# Theatre: High School Technical Theatre Level II

Adopted 2013

**High School Technical Theatre Level II**

1. **The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:** HS.TT.II.1
   - A. demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound; HS.TT.II.1.A
   - B. identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage; HS.TT.II.1.B
   - C. use established theatre systems such as the production calendar, tech rehearsals, and production staff roles; HS.TT.II.1.C
   - D. use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and HS.TT.II.1.D
   - E. read and analyze scripts to determine technical theatre elements. HS.TT.II.1.E

Skip to main content

2. **The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:** HS.TT.II.2

   A. identify and use technical elements in various theatrical styles and genres; HS.TT.II.2.A

   B. apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch; HS.TT.II.2.B

   C. recognize the principles of design, including lines, shape, mass, measure, position, color, and texture; HS.TT.II.2.C

   D. recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis; HS.TT.II.2.D

   E. recognize the elements of color in design such as color theory, the science of color and light, and the color palette; HS.TT.II.2.E

   F. demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models; and HS.TT.II.2.F

   G. practice proper measurement and scale as applied to design or construction. HS.TT.II.2.G

3. **The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:** HS.TT.II.3

   A. identify and safely use technical theatre tools, equipment, and materials; HS.TT.II.3.A

   B. develop theatre production skills by: HS.TT.II.3.B

      i. building scenery such as two-dimensional flats and three-dimensional stairs; HS.TT.II.3.B.I

      ii. building or pulling and altering costumes using safe costume construction techniques; HS.TT.II.3.B.II

      iii. hanging and focusing lighting instruments and using dimmers and controllers; HS.TT.II.3.B.III

      iv. identifying electrical theory and practice as it applies to theatrical lighting; HS.TT.II.3.B.IV

      v. recording, editing, or creating sound effects; HS.TT.II.3.B.V

      vi. identifying marketing products for theatrical productions; HS.TT.II.3.B.VI

      vii. practicing stage management techniques such as build a promptbook, call cues, and record blocking; HS.TT.II.3.B.VII

      viii. identifying and applying scenic painting techniques; or HS.TT.II.3.B.VIII

Skip to main content

ix. identifying and applying stage properties practices such as buy, borrow, build, and organize; and HS.TT.II.3.B.IX

C. read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets. HS.TT.II.3.C

4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.TT.II.4

A. apply historical or cultural accuracy from research in theatrical design; HS.TT.II.4.A

B. analyze the impact of live theatre, film, television, and electronic media on contemporary society; HS.TT.II.4.B

C. analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre; HS.TT.II.4.C

D. explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre; HS.TT.II.4.D

E. illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light; HS.TT.II.4.E

F. understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre; and HS.TT.II.4.F

G. identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media. HS.TT.II.4.G

5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.TT.II.5

A. compile materials to construct a resume and portfolio of works created in technical theatre; HS.TT.II.5.A

B. analyze and apply appropriate behavior of technical staff at various types of live performances; HS.TT.II.5.B

C. recognize the design and technical elements of theatre as an art form and evaluate self as a creative being; HS.TT.II.5.C

D. offer and receive constructive criticism of designs or construction projects by peers and self; HS.TT.II.5.D

E. evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.II.5.E

F. evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.II.5.F

Skip to main content

G. explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.TT.II.5.G

H. connect theatre skills and experiences to higher education and careers outside of the theatre; and HS.TT.II.5.H

I. use technology to communicate and present findings in a clear and coherent manner. HS.TT.II.5.I