct a costume.
  - Apply appropriate construction techniques based on the type of fabric.

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## **THEATRICAL PRODUCTION TECHNIQUES – PRODUCTION TECHNIQUES FOR MAKEUP**

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- TF.3.2 Demonstrate basic production techniques relative to makeup.
  - Explain production design documentation as it applies to makeup.
  - Select appropriate makeup materials, tools, and equipment.
  - Select makeup choices appropriate to the character(s) in the production (i.e., foundation, lipstick, blush, eyeshadow, etc.).

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## **THEATRICAL PRODUCTION TECHNIQUES – PRODUCTION, CONSTRUCTION, ACQUISITION OF PROPERTIES**

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- TF.3.3 Demonstrate basic production, construction, and acquisition relative to properties.
  - Explain production design documentation as it applies to properties.
  - Create a property list from a script/theatrical work while researching the time period and historical needs of the show.
  - Select construction materials, techniques, tools, and hardware as needed.
  - Organize and maintain a properties table for the run of a show.

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## **PRODUCTION FOUNDATIONS – SOFT GOODS EMPLOYED BY THEATRES**

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- TF.4.1 Characterize types of soft goods employed by theaters.
  - Appraise fundamental types of soft goods (e.g., legs, borders, scrims, drops, cyclorama, and traveler).
  - Apply appropriate handling, hanging, and folding techniques for drapes.

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## PRODUCTION FOUNDATIONS – FUNDAMENTALS THAT MAKE A PRODUCTION SUCCESSFUL

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- TF.4.2 Describe the fundamental skills and processes that make a production successful.
- TF.4.3 Describe the production process in terms of strategies, implementation, and execution.
  - Describe the technical aspects of theatrical production (e.g., constructing and rigging scenery; hanging and focusing of lighting; design and procurement of costumes; make-up; stage management; audio engineering; and procurement of props).
  - Explain the relationship between a design and planning and executing a production to its fruition.
  - Use technical production terminology to clearly communicate.
  - Describe the impact of technology on design choices in a drama/theatre work.

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## PRODUCTION FOUNDATIONS – SAFE PRACTICES AND PERSONAL PROTECTION

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- TF.4.4 Employ safe practices and personal protection.
  - Use personal protective equipment (PPE) for the task (e.g., eye protection, ear protection).
  - Inspect ladders at frequent intervals for safety.
  - Follow safe practice codes of fall protection for heights above 7.5 feet.
  - Describe risk associated with production (i.e., set construction, special effects, electrics, etc.).
  - Practice shop and safety protocols as they apply to fitting and adjusting costumes (i.e., sewing, ironing, etc.).
  - Practice shop and safety procedures as they apply to scenery (i.e., cleaning, maintaining equipment, storage of materials, etc.).
  - Practice shop safety and health protocols as they apply to the application and removal of makeup (i.e., hygiene for hands and makeup supplies, personal makeup, care of makeup, etc.).
  - Practice shop safety and personal protocols as they apply to production construction and acquisition.
  - Practice all rigging and safety protocols (i.e., restricted access, signage, proper training, etc.).
  - Practice safety and personal protocols as they apply to soft goods.
  - Practice appropriate safety lighting protocols including electrical, rigging, etc.
  - Demonstrate stage safety protocols.
  - Maintain proper care of tools and supplies.

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## PROFESSIONALISM – MARKETABLE PROFESSIONAL SKILLS

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- TF.5.1 Practice marketable professional skills.
  - Exhibit computer literacy as related to technical production reports.
  - Develop a technical production portfolio and résumé.
  - Assemble a toolkit with essential hardware (i.e., crescent wrench, box cutter, meters, screwdrivers, pliers, etc.).
  - Investigate careers and responsibilities within the theatre profession.).

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## THEATRE ARTS – CREATING (Envision – Conceptualize)

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- TF.6.1 Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TF.6.2 Investigate the impact of technology on design choices in a drama/theatre work.
- TF.6.3 Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
  - Apply basic research to construct ideas about a visual production.
  - Apply basic image research techniques related to time period specific properties.
  - Create storyboard ideas for an original production.
  - Use script analysis to interpret ideas about the overall design and story of a production.

