

LOCALLY DEVELOPED COURSE OUTLINE

Technical Theatre15-3

Technical Theatre15-5

Technical Theatre25-3

Technical Theatre25-5

Technical Theatre35-3

Technical Theatre35-5

Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

Jun. 8, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	75.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10 G11 G12
15-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10 G11 G12
25-3	75.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10 G11 G12
35-3	75.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G11 G12
35-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G11 G12

Course Description

Technical Theatre 15, 25, 35 offers students the chance to engage in non-acting roles that are required to realize complex theatrical performances. Students will need to think and react creatively and critically while collaborating with teams to support the production and performance aspects of theatre. Students will have the opportunity to explore multiple technical roles, including stage management, sound, lighting, set & props, as well as costumes and makeup. Students will also develop an appreciation for the role and impact of the technical aspects of theatre as a means of communicating with an audience.

Course Prerequisites

Technical Theatre 15: none

Technical Theatre 25: Technical Theatre 15 (3 or 5 credits)

Technical Theatre 35: Technical Theatre 25 (3 or 5 credits)

Sequence Introduction (formerly: Philosophy)

Technical Theatre 15, 25, 35 is designed to offer students an opportunity to explore and experience the skills necessary to realize a theatrical performance. The course provides opportunities for students to study technical mastery in a production based environment. Technical Theatre is process driven and supports the creation of theatrical performances.

Through the exploration and application of the technical aspects of theatre, students will have the opportunity to be creative and innovative, and apply multiple literacies as they solve complex problems and work toward a theatrical performance. Effective teamwork, collaboration, and communication are essential skills of life-long learners who are able to adapt to change with an attitude of optimism and hope for the future. In Technical Theatre students will build positive relationships, share responsibility, and demonstrate flexibility.

Student Need (formerly: Rationale)

A significant number of students interested in pursuing Drama/Theatre would like to participate in the non-performing, technical components involved in theatre production. Technical Theatre recognizes that students need a practical component to both deepen and broaden understanding of technical elements of theatre. Technical Theatre may also act as a stepping stone for students wishing to consider a career in the non-performing technical components of theatre production, film and event production.

Scope and Sequence (formerly: Learner Outcomes)

In a three (3) credit program, students must complete a minimum of:

General Learner Outcome 1 – Safety

General Learner Outcome 2 – Stage management

Two (2) of the following:

o General Outcome 3 – Sound

o General Outcome 4 – Lighting

o General Outcome 5 – Set design & properties

o General Outcome 6 – Costumes & make up

In a five (5) credit program, students must complete a minimum of:

General Learner Outcome 1 – Safety

General Learner Outcome 2 – Stage management

Three (3) of the following:

o General Outcome 3 – Sound

o General Outcome 4 – Lighting

o General Outcome 5 – Set design & properties

o General Outcome 6 – Costumes & make up

Guiding Questions (formerly: General Outcomes)

- 1 Apply safe stage practices**
- 2 Demonstrate competency in technical theatre disciplines: Stage management**
- 3 Demonstrate competency in technical theatre disciplines: Sound**
- 4 Demonstrate competency in technical theatre disciplines: Lighting**
- 5 Demonstrate competency in technical theatre disciplines: Sets & properties**
- 6 Demonstrate competency in technical theatre disciplines: Costumes & make up**

Learning Outcomes (formerly: Specific Outcomes)

1 Apply safe stage practices	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Identify safety codes for performance spaces	X	X	X	X	X	X
1.2 Locate emergency exits, emergency equipment	X	X	X	X	X	X
1.3 Demonstrate use of personal protective equipment	X	X	X	X	X	X
1.4 Identify importance of MSDS sheets in the theatre	X	X	X	X	X	X
1.5 Demonstrate safe handling of theatre tools and equipment	X	X	X	X	X	X

2 Demonstrate competency in technical theatre disciplines: Stage management	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Demonstrate good communication skills and the ability to work cooperatively with others	X	X	X	X	X	X
2.2 Organize 'Front of House'			X	X		
2.3 Identify the roles of a stage manager and assistant stage manager	X	X				
2.4 Create rehearsal schedule			X	X		
2.5 Create a prompt book and scene shift plot					X	X
2.6 Use script notation	X	X				
2.7 Create cue sheets and prompt book			X	X		
2.8 Manage a production and call a show					X	X

3 Demonstrate competency in technical theatre disciplines: Sound	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Identify signal flow and phantom power in sound systems	X	X				
3.2 Solve basic problems related to sound quality	X	X				
3.3 Solve intermediate problems related to sound quality			X	X		
3.4 Solve complex problems related to sound quality					X	X

3.5 Respond to the cues called by the stage manager	X	X				
3.6 Create a sound cue sheet base on Director guidance			X	X		
3.7 Design a sound plan in collaboration with the Director					X	X
3.8 Identify how the acoustics of a space affect sound quality			X	X		
3.9 Apply understanding of acoustics to sound design					X	X
3.10 Investigate the effects of music and sound on style, interpretation and mood					X	X
3.11 Demonstrate basic sound board functions	X	X				
3.12 Demonstrate intermediate sound board functions			X	X		
3.13 Demonstrate advanced sound board functions					X	X

