

Madison Public Schools

Technical Theatre

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Approval date:

September 2016

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Course Overview

Description

The course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theatre safety; and the function of technical stage personnel in production work. Technical theatre will incorporate academic study and hands-on application of knowledge and skills.

Goals

This course aims to:

- Explain the basic physical properties of the technical aspects of theater (e.g., light, color, electricity, makeup)
- Analyze a variety of texts from cultural and historical perspectives to determine production requirements
- Demonstrate the ability to apply aesthetic criteria to make artistic choices
- Develop designs that use visual and aural elements to convey environments that clearly support the text
- Demonstrate an understanding of the safety requirements and efficient use of tools and materials used in the auditorium
- Apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup
- Explain how scientific and technological developments have impacted set, light, sound, and costume design and implementation for theater, film, television, and electronic media productions
- Identify the primary duties of a stage technician
- Create production schedules, stage management plans, promotional ideas, and business and house procedures for a dramatic production
- Identify career opportunities for students trained in the technical aspects of theater
- Assess the effectiveness of stagecraft as it affects a specific dramatic production
- Demonstrate the ability to strike a set after production

Materials

Core: There is no textbook for this course, rather the students will utilize the various equipment located in the auditorium for real-life, hands-on learning.

Supplemental: YouTube, teacher created resources, various other online resources and videos

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and anchor standards of the course. The semester will culminate in a final project/presentation. In addition, some assignments require outlines, sketches, and lesser written plans and are thus evaluated as part of the total grade for the assignment.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with
Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview	
Unit Title: Introduction: Stage/Stagecraft/Auditorium	
Unit Summary: This unit will cover topics such as theatre safety and fire safety, provide a physical introduction to Madison High School's proscenium stage and auditorium and discuss different types of stages.	
Suggested Pacing: 12 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the role of a theatre technician? • What are the technical aspects of theatre? • What does it mean to be a responsible theatre technician? • How do you know where to find things in the theatre? • How would you direct someone to find something in the theatre complex? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Technical theatre is a hands-on learning situation that deals with all of the non-acting components of theatre study. • The successful application of technical theatre skills directly influences the quality of theatrical productions. • The essential geography of the theatrical space(s) and where things are located is a first consideration before embarking on any technical theatre work. • Familiarity with basic theatrical terminology is a first consideration before embarking on any technical theatre work. 	
Evidence of Learning	
<p>Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.</p> <p>Summative Assessments: Students must pass a written test designed to demonstrate student knowledge of: basic and specialized technical terminology, physiology of the stage venue or performance space, the basic design elements of scenery, costume, and properties, the duties and responsibilities of technical theatre personnel.</p> <p>Alternative Assessments: Students may draw a rendering of the stage and theatre space and label all the elements covered in the unit.</p>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Identify and analyze safety precautions present in the theatre.	Content: Skills: • Obstacle course: Instructor sets up various obstacles on stage, including lowered electrics, closed curtains, cables, cubes, etc. Students verbally guide blindfolded classmates successfully on various pathways around the stage. • Hands-on: counter-weights; clearing clutter (striking the obstacle course) • Reading: “fine print” Auditorium Use Form-find safety issues	<ul style="list-style-type: none"> • Accurate verbal expression/written response • Group cooperation • Self/group assessment 	NJSLS: Visual & Performing Arts 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.	4 lessons
Identify and define all aspects and components of Madison High School’s proscenium stage	Content: Apron • Battens • Borders • Cat Walk • Curtain Line • Cyclorama (Cyc) • Drop • Flat • Flats • Floor Plan • Front or Act Curtain • Legs • Masking • Properties • Proscenium Opening • Rigging • Riser • Scrim • Set • Sight Line • Spiking • Stage Directions • Stage Weights • Teaser • Traveler • Wings Skills: 1. locate and retrieve personnel or items from anywhere within the overall theatrical complex 2. escort someone to any designated location within the overall theatrical complex 3. understand appropriate terminology of the theatrical complex 4. identify the difference between stage right and stage left 5. identify the difference between upstage and downstage 6. identify the difference between house right and house left	<ul style="list-style-type: none"> • Students complete a full tour of the auditorium and adjoining spaces. • Students have watched Practical Technical Theatre DVD Series (PTT) Theatre Safety and completed Intro to Proscenium Stage worksheets. • Collaborative Group Definition Search for words: auditorium; theatre; theater. Groups present findings to class. 	NSAE Theatre Standard 3 DESIGN: Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions. CCSS SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. NJSLS: Visual & Performing Arts 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools. NJSLS: 21st Century Life and Careers 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.	4 lessons