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## THEATRE ARTS – CREATING (Develop)

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- TF.6.4 Investigate the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (e.g., critique historical and time period choices made in hand).
- TF.6.5 Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work (e.g., work in small groups on differentiated theatrical projects).
  - Incorporate specific technical elements needed to bring a desired aesthetic into a design that supports the desired audience reaction, design, mood changes, staging scene, character dynamics, etc.).
  - Create an original script/scene that aligns with specific design elements.
  - Determine which materials are needed to produce the design for the theatrical work.
  - Develop a design with a clear concept/theme that is articulated through a visual representation (i.e., draft to scale, digital visual representation, or three-dimensional drawing).
  - Compare different theatre roles and jobs and how they connect.
  - Explain the reasoning behind every creative decision, using evidence from the script.

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## THEATRE ARTS – CREATING (Rehearse)

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- TF.6.6 Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TF.6.7 Refine technical design choices to support story and emotional impact in a scripted or devised drama/theatre work.
  - Determine which technical elements impact the audience's interpretation of the genre (e.g., costume, lighting, sound, props, makeup).
  - Use the script to determine the theatrical design elements that best support characterization.
  - Revise a devised or scripted drama/theatre work using theatrical staging conventions.
  - Reflect on design choices while reviewing a rehearsal of the production.
  - Analyze and critique a live theatre / public event for theatrical elements.

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## THEATRE ARTS – PERFORMING (Select)

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- TF.7.1 Examine how character relationships assist in telling the story of a drama/theatre work.
- TF.7.2 Enhance character relationships and emotions through a theatrical design.
  - Produce a project, utilizing the skills of many individual roles, that considers the satisfaction of the target audience.
  - Describe specific design elements embedded within projects.
  - Determine and incorporate character dynamics in the overall design.
  - Explain how various design elements assist in telling the story of a drama/theatre work.

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## THEATRE ARTS – PERFORMING (Prepare)

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- TF.7.3 Describe technical elements of design for a theatre production (scenic construction, theatrical painting, automated lighting design, emotion lighting design and sound set-up projects).
  - Use scenic elements to portray character intentions, motivations, and obstacles based on the script (e.g., create a lighting design that evokes a specific emotional response).
  - Respond to challenges within the design with creative solutions that enhance the theatrical production while supporting the concept.
  - Explain how personal knowledge and skills have improved through various roles in theatre production projects.
  - Use self-reflection on production choices and use new knowledge and skills to improve future productions.

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## THEATRE ARTS – PERFORMING (Share – Present)

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- TF.7.4 Produce a scripted drama theatre work for a specific audience.
  - Create and sustain an imagined reality using design elements throughout a performance.
  - Evaluate effectiveness of the design elements within productions for multiple audiences and contexts.
  - Determine what type of peer feedback will result in improved future productions.
  - Utilize feedback to improve design elements within a theatre production.

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## THEATRE ARTS – RESPONDING (Reflect – Interpret)

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- TF.8.1 Analyze the qualities of and relationships between the components, style, and preferences communicated by film and television artworks and artists.
- TF.8.2 Analyze how a variety of film and television artworks manage audience experience and create intention through multimodal perception.
- TF.8.3 Analyze the intent, meanings, and reception of a variety of film and television artworks, focusing on personal and cultural contexts.
  - Critique the artistic choices used in a live theatre work, using knowledge of technical theatre elements.
  - Compare artistic choices made in various theatrical performances.
  - Identify specific artistic choices in a live theatre performance that are personally agreeable/disagreeable.
  - Engage in a variety of self-assessment and peer-assessment activities to develop personal aesthetic awareness.
  - Describe relevant criteria for assessing a product at different design stages.
  - Evaluate a live theatre performance by completing a formal theatre review that incorporates knowledge of theatrical elements and theatrical language.
  - Evaluate how a theatrical work impacts you supporting your reactions using evidence from the script, design, and personal experiences.

