CAREER & TECHNICAL EDUCATION

INTERMEDIATE THEATRE PRODUCTION
HIGH SCHOOL ACCOMPLISHED

ACADEMIC & PROFESSIONAL SKILLS STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT
Approved by the Governing Board
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STANDARDS FOR TECHNICAL THEATRE
INTERMEDIATE THEATRE PRODUCTION
HIGH SCHOOL ACCOMPLISHED

Intermediate Theatre Production focuses on the creation of scenery, lighting and sound for the theatre from design concept to construction and implementation. Scenic design concepts, elements and principles, as well as extensive construction techniques will be covered during first semester. Second semester will focus on lighting design including electricity, history of lighting design, technical lighting elements, computer and manual lighting boards, intelligent lighting, and color theory, and sound design including sound equipment usage, theatrical soundboard operation, sound effect techniques, and theatrical sound system design. The class will be directly involved in the design and construction of the Theatre department's seasonal production. Students are expected to attend and critique two live theatre performances per semester.

PRODUCTION STAGING – PRODUCTION AND CONSTRUCTION TECHNIQUES FOR SCENERY

ITP.1.1 Apply essential production and construction techniques relative to scenery.
- Correctly construct specific wood and metal projects (Flamingo, step stool, steel table base).
- Accurately measure and cut wood and metal materials using a cut list.
- Differentiate and apply correct MIG/Flux Core welding techniques.
- Draft an original ground plan for a specific theatrical work that is to scale and includes the title block, block lettering, levels, dimensions, entrances, doorways, etc.
- Explain and utilize scenic/rigging materials, tools and hardware (wood materials, steel materials, fly line equipment, table saws, bolts & nuts).

PRODUCTION STAGING – TASKS TO SUPPORT THE PRODUCTION

- ITP.1.2 Perform tasks necessary to support the production.
  - Analyze and 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 and program various stage mechanics (i.e., rigging, turntables, hydraulics, etc.).
  - Analyze cultural and historical eras in theatre.
  - Describe and practice roles and responsibilities of technical theatre positions.
  - Evaluate and execute a load-in and strike plan for production elements onstage as the theatre season cycles through productions.
  - Apply and maintain proper backstage decorum while interacting with peers and industry representatives.
  - Implement the care and upkeep of the performance space and work areas.

PRODUCTION CONTROL AND OPERATIONS – PRODUCTION LIGHTING TECHNIQUES

- ITP.2.1 Demonstrate production lighting techniques.
  - Design a multi-step lighting sequence using intelligent lighting instruments, non-intelligent lighting fixtures, and color theory for a specific theatrical work or scene.
  - Solve electrical equations (e.g., W=VA, Ohms, Volts, Amps).
  - Apply the intermediate level of programming a lighting board through addressing multiple lighting instruments.
  - Create a lighting plot design as it applies to an original lighting concept.
  - Apply technical lighting elements to set a mood (i.e., intensity, color, angle, texture, shadow).
  - Hang, focus, and gel lighting instruments including cabling, as it appears on a lighting plot.

- Assign digital multiplex addresses (DMX) to automated lighting instruments.
- Evaluate and repair lighting instruments.

PRODUCTION CONTROL AND OPERATIONS – PRODUCTION AUDIO TECHNIQUES

- ITP.2.2 Demonstrate basic production audio techniques.
  - Operate an audio system (i.e., console, cabling connection, signal flow, etc.).
  - Interpret production documentation as it applies to audio.
  - Construct a cue list of balanced sound effects using Qlab.
  - Explain basic acoustic theory elements (e.g., reverb, echo, dB, sound waves, equalization, aux. send, fader, gain).
  - Evaluate sound equipment and make repairs.
  - Distinguish between sound input and output devices.
  - Compare different types of sound equipment and their uses.

PRODUCTION CONTROL AND OPERATIONS – SAFE RIGGING PRACTICES

- ITP.2.3 Demonstrate safe rigging practices.
  - Demonstrate proficiency in constructor's knot, schwabisch hitch, munter hitch, bowline on a bite, double fisherman, Sunday knot, and a three-part crown knot.
  - Calculate counterweight equations to be able to fly scenery in and out safely using a counterweight system (i.e., arbor = pipe weight = batten).
  - Select appropriate rigging hardware.
  - Select and utilize the appropriate rigging materials, tools, and hardware (e.g., wood materials, steel materials, fly line equipment, table saws, bolts & nuts) based on individual tasks.
  - Apply correct rigging knots for theatre (i.e., constructor's knot, schwabisch hitch, munter hitch, bowline on a bite, double fisherman, Sunday knot, and three-part crown knot)].
  - Correctly operate fly line rigging system.
  - Apply the counterweight calculations to ensure scenery is safely weighted to be flown in and out.

