## **Instructional Unit Title: Foundations of Technical Theatre Fundamental Pathway**

## Drama and Theatre Arts High School

The teacher may use example elements from The teacher may model various role-based the previous design to instruct the creation of The teacher may assist in a basic design activities, so that students can begin to scenic elements (e.g. basic safety procedures, process when reading, analyzing and analyze foundational technical theater stagecraft norms, processes and techniques designing a script so that students can begin vocabulary and concepts (e.g. parts of a related to carpentry, painting and properties), making design choices to inform the theater, venue types, stage directions, roles so that students can safely create theatrical remaining learning experiences. sample elements consistent with the within a company, etc.) established theoretical production concept. The teacher may introduce the basic The teacher may model communication The teacher may provide the students with a elements of lighting (e.g. basic safety theoretical, scripted scenario so that students techniques using a variety of communication procedures, lighting norms, processes and can begin to practically apply the necessary techniques (e.g. renderings, collages, techniques for hanging an instrument, research, concept statements), so that steps to implement a sound design (e.g. mic circuiting, focusing, and programming) so that plots, sound effects, and sound reinforcement students can begin to develop conceptual and students can begin to successfully apply safe historical designs based on scripted works. strategies). and controllable properties of lighting. **PERFORMANCE ASSESSMENT:** You are a Theatre Technician and/or Designer, who is applying for an Internship at a local theatre company. Present evidence of The teacher may model various portfolio Teacher may provide the students with the your previous understanding of the art form in a portfolio examples so that students can begin to protocol and intricacies of the interview that will highlight your comprehensive knowledge of stage understand effective portfolio formatting process so that students can understand and norms, collaboration and/or design/production process in techniques. participate in self-promotion. order to highlight your comprehensive knowledge and ability within the realm of technical theatre.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <u>http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</u>.

Colorado's District Sample Curriculum Project