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## THEATRE ARTS – RESPONDING (Evaluate)

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- TF.8.4 Analyze the qualities of and relationships between the components, style, and preferences communicated by film and television artworks and artists.
- TF.8.5 Analyze how a variety of film and television artworks manage audience experience and create intention through multimodal perception.
- TF.8.6 Analyze the intent, meanings, and reception of a variety of film and television artworks, focusing on personal and cultural contexts.
  - Analyze and critique artistic choices (design, acting, directing, etc.) made in a live theatre performance.
  - Use criteria to analyze and determine the impact of design choices in theatrical productions.
  - Argue whether or not a theatre production achieved its purpose and/or reached its intended audience.
  - Collaborate with a team to reflect on and review the production process from beginning to end, comparing how it changed through time and why.
  - Analyze how a production met its artistic goals through the design concept (e.g., context, vision, impact).
  - Create new content and solutions in response to audience reactions.

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## THEATRE ARTS – CONNECTING (Empathize – Interrelate – Research)

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- TF.9.1 Describe how cultural perspectives (e.g., Red Scare influencing *The Crucible*), community ideas (e.g., American dream in *Death of a Salesman*) and personal beliefs (e.g., Mary Zimmerman’s love of poetry influencing her work) have influenced a drama/theatre work.

- TF.9.2 Explain how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
- TF.9.3 Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.
  - Describe how a cultural, community, global, historic, or personal idea or belief influenced the creation of a theatre work.
  - Explain how a designer’s choices reflect their personal experiences, interests, background, and culture.
  - Develop ideas and make design choices based on interests and/or personal, community, and cultural experiences.
  - Connect local, global, or cultural phenomenon/events to a live theatre work.

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## PROFESSIONAL SKILLS: PROFESSIONALISM & ORGANIZATIONAL CULTURE

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- TF.10.1 Represent the school [organization] in a positive manner, demonstrating the school’s [or organization’s] mission and core values.
  - Communicate the mission and core values of the school [or organization].
  - Perform my work with a positive attitude.
- TF.10.2 Demonstrate professionalism in the workplace (being on time, proper dress, courteousness).
  - Follow protocol(s) related to behavior, appearance, and other expectations.
  - Explain the importance of “dress for success.”
- TF.10.3 Demonstrate respect for personal and professional boundaries.
  - Distinguish between personal and work-related matters.
- TF.10.4 Interact respectfully with others (cross-cultural, intergenerational, individuals with disabilities); act with integrity.
  - Address challenges with sensitivity.
- TF.10.5 Produce high-quality work that reflects professional pride and organizational values, and contributes to organizational success.
  - Create work products in a timely manner that are high quality and positively represent the organization.
- TF.10.6 Take initiative to develop skills and improve work performance.
  - Identify and apply strategies to improve my performance.

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## PROFESSIONAL SKILLS: LEGAL AND ETHICAL PRACTICES

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- TF.11.1 Describe current legal issues in the field of technical theatre (stagecraft).
  - Explain current legal issues in the field of technical theatre (stagecraft) and their implications in the workplace.
- TF.11.2 Observe laws, rules, and ethical practices in the workplace.
  - Comply with required laws and regulations in the workplace, including employment laws and policies.
  - Apply policies and procedures of the organization based on organizational training(s).
  - Manage and use organizational resources prudently and responsibly.
  - Protect the organization’s intellectual and physical property.
  - Interacts respectfully with co-workers and other professionals in the field.
- TF.11.3 Follow industry safety standards in the classroom to maintain a safe work environment.
  - Demonstrate safety standards in the classroom.
  - Apply procedures for reporting unsafe and hazardous conditions in the workplace.