THEATRICAL PRODUCTION TECHNIQUES – PRODUCTION TECHNIQUES FOR COSTUMES

- ITP.3.1 Demonstrate basic production techniques relative to costumes.
  - Prepare and organize design documentation as it applies to costumes for a production.
  - Render an original costume design for a character from a specific theatrical work.
  - Research costumes based on their time period, the themes of the play, the play's setting, and a character's social economic status.
  - Conceptualize a costume design and communicate ideas using a mood board.
  - Construct a garment using the appropriate fabric, premade pattern and a sewing machine.
  - Select appropriate sample costume images for a character within a play.
  - Analyze fabric, color, and characteristics in relation to lighting design (e.g., What color does red fabric appear to be under blue light?).
  - Compare different costume distressing techniques (e.g., tea staining, acid wash, dying, painting, roughing, aging).
  - Analyze characters in a specific theatrical work in order to design a costume that aligns with the play's setting, time period, themes, concept, social economic status, and tone.
  - Create a mood board representing the overall design of a character's costume (i.e., material, texture, color, overall look, shoes, accessories, and setting research).

THEATRICAL PRODUCTION TECHNIQUES – PRODUCTION TECHNIQUES FOR MAKEUP

ITP.3.2 Demonstrate basic production techniques relative to makeup.
- Select appropriate makeup materials, tools, and equipment to achieve a desired makeup design.
- Apply research to a character's makeup design to maintain the overall themes, setting, and message of a theatrical work.
- Research and document images for inspiration for a specific character design.
- Create a face chart for the makeup design, illustrating the desired foundation, highlight, shadow and color pallet. (i.e., including any SFX makeup and prosthetics needed in the design).
- Select and apply the appropriate choices of makeup, materials, tools, and equipment needed to achieve the desired makeup design.
- Practice makeup safety procedures to avoid any health hazards such as allergy spot tests, cross contamination, maintaining application tools.
- Accurately apply prosthetics with the appropriate tools and procedures to ensure they are secured for performance.
- Apply techniques for highlight and shadow to effectively illustrate and three-dimensional design.

THEATRICAL PRODUCTION TECHNIQUES – PRODUCTION, CONSTRUCTION, ACQUISITION OF PROPERTIES

- ITP.3.3 Demonstrate basic production, construction, and acquisition relative to properties.
  - Complete production design documentation as it applies to properties for a specific theatrical work.
  - Analyze a script's time period in order to create an accurate props list with images supporting the setting of the play.
  - 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.
  - Design and construct an 'edible' prop using the appropriate tools and materials needed to make it look realistic to an audience.
  - Create a handheld prop out of wood from design to construction.
  - Lay out and label a props table by following a props' master props list.
  - Create a preset and shift plot for props used in a show.

PRODUCTION FOUNDATIONS – SOFT GOODS EMPLOYED BY THEATRES

- ITP.4.1 Characterize types of soft goods employed by theaters.
  - Appraise types of soft goods (e.g., legs, borders, scrims, drops, cyclorama, and traveler).
  - Apply appropriate handling, hanging, and folding techniques for drapes.
  - Transfer a soft good from one batten to another using proper techniques and collaboration.
  - Design a set that incorporates the use of the flyline's soft goods.
  - Analyze ground plans to rehang and transfer soft goods from one batten to another, according to the draft.
  - Maintain and store soft goods between productions.

PRODUCTION FOUNDATIONS – FUNDAMENTALS THAT MAKE A PRODUCTION SUCCESSFUL

- ITP.4.2 Describe the fundamental skills and processes that make a production successful.
- ITP.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).
  - Create and communicate the production documents for each department.
  - 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.

PRODUCTION FOUNDATIONS – SAFE PRACTICES AND PERSONAL PROTECTION

- ITP.4.4 Employ safe practices and personal protection.
  - Use personal protective equipment (PPE) for the task (e.g., eye protection, ear protection).
  - Apply compliancy procedures for OSHA (occupational safety and health administration), HazCom (Hazard Communication Standard), warning labels, and MSDS (material safety data sheets) safety regulations (i.e., must score 90% on safety test).
  - Recommend and apply safety precautions for job-site hazards.
  - Predict safety hazards associated with a theatrical production and/or theatre facility.

PROFESSIONALISM – MARKETABLE PROFESSIONAL SKILLS

- ITP.5.1 Practice marketable professional skills.
  - Describe the role of unions and professional affiliations as they relate to theater and related industries.
  - Investigate and describe careers and responsibilities within the theatre profession.
  - Explain the relationship of unions and professional affiliations as they relate to theatre, film and television industries.
  - Create a portfolio/ resume for internships, jobs, or scholarships.
  - Compare appropriate digital tools used in the theatre industry.
    - access and manipulate information electronically (Internet, hardware, software, input, output, flash drive)

THEATRE ARTS – CREATING (Envision – Conceptualize)

- ITP.6.1 Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
- ITP.6.2 Apply technology to design solutions for a drama/theatre work.
- ITP.6.3 Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
  - Apply research to construct ideas about a visual production that are specific to the play's setting and themes.
  - Apply image research techniques related to time period specific properties.
  - Create storyboard/mood board ideas for an original design.
  - Use script analysis to interpret ideas about the overall design and story of a production.
  - Create renderings for original costumes and makeup designs.
  - Draft a ground plan for an original scenic design for a selected theatrical work.

