Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Course Description

Theatre has a language all its own, as does any specialized field. Students taking this course will be introduced to key ideas and theatre vocabulary found in the traditional ways of producing theatrical shows and films. In this course, students will learn how to design sets and costumes while also learning techniques that bring design to the stage; including scenic painting, special effects and make-up, and a scale model based on a theatre production. Students interested in taking technical theatre should have a basic knowledge of stage craft and design.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

⇒ *Creating art with artistic intent.*

⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*

⇒ *Responding to art through intellect and emotion.*

⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for a Technical Theatre Course

Creating:

1. Apply research to support development of design ideas.

2. Create a complete design and implementation plan for a theatre work that incorporates elements of theatrical design such as sound, lighting, scenery, and costumes.

3. Identify theatrical challenges and reflect upon the advantages and disadvantages of different solutions.

Presenting:

4. Explain and justify the selection of technical elements (e.g. scenery, lighting, props, costumes, sound, and make-up design) used to communicate the concept of a drama/theatre work.

5. Organize and lead the production of one technical element in a dramatic presentation.

6. Create technical theatre elements that actively support the mood and emotions consistent with the student's artistic intent.

Responding:

7. Identify ways a contemporary theatrical design pushes boundaries of theatre.

8. Analyze the ways one's own cultural and personal perspectives and biases affect one's interpretation of the technical choices made in a theatrical work.

9. Construct an argument for selecting one criteria over another for evaluating the technical elements of a theatrical presentation.

Connecting:

10. Collaborate on design choices in a drama/theatre work that examines a critical global issue from personal, community, and cultural perspectives.

11. Explain the relationship between theatrical design and commercialization or propaganda.

Source: MA Arts Curriculum Framework 2019, page 58

Fine and Performing Arts Curriculum Guide		Course: Technical Theatre
Units	**Essential Questions**	**Key Activities May Include...**
1. Theatrical Jobs/ Elements of Scenic Design	• What is required to successfully put on a production? • Who has the "most important" technical job? • What tech job requires skills closed to your own? • What stories are told by designers before an actor even enters the stage? • What story do you tell with the design choices you've made in your own life? • What design choices do we make every day? • What is your design "style"? • What are the steps and practices of a scenic designer? • Where and how do scenic designers draw inspiration for their designs?	• Introduction to technical theatre jobs and terminology • "Draw a Techie" • Group research on theatrical positions and jobs • Theatrical chain of responsibility • Grand Central Station painting/ scenic design analysis • Television background/ set observations • "Anti-You" bedroom drawing • Kite or clothesline activity
2. Theatre of the Past and the Scale Model	• What were the limitations of physical theatres in the past? • How did history effect the evolution of technical theatre? • What historical practices do we still use today? • What role do problems like space, money, and time play when designing a set? • What elements of the story are the responsibility of set designers? • What are the obstacles that can arise for set designers and how can they be prevented or dealt with? • What are your strengths and weaknesses when faced with deadlines? • How does scenic design effect the roles and needs of other technical roles?	• Theatre spaces timeline research and mural • Technical theatre in the past: articles and discussion • Periaktoi scenic design: design a fairy tale set project • Introduction to the scale model • Professional scenic designer video interview • Play script selection • Scale model creation: sketching, stage measurement and stage terms, ground plan of design, color rendering of design, 3-D ground plan (draft model), final set model • Set model presentation: "pitch" and receive audience feedback/questions
3. Scenic Painting	• What historical practices do we still use? • How is scenic painting like and unlike other forms of painting? • What elements of scenic painting are most important?	• Introduction to scenic painting • National Theatre scenic painting video interview • Scenic painting: wood grain demonstration, rock technique project, brick technique project • Scenic painting gallery and feedback

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Units	**Essential Questions**	**Key Activities May Include...**
4. Elements of Costume Design	• What are the steps and practices of costume designers? • What is the important of a costume plot? • Where and how do costume designers draw inspiration for their designs?	• Introduction to costume design • Professional costume designer video interview • Costume design inspiration machine • Costume design plot project
5. Stage Make-Up/ Special Effects	• What are best practices when applying stage make-up? • What is the important of a make-up plot? • Where and how do make-up designers draw inspiration for their designs?	• Introduction to special effects and stage make-up • Movie Magic video of effects • Basic demonstration, practice application, and final application • "Old face" demonstration, practice application, and final application • Wounds and bruises demonstration, practice application, and final application • Character design final: students choose a fictional character for which to design make-up and costume plots, apply the make-up design to create their character, add costume elements, and present the character on stage

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.
Content Standards	The standards used as the foundation of our curriculum come directly from the Massachusetts Arts Curriculum Framework. State standards may be viewed here: http://www.doe.mass.edu/frameworks/
Standards for Artistic Practice	The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)." - *MA Arts Curriculum Framework 2019*, p.20
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.
Key Activities	Key activities are examples of the instructional contexts and structures for learning that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.