Identify and define the properties of different theatrical performance spaces: proscenium stage; Amphitheatre; thrust (3/4) stage; arena stage (theatre-in-the-round); black box space.	<p>Content:</p> <ul style="list-style-type: none"> Theatres have various types of stages and performance areas. Performance areas/stages are divided into definable areas. Certain stages are more conducive for the production of certain productions. <p>Skills:</p> <ul style="list-style-type: none"> PTT, DVD Program 1, Days 2 & 3 Create stage maps: C; SR; SL; UC; USR; USL; DC; DSR; DSL Challenge student groups to create different stage area/audience configurations using chairs to outline the audience space and rehearsal cubes or tape to outline the stage area. 	<ul style="list-style-type: none"> Game participation Successful completion of stage map Group cooperation 	<p>NJSLS: Visual & Performing Arts</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>NJSLS: 21st Century Life and Careers</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p>	4 lessons
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Unit 2 Overview
Unit Title: Design/Practical Applications for Lighting
Unit Summary: Students will understand the various pieces of equipment used in the successful lighting of a performance. They will demonstrate the ability to safely use said pieces of equipment.
Suggested Pacing: 14 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> How can a designer create a world using light? How can a designer tell a story using light? Why is light important to a production? How can light be used to enhance emotional elements of a production?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> The history of theatre lighting The importance and impact of lighting on a theatrical production. The basic elements/equipment necessary to successfully light a theatrical production.
Evidence of Learning
<p>Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.</p> <p>Summative Assessments:</p>

Students will pass a written test on the knowledge and skills of the unit. The assessment will also include giving oral instructions to others on lighting procedures. Additionally, students will participate in the process of designing a light plot and be required to operate equipment at events held in the MHS Auditorium.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Identify and recall names of lighting instruments in the MHS Auditorium	<p>Content:</p> <ul style="list-style-type: none"> Theatrical lighting design is accomplished with specific types of lighting fixtures that differ according to lamp types, lens types and lens configuration. Different lighting fixtures have different uses, qualities and purposes. <p>Skills:</p> <ul style="list-style-type: none"> PTT, DVD Series, Program 3 	<p>Accurate recording and recalling of lighting fixtures and vocabulary Group cooperation</p> <p>Quiz: lighting instruments</p>	<p>NSAE Theatre Standard 3 DESIGN: Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.</p> <p>CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>	4 lessons
Observe and apply basic knowledge of MHS light board operation: on/off; master dimmers; sub-master presets	<p>Content: The basic functions/operations of a light board including turning the lighting board on, dimming and controlling house lights, dimming and controlling stage lights, using a master/sub-master, and blacking out.</p> <p>Skills: Use the various pieces of equipment mentioned above to perform the basic functions necessary to operate a lighting board.</p>	<p>Students will demonstrate competence through practical testing as well as pencil and paper.</p> <p>Students will maintain a portfolio documenting experiences with the aforementioned tools.</p>	<p>NSAE Theatre Standard 3 DESIGN: Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.</p> <p>NJSLS: Visual & Performing Arts 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> <p>CRP11. Use technology to enhance productivity. Career-ready individuals</p>	5 lessons