THEATRE ARTS – CREATING (Develop)

- ITP.6.4 Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
- ITP.6.5 Cooperate as a creative team to make interpretive choices for a drama/theatre work.
    - 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.).
    - 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.
    - Build a three-dimensional model representation of an original scenic design for clearer communication to a director.

THEATRE ARTS – CREATING (Rehearse)

- ITP.6.6 Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
- ITP.6.7 Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted 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 and setting.
    - Reflect on design choices while reviewing a rehearsal of the production.
    - Evaluate how the design supports the safety of the actors as well as the story, themes, and pacing of a theatrical work.
    - Analyze and critique a live theatre / public event for theatrical elements.

THEATRE ARTS – PERFORMING (Select)

- ITP.7.1 Discover how unique choices shape believable and sustainable drama/ theatre work.
- ITP.7.2 Describe essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.
    - 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.
    - Analyze how technical elements can shape an audience's reaction to a theatrical work using color theory.
    - Explain how various design elements assist in telling the story of a drama/theatre work.

THEATRE ARTS – PERFORMING (Prepare)

- ITP.7.3 Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
- ITP.7.4 Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
  - 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).
  - Communicate with peers within the department to bring the technical elements together in order to support the setting and characters of the selected theatrical work.
  - 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.

THEATRE ARTS – PERFORMING (Share – Present)

- ITP.7.5 Present a drama/theatre work using creative processes that shape the production for a specific audience.
  - Create and sustain an imagined reality using design elements throughout a performance.
  - Create various media supporting a theatrical production and its intended audience (i.e., marketing posters and programs, images used in projections, lighting and scenic elements, and stage properties).
  - Utilize feedback to improve design elements within a theatre production.
  - 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.

THEATRE ARTS – RESPONDING (Reflect – Interpret)

- ITP.8.1 Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
- ITP.8.2 Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
- ITP.8.3 Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
- ITP.8.4 Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
  - Critique the artistic choices used in a live theatre work, using knowledge of technical theatre elements.
  - Compare artistic choices made in various theatrical performances.
  - Describe 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.
  - Examine how designers communicate specific ideas through the use of theatre design elements, style, voice and preferences.
  - Examine how designers create experiences and intention through their work.

THEATRE ARTS – RESPONDING (Evaluate)

- ITP.8.5 Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- ITP.8.6 Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- ITP.8.7 Verify how a drama/theatre work communicates for a specific purpose and audience.
  - 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.

THEATRE ARTS – CONNECTING (Empathize – Interrelate – Research)

- ITP.9.1 Choose and interpret a drama/theatre work to reflect or question personal beliefs.
- ITP.9.2 Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.
- ITP.9.3 Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
- ITP.9.4 Explore how personal beliefs and biases can affect the interpretation of research data applied in 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.
  - Explain how a theatrical production expands knowledge and creates cultural experiences.
  - Explain how a theatrical work mirrors society and events during specific time periods.

PROFESSIONAL SKILLS: PROFESSIONALISM & ORGANIZATIONAL CULTURE

- ITP.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.
- ITP.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."
- ITP.10.3 Demonstrate respect for personal and professional boundaries.
  - Distinguish between personal and work-related matters.

- ITP.10.4 Interact respectfully with others (cross-cultural, intergenerational, individuals with disabilities); act with integrity.
  - Address challenges with sensitivity.

- ITP.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.

- ITP.10.6 Take initiative to develop skills and improve work performance.
  - Identify and apply strategies to improve my performance.

PROFESSIONAL SKILLS: LEGAL AND ETHICAL PRACTICES

- ITP.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.

- ITP.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.
  - Interact respectfully with co-workers and other professionals in the field.

- ITP.11.3 Follow industry safety standards in the classroom to maintain a safe work environment.
  - Demonstrate safety standards in the classroom and in the work environment.
  - Apply procedures for reporting unsafe and hazardous conditions in the workplace.

PROFESSIONAL SKILLS: COMPLEX COMMUNICATION (TRADITIONAL AND DIGITAL)

- ITP.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.

- ITP.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.

- ITP.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.

- ITP.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.

- ITP.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.

PROFESSIONAL SKILLS: INITIATIVE AND SELF-DIRECTION

- ITP.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.

- ITP.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.

- ITP.13.3 Select and use appropriate technologies to increase productivity.
  - Use appropriate technology tools and resources to create and deliver a product.

- ITP.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.

- ITP.13.5 Pursue career advancement opportunities.
  - Pursue formal learning opportunities

PROFESSIONAL SKILLS: CRITICAL THINKING AND INNOVATION

- ITP.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.
  - Reflect on and refine pre-production decisions, as needed.

- ITP.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.

- ITP.14.3 Transfer knowledge/skills from one situation/context to another.
  - Apply knowledge and skills in new contexts.

PROFESSIONAL SKILLS: COLLABORATION

- ITP.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.

- ITP.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.

- ITP.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.

- ITP.15.4 Submit high-quality products that meet the specifications for the assigned task.
    - Critique and reflect on individual and collaborative strengths and weaknesses.