# Theatre: High School Technical Theatre Level III

Adopted 2013

**High School Technical Theatre Level III**

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.III.1
   - A. demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound; HS.TT.III.1.A
   - B. demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage; HS.TT.III.1.B
   - C. create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles; HS.TT.III.1.C
   - D. use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and HS.TT.III.1.D
   - E. read scripts and apply basic script analysis techniques to technical theatre elements. HS.TT.III.1.E

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.III.2
   - A. identify and use technical elements in various theatrical styles and genres; HS.TT.III.2.A
   - B. apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, or sketch; HS.TT.III.2.B
   - C. apply the principles of design, including lines, shape, mass, measure, position, color, and texture; HS.TT.III.2.C
   - D. apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis; HS.TT.III.2.D
   - E. apply the elements of color in design such as color theory, the science of color and light, and the color palette; HS.TT.III.2.E
   - F. manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager; HS.TT.III.2.F
   - G. defend the importance of collaboration and leadership skills; HS.TT.III.2.G

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H. develop creativity as it relates to personal expression in technical theatre and design; HS.TT.III.2.H

I. interpret technical theatre documents used by directors and designers to communicate such as costume plot, light plot, makeup chart, prompt book, property list, design renderings, and models; and HS.TT.III.2.I

J. practice the basics of measurement and scale applied to drafting, design, or construction. HS.TT.III.2.J

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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.III.3

A. identify and safely use specialized tools and materials in technical theatre; HS.TT.III.3.A

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

i. demonstrating design and building techniques of scenery; HS.TT.III.3.B.I

ii. designing and building or pulling and altering costumes; HS.TT.III.3.B.II

iii. designing lighting and using electrical theory and practice as it applies to theatrical lighting; HS.TT.III.3.B.III

iv. demonstrating an understanding of the physics of acoustics and sound through the design of sound; HS.TT.III.3.B.IV

v. designing marketing products for theatrical productions; HS.TT.III.3.B.V

vi. demonstrating stage management techniques such as build a promptbook, call cues, and record blocking; HS.TT.III.3.B.VI

vii. implementing and refining scenic painting techniques; or HS.TT.III.3.B.VII

viii. designing stage properties; HS.TT.III.3.B.VIII

C. identify various production roles in all technical areas such as designer, master carpenter, draper, cutter, and master electrician; and HS.TT.III.3.C

D. create and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets. HS.TT.III.3.D

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

A. demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design; HS.TT.III.4.A

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

C. synthesize the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature; HS.TT.III.4.C

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D. demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology 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.III.4.D

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

F. analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature; and HS.TT.III.4.F

G. demonstrate a working knowledge of 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.III.4.G

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

A. construct a resume and portfolio of works created in technical theatre; HS.TT.III.5.A

B. demonstrate appropriate behavior of technical staff at various types of live performances; HS.TT.III.5.B

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

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

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

G. articulate 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.III.5.G

H. articulate connections in theatre skills and experiences to higher education and careers outside of the theatre; and HS.TT.III.5.H

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