			find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	
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Create and execute an original lighting look based on simulated text/directorial requirements.	<p>Content:</p> <ul style="list-style-type: none"> • The fundamental objectives of the lighting designer are to illuminate the action, establish the setting/mood, and help to tell the story. • Careful analysis of the text and contextual research are required to render an effective theatrical design. • Basic qualities of light include hue (color), intensity (brightness) and focus (direction). <p>Skills:</p> <ul style="list-style-type: none"> • PTT, DVD Series, Program 3 • “Lighting the Subject” lesson: students observe and qualify different lighting looks, then proceed to create “mini” design plots 	<p>Successful completion of accompanying worksheets</p> <p>Performance Task: mini-design plot</p> <p>Group cooperation</p> <p>Self/group assessment</p>	<p>NJSLS: Visual & Performing Arts</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>NSAE Theatre Standard 5 HISTORY CULTURE: Researching by evaluating and synthesizing cultural and historical information to support artistic choices.</p> <p>NJSLS: Technology</p> <p>8.2.8.B.1 Design and create a product [functional theatrical design] that addresses a real-world problem using the design process and working with specific criteria and constraints.</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> <p>NJSLS: 21st Century Life and Careers</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	5 lessons
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			NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation	
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Unit 3 Overview	
Unit Title: Design/Practical Applications for Sound	
Unit Summary: Students will understand how various pieces of sound equipment work and will develop the ability/skill to patch and control cable and various microphones, as well as perform basic maintenance and diagnostics on the equipment.	
Suggested Pacing: 10 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • What specific sounds can you hear when you close your eyes and take notice? • Why is sound important to a production? • How can sound be used to enhance emotional elements of a production? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • The historic background on theatrical sound. • The importance and impact of sound on a theatrical production. • The basic elements/equipment necessary to successfully provide sound for a theatrical production. 	
Evidence of Learning	
<p>Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.</p> <p>Summative Assessments:</p> <p>Students will take a written test on the knowledge and skills of the unit as well as give oral instructions to others on sound board procedures. Additionally, students will participate in the process of running a sound setup and be required to operate equipment at events held in the MHS Auditorium.</p>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<ul style="list-style-type: none"> Assess and inventory components necessary to execute sound design for two different styles of stage events. 	<p>Content:</p> <ul style="list-style-type: none"> The fundamental objectives of the theatrical sound designer are to amplify live sound when necessary, and employ the use of additional music/sound effects to establish setting/mood with and to help tell the story. Careful analysis of the text and contextual research are required to render an effective theatrical design. <p>Skills:</p> <ul style="list-style-type: none"> PTT DVD Series, Program 4 Create a “sound story” using sound effects and musical clips (narrative should be minimal or non-existent). Students may then create lighting plots to accompany their sound story compositions. Simulate two different types of events for which students must develop and propose (“Pitch”) sound plots to accommodate the needs of the event. 	<p>Accurate verbal expression/written response</p> <p>Group cooperation</p> <p>Self/group assessment</p>	<p>NJSLS: Technology</p> <p>8.2.8.B.1 Design and create a product [functional theatrical design] that addresses a real-world problem using the design process and working with specific criteria and constraints.</p> <p>NJSLS: Visual & Performing Arts</p> <p>1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	5 lessons

Successfully work the new sound equipment in the MHS auditorium	<p>Content:</p> <ul style="list-style-type: none"> The evolution of sound in theatre over time. The basic types of sound equipment used in modern theatre, their individual functions, and capabilities. How to patch, secure, and control cable and microphones. How to maintain and diagnose sound issues. <p>Skills:</p> <ul style="list-style-type: none"> Choose appropriate cables to patch and control sound devices (microphones, iPods, CD players, computers). Set levels for sound devices once connected. 	Have students participate in setting up and running sound for school productions, assemblies, etc.	<p>NSAE Theatre Standard 3 DESIGN: Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.</p> <p>NJSLS: Visual & Performing Arts</p> <p>1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p>	5 lessons
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	<ul style="list-style-type: none"> • Monitor sound devices (gain, volume, basic treble and bass, mute). 		<p>CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	
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Unit 4 Overview

Unit Title: Scenic Design, Elements and Set Construction

Unit Summary: Students will understand the need for, and varieties of, scenery and other standard scenic elements when working on theatrical productions. Students will understand the need for scale drawings and floor plans when working on theatrical productions and will develop an aptitude for creating these vital tools of basic communication.

