



**CTE/JTED Standard**  
**Catalina Foothills School District**  
**Theatre Fundamentals**  
**Grades: 9-12**

Theatre Fundamentals is a one-year introductory theatre course designed to introduce students to a variety of theatrical elements. Students will spend one semester physically working with professional theatrical equipment and learning the foundations of technical productions in the theatre setting, in addition to providing technical support for the Theatre Department’s seasonal productions. The other semester will focus on how historical and cultural developments have impacted theatre, as well as how text analysis and critique, play writing, and directing affect production. Theatre Fundamentals prepares students for all other Theatre courses.

<b>1. CAREER PLANNING</b>	
THEATREFUND.1.1	Explores career plans in theatre that include educational and experiential goals.
THEATREFUND.1.2	Explains the preparation path and job duties for theatre/media occupations ( <i>for example: producer, director, designers, technical director, carpenter, lead painter</i> ).
THEATREFUND.1.3	Researches and applies for scholarships or internships.
<b>2. LIGHTING DESIGN</b>	
THEATREFUND.2.1	Explains theatrical / movie-making lighting elements ( <i>for example: angle, intensity, color, shadow, texture</i> ).
THEATREFUND.2.2	Applies lighting elements to create a mood with light and color.
THEATREFUND.2.3	Programs automated lighting system to create a themed presentation.
<b>3. SOUND DESIGN</b>	
THEATREFUND.3.1	Explains basic theatrical sound system components ( <i>for example: sound console, amplifier, equalizer, compressor</i> ).
THEATREFUND.3.2	Applies technical theatre elements to set up sound system (For example; directionality, level, source).
THEATREFUND.3.3	Operates theatrical sound equipment ( <i>for example, speaker placement, specific equipment use, digital sound systems</i> ).
THEATREFUND.3.4	Explains sound elements used in movie-making ( <i>for example: ADR, sound effects, foley, musical score</i> ).
<b>4. COSTUME DESIGN</b>	
THEATREFUND.4.1	Explains basic costuming elements ( <i>required: size of performer, style, relation to character, color</i> ).
THEATREFUND.4.2	Conducts research to find appropriate time period costume styles.
THEATREFUND.4.3	Compares different fabric types and their characteristics for design options ( <i>for example: warp, weave, right hand, texture, thread count</i> ).
<b>5. SCENIC DESIGN/PROPS</b>	
THEATREFUND.5.1	Explains basic theatrical / movie-making scenic elements ( <i>for example; function, space, line, color, shape, texture, form, value</i> ).
THEATREFUND.5.2	Accurately constructs a wooden file box project.
THEATREFUND.5.3	Distinguishes between a variety of scenic painting techniques ( <i>for example: spattering, scumbling, sponging, rag-rolling, wood graining, highlight, shadow</i> ).
THEATREFUND.5.4	Explains different fly line systems, rigging techniques, and processes ( <i>for example: single purchase, double purchase, rigging hardware, wire rope/aircraft cable</i> ).

<b>6. STAGE MANAGEMENT</b>	
THEATREFUND.6.1	Differentiates job positions and responsibilities for technical theatre.
THEATREFUND.6.2	Identifies necessary written materials for stage management ( <i>for example: rehearsal reports, production meeting reports, production/performance schedules, cue book, stage managers bible, backstage assignment list</i> ).
THEATREFUND.6.3	Discusses the theatrical design process ( <i>for example: concept, collaboration, pre-production, scheduling, documentation, material list, construction/implementation, realized design, production, strike</i> ).
THEATREFUND.6.4	Identifies technical stage directions ( <i>for example: downstage right, upcenter, wing right, fly batten out</i> ) to describe the location on a theatrical stage.
THEATREFUND.6.5	Distinguishes between different types of performance venues ( <i>for example: Proscenium stage, arena stage, thrust stage, black box</i> ).
<b>7. TECHNOLOGY AND TOOLS</b>	
THEATREFUND.7.1	Compares appropriate digital tools used in the theatre industry <ul style="list-style-type: none"> <li>○ accesses and manipulates information electronically (Internet, hardware, software, input, output, flash drive).</li> </ul>
THEATREFUND.7.1	Selects and uses the appropriate measurement tools (Fibonacci Sequence - mathematical sequencing for a compositional grid, back timing, color correctors, and software such as ETC lighting, QLab, Garage Band, iMovie, VectorWorks, PhotoShop and QuickTime) <ul style="list-style-type: none"> <li>○ resizes to fit format (ratios)</li> <li>○ appropriately applies timing and mathematical solutions</li> <li>○ creates digital theatrical elements (<i>for example: sound effects, video effects, lighting and set designs, Audio and video cues</i>)</li> <li>○ creates digital theatrical elements (<i>for example: sound effects, video effects, lighting and set designs, Audio and video cues</i>)</li> <li>○ captures and properly prepares digital images.</li> </ul>
<b>8. INDUSTRY SAFETY PROCEDURES</b>	
THEATREFUND.8.1	Applies compliancy procedures for OSHA (occupational safety and health administration), HazCom (Hazard Communication Standard, warning labels and MSDS (material safety data sheets) safety regulations ( <i>required: must score 90% on Safety test</i> ).
THEATREFUND.8.2	Recommends and applies safety precautions for job-site hazards.
THEATREFUND.8.3	Predicts safety hazards associated with a theatrical production and/or theatre facility.
<b>9. PERSONAL RESPONSIBILITY</b>	
THEATREFUND.9.1	Applies effective problem-solving strategies in group-working relationships ( <i>for example: crews, directors, stage manager shop foreman, designers or the CTSO club, International Thespian Society</i> ) <ul style="list-style-type: none"> <li>○ shares ideas, concerns, personal insights, and resources</li> <li>○ articulates the team goals and demonstrates commitment to these goals by accepting responsibilities and completing tasks on time</li> <li>○ applies respectful behaviors and uses appropriate language.</li> </ul>
THEATREFUND.9.2	Applies the traits of self-direction during the learning process ( <i>see criteria below</i> ) <ul style="list-style-type: none"> <li>○ sets meaningful, achievable goals</li> <li>○ monitors progress and self-corrects during the learning process</li> <li>○ reflects upon learning (identifies strengths and weaknesses) and uses feedback to modify work.</li> </ul>