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## PROFESSIONAL SKILLS: COMPLEX COMMUNICATION (TRADITIONAL AND DIGITAL)

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- TF.12.1 Communicate effectively in a diverse work environment (i.e., style, format, and medium appropriate to audience/culture/generation, purpose and context; accuracy; use of appropriate technical/industry language; to resolve conflicts; address intergenerational differences/challenges; persuade others).
  - Use appropriate verbal and nonverbal modes of communication.
  - Address communications in a style that is appropriate to the audience and situation.
  - Respond in a timely manner to communications.
- TF.12.2 Writes and speaks using language(s) required by the employer.
  - Present and deliver content accurately and confidently.
  - Proof and edit all communications based on [organizational] standards.
- TF.12.3 Use appropriate technologies and social media to enhance or clarify communication.
  - Use professional etiquette and follow applicable laws and regulations for web-, email-, and social media-based communications.
  - Verify the accuracy of information and authority of sources.
- TF.12.4 Use a variety of interpersonal skills, including tone of voice and appropriate physical gestures (e.g., eye contact, facing the speaker, active listening) during conversations and discussions to build positive rapport with others.
  - Demonstrate appropriate active listening skills.
- TF.12.5 Pose and respond to questions, building upon others' ideas in order to enhance the discussion; clarify, verify, or challenge ideas and conclusions with diplomacy.
  - Ask questions to obtain accurate information.

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## PROFESSIONAL SKILLS: INITIATIVE AND SELF-DIRECTION

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- TF.13.1 Apply the skills and mindset of self-direction/self-regulation to accomplish a project.
  - Establish priorities and set challenging, achievable goals.
  - Create a plan with specific timelines for completion to achieve the goals.
  - Take initiative to select strategies, resources and/or learning opportunities to accomplish the task(s) in the plan.
  - Identify the success criteria/metrics to determine the effectiveness of the outcome for each goal.
- TF.13.2 Adapt to organizational changes and expectations while maintaining productive and cooperative relationships with colleagues.
  - Monitor progress/productivity and self-correct during the learning process.
- TF.13.3 Select and use appropriate technologies to increase productivity.
  - Use appropriate technology tools and resources to create and deliver a product.
- TF.13.4 Employ leadership skills that build respectful relationships and advance the organization (e.g., recognize and engage individual strengths, plan for unanticipated changes, pursue solutions/improvements).
  - Reflect upon learning (strengths and weaknesses) and use feedback to modify work or improve performance.
  - Persist when faced with obstacles or challenges.
- TF.13.5 Pursue career advancement opportunities.
  - Pursue formal learning opportunities



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## PROFESSIONAL SKILLS: CRITICAL THINKING AND INNOVATION

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- TF.14.1 Identify problems and use strategies and resources to innovate and/or devise plausible solutions.
  - Use relevant criteria to eliminate ineffective solutions or approaches and select those that are plausible; put selected alternatives through trials to determine their helpfulness or benefit.
- TF.14.2 Take action or make decisions supported by evidence and reasoning.
  - Evaluate sources of evidence, the accuracy and relevance of information, and the strengths of arguments.
  - Demonstrate ethical reasoning and judgment by clearly sharing multiple perspectives on why the proposed course of action is ethically the best decision.
  - Use inquiry and reflection to take action.
  - Explain why a proposed course of action is ethically the best decision.
- TF.14.3 Transfer knowledge/skills from one situation/context to another.
  - Apply knowledge and skills in new contexts.

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## PROFESSIONAL SKILLS: COLLABORATION

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- TF.15.1 Take responsibility for any role on a team and accurately describe and perform the duties of each role, including leadership.
  - Assess project needs and work with a team in a positive manner to create a final project.
  - Build team relationships.
- TF.15.2 Integrate diverse ideas, opinions, and perspectives of the team and negotiate to reach workable solutions.
  - Contribute personal strengths to a project.
  - Respect the contributions of others.
  - Utilize technologies that promote collaboration and productivity, as appropriate or needed.
- TF.15.3 Prioritize and monitor individual and team progress toward goals, making sufficient corrections and adjustments when needed.
  - Proactively solicit feedback; accept and show appreciation for constructive feedback.
  - Act upon feedback to achieve team goals.
  - Develop a plan for improving individual participation and group productivity.
- TF.15.4 Submit high-quality products that meet the specifications for the assigned task.
  - Critique and reflect on individual and collaborative strengths and weaknesses.