Suggested Pacing: 14 lessons

Learning Targets

Unit Essential Questions:

- What does the term “to scale” mean?
- How are set designs expressed?
- How does scenery affect the interpretation or setting of a production?
- In what ways do different stage levels contribute to a theatrical production?

Unit Enduring Understandings:

- Analyze, differentiate and interpret floor plans, elevations and renderings of sample set designs.

- There are many different types of scenic elements. Choosing the appropriate one for your production, your budget, and your time constraints is essential.
- A general knowledge of the various conventional scenic elements (i.e. platforms, railings, stair units, ramps, trap doors, flats [hard and soft], wagons, drops, and curtains [travelers, legs, borders, cycloramas, and scrims]) should be understood before embarking on any technical theatre work.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

Students will design a floor plan, complete with scenic elements, rendering and elevations.

Alternative Assessment:

Students will assist with set design/building/painting for the high school musical or play

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Observe and classify basic terminology and categories of theatrical scenic design.	Content: unit sets; box sets; curtain/drop sets; realistic; abstract; etc. Skills:	Discuss various set designs and write a response as to which was the most creative vs. practical.	NJSLS: Visual & Performing Arts 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	2 lessons
Recognize, label and compare elements commonly found in scenic designs.	Content: cubes; flats; triangles (periaktoi); stationary platform units; mobile platform units	Create and render an original floor plan and translate it to the stage floor (spike the plan).	NSAE Theatre Standard 3 DESIGN: Designing and producing by conceptualizing and realizing artistic	4 lessons

	(eccyclema); drops; stair units; flown components; set properties/props; hand properties/props; set decoration. Skills: Recognize, label and compare elements commonly found in scenic designs.		interpretations for informal or formal productions. NJSLS: Visual & Performing Arts 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.	
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Develop and execute set design for a scene for a hypothetical or real production incorporating at least one, seamless setting transition (scene change).	Content: Scenic design elements listed above. Skills: Use of mathematical and creativity to create a space	<ul style="list-style-type: none"> • HW: student creates a rough floor plan of a room in his/her home • Create scale floor plans (using 1/4" graph paper) of sample "rooms" (HW) or set configurations created with rehearsal cubes, chairs and spike tape "walls". 	NJSLS: Science 5.1.12.A.2 Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories. CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation	8 lessons
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Unit 5 Overview
Unit Title: Production Management/Careers
Unit Summary: The duties and responsibilities of the stage manager are essential to the proper organization and running of any theatrical production. Stage managers must be prepared to manage a production in the absence of a director. An efficient stage manager is prepared for various

types of leadership roles requiring valuable people skills that are applicable in many arenas. Students will understand that the stage manager is an invaluable assistant to the director throughout the entire production process, including pre-show preparation, audition, rehearsal and the run. Students will understand and be capable of performing the roles and responsibilities of various members of the production staff and running crews common to any theatrical production.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- Who is in charge of a show in performance?
- What are the differences between amateur, educational and professional theatre?
- What is the nature of management in the workplace?
- What is the importance of a command structure in a working environment?
- What skills are necessary for a career in technical theatre?