4 Demonstrate competency in technical theatre disciplines: Lighting	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Identify different light types and their functions	X	X				
4.2 Identify the functions of chains, barn doors and gobos	X	X				
4.3 Demonstrate safe installation of lights and cables	X	X				
4.4 Use lighting design terminology	X	X				
4.5 Demonstrate color theory for lighting			X	X		
4.6 Apply colour theory to create a lighting design					X	X
4.7 Demonstrate basic light board functions	X	X				
4.8 Demonstrate advanced light board functions			X	X		
4.9 Apply functions of smart lights					X	X
4.10 Solve complex problems during lighting set up					X	X
4.11 Follow cue sheet and cues by the stage manager	X	X				
4.12 Create a lighting cue sheet base on Director guidance			X	X		
4.13 Design a lighting plan in collaboration with the Director					X	X

5 Demonstrate competency in technical theatre disciplines: Sets & properties	15-3	15-5	25-3	25-5	35-3	35-5
5.1 Use stage terminology and theatrical vocabulary for sets and props	X	X				

5.2 Identify the different types of stages and their impact on audience interaction with set and prop design	X	X				
5.3 Interpret text and apply Director guidance to create set and prop designs			X	X		
5.4 Demonstrate the role of illusion in set and prop design			X	X		
5.5 Create set and prop designs based on mood, theme and metaphor					X	X
5.6 Construct and/or acquire basic elements of sets and props	X	X				
5.7 Construct and/or acquire more advanced elements of sets and props			X	X		
5.8 Lead the construction of sets and props					X	X
5.9 Manage sets and props during a performance	X	X				
5.10 Organize sets and props for a performance			X	X		
5.11 Manage pre-show and post-show prop checks					X	X

6 Demonstrate competency in technical theatre disciplines: Costumes & make up	15-3	15-5	25-3	25-5	35-3	35-5
6.1 Use stage terminology and theatrical vocabulary for costumes and make up	X	X				
6.2 Demonstrate how costumes and make up are affected by movement, lighting, audience position	X	X				
6.3 Create measurement charts for cast members	X	X				
6.4 Interpret text and apply Director guidance to create costumes and make up designs			X	X		
6.5 Demonstrate the role of illusion in costume and make up design			X	X		
6.6 Create costume and make up designs based on mood, theme and metaphor					X	X
6.7 Apply basic make up techniques	X	X				
6.8 Apply intermediate make up techniques			X	X		
6.9 Apply advanced make up techniques					X	X
6.10 Apply basic sewing techniques to making costumes	X	X				

6.11 Apply intermediate sewing techniques to making costumes	X X
6.12 Apply advanced sewing techniques to making costumes	X X

Facilities or Equipment

Facility

Theatre | Ceiling grid or lighting trees

Facilities:

Equipment

- o Light board
- o Variety of stage lights
- o Sound board
- o Variety of microphones
- o Speakers
- o Light and sound cables

Learning and Teaching Resources

No required learning resources.

Sensitive or Controversial Content

This course does not include any controversial or sensitive content, however, sensitive or controversial issues that may arise from course content will be dealt with in accordance with the Controversial Issues section of the Guide to Education and RDCRD #39 Administrative Procedure 103 – Safe and Caring Learning Environments for Students will be adhered to.

Issue Management Strategy

Health and Safety

Teachers should be familiar with Safe Stages the theatre safety best practices document from Theatre Alberta and the Alberta Government

https://work.alberta.ca/documents/WHS-PUB_safe_stages.pdf

Risk Management Strategy

Risk Management issues are not foreseen. Administrative Procedure 113 – Occupational Health and Safety and 342 – Field Trips and Other Curricular Activities will be adhered to.

Statement of Overlap with Existing Programs

Course: Drama 10, 20, 30

Outcome/s: Technical theatre disciplines of costume, lighting, management, properties, set, sound are an elective component of the Drama 10, 20, 30 curriculums.

Rationale: The learner outcomes for technical theatre in Drama 10, 20, 30 span all three grades and provide limited scope of student learning of these disciplines. Students in Drama are required to learn significantly more outcomes related to acting, including movement, speech, improvisation, and acting, which suggest they are the focus of the Drama curriculum. Technical Theatre provides students the opportunity to extend that learning from Drama, or, for those students who do not want to be required to perform, they can focus their learning on the non-performance roles within drama.

Course: EST1140, EST2140, EST3140

Outcome/s: The EST Theatrical Makeup courses cover the application of theatrical makeup and makeup design

Rationale: Technical Theatre combines makeup with costumes as an elective component students can choose. The costumes & makeup outcomes of Technical Theatre requires students to consider makeup and costumes together as part of preparing a theatre piece for performance. Tech Theatre provides a small sampling of the outcomes that would be covered in depth by a CTS Esthetics class.

Course: FAS1010, FAS1030, FAS1130, FAS2130, FAS2180, FAS3130, FAS3180

Outcome/s: The FAS Construction and Creative Costuming and Theatrical Costuming courses cover the application of construction of clothing and theatrical costumes.

Rationale: Technical Theatre combines makeup with costumes as an elective component students can choose. The costumes & makeup outcomes of Technical Theatre requires students to consider makeup and costumes together as part of preparing a theatre piece for performance. Tech Theatre provides a small sampling of the outcomes that would be covered in depth by a CTS Fashion class

Student Assessment

Assessment practices for this course follow board policies for assessing and reporting student achievement. This course does not have any unique assessment requirements or standards

Course Approval Implementation and Evaluation

This course will be monitored and evaluated by:
The respective administration of the school, the teacher of the course and the Associate Superintendent of Inclusion.
The course will be regularly monitored and evaluated to determine alignment with the course, intended outcomes, learning needs and student success.