Unit Enduring Understandings:

- The duties of Production Stage Manager (PSM) are defined differently in amateur, educational, and professional theatre settings.
- The PSM facilitates a productive and functional environment during the rehearsal process.
- The PSM must not only apply critical thinking to solving problems arising during production/performance, but also to anticipate and resolve problems before they happen.
- The PSM takes over the role of director and is responsible for the smooth running of a show during performance; all cast and crew are under the PSM's direction.
- The roles and jobs available and necessary to a production.
- How those roles can transfer into real world careers.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

Students will submit a prompt book containing examples of all elements essential to a production. Students may be assigned to a production as stage manager or assistant. Evaluation of their execution of the duties and responsibilities may be an integral part of their portfolio review. Students may be given an opportunity to "train" other students in the execution of the duties and responsibilities of the stage manager.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Identify and summarize the roles of Unions.	<p>Content: Actors Equity Association (AEA), International Alliance of Theatrical Stage Employees (IATSE), Stage Directors and Choreographers Society (SDC) and United Scenic Artists Local USA 829 (USA829).</p> <p>Skills: In professional settings the PSM is responsible for compliance with Actors Equity Association (AEA) rules and regulations.</p>	Write a list of AEA rules a stage manager has to enforce.	<p>NJSLS: 21st Century Life and Careers</p> <p>9.1.8.A.3 Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p>	1 lesson
Define and summarize the necessary skill set and duties required of a theatrical production stage manager.	<p>Content: • PTT DVD Series, Program 6</p> <p>Skills: 1. Assemble cast and record attendance. 2. Give announcements and distribute information. 3. Give specific instructions required for the rehearsal period. 4. Create and maintain a check-in list for tech rehearsals and performances. 5. If needed, provide rehearsal props. These must be pulled in consultation with the designer and director of the production. 6. As needed, coordinate the sign-up or costume fittings between the costumer and the cast. 7. Help maintain quiet and order. Among other things, this means that all cell phones and other electronic devices must be kept away from backstage areas. 8. Call cues to begin the action: curtain, lights, sound. 9. Record blocking. 10. Record changes to the script. 11. Prompt actors as required. 12. Record running times. 13. Time and coordinate breaks for actors and staff. 14. Keep director informed of time allocation. 15. In a musical, help to coordinate activities between director, music director, choreographer,</p>	<p>Organize and prepare comprehensive prompt book (production script) excerpt with detailed cue sheet.</p> <p>Prepare a written assessment of personal performance in Stagecraft I and relate it to personal skill set needed to be a PSM.</p>	<p>NJSLS: 21st Century Life and Careers</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand</p>	4 lessons

	<p>dance captain, and the cast in an effort to make the most efficient use of time.</p> <p>16. Assist the director with notes.</p> <p>17. Give announcements and take questions.</p> <p>18. Remind cast about scheduled fittings and or changes to the schedule.</p> <p>19. Prepare a daily log.</p> <p>20. Check with the director habitually for changes and other notifications</p> <p>21. Leave the rehearsal space clean and neat.</p> <p>22. Store all props so that they are secure and out of the way</p>		<p>the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> <p>CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>	
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Identify the names and job descriptions of personnel and understand the possibilities for careers in technical theatre.	<p>Content: Lecture/discussion on Production Staff/Running crew to include but not be limited to the following: Running Crew</p> <ol style="list-style-type: none"> 1. Stage manager 2. Assistant Stage manager 3. Board operator – Lights 4. Board operator – Sound 5. Stage Crew, Grip(s) 6. SFX control 7. Props manager 	Provide documentation from various theatrical programs and credits from professional productions.	<p>NJSLS: 21st Century Life and Careers</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.</p>	4 lessons
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	<p>8. Wardrobe master/mistress, dressers</p> <p>9. Makeup master/mistress</p> <p>10. Fly-man</p> <p>11. House manager, assistant, usher Production</p> <p>Staff</p> <p>1. Technical director</p> <p>2. Master carpenter, assistants</p> <p>3. Master electrician, assistants</p> <p>4. Sound master, electricians</p> <p>5. Master painter, assistants</p> <p>6. Costume mistress/master</p> <p>7. Props master, assistants</p> <p>8. Scenery, costume, light, sound, prop, special effects designers</p> <p>Skills:</p> <p>1. Identify and/or describe the various technical positions.</p> <p>2. Perform in a variety of said positions during various school productions.</p>		<p>NSAE Theatre Standard 3</p> <p>DESIGN: Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>	
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