TECH FOR NON-TECHIES: TEACHING TECHNICAL THEATRE IN YOUR DRAMA CLASSROOM

Instructor

JOSH HATT

Materials

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

Course length

10 modules
3 hours, 23 minutes of video
7 credit hours

Course Description

In this course, instructor Joshua Hatt shows you how to unpack your drama standards, articulate what you want your students to know and be able to do. The material explores how to incorporate lights, sound, makeup, staging, and costuming into your drama class at any grade level regardless of your school resources or unit structure. Bells and whistles? Awesome! Barely a classroom? We've still got you covered.

This 9 lesson series works from the basics and standards, though lighting, sound, costuming, staging, and makeup design, and culminates with a final project including rubrics, resources, and handouts.

A wise theatre technician once said: "the theatre mirrors life but technical theatre teachers us how to live." Try to keep that statement in mind as you work through this course and see if we can make you a believer in all things technical theatre.

About the Instructor

Joshua Hatt has taught drama in international schools all over the world - in China, Germany, Dubai, and Shanghai. He is a self-professed 'huge drama nerd' who believes that drama teaches humanity, emotions and the human experience.

Joshua has a firm belief that in order for technology to be useful, it has to have a meaningful application into the instruction, and has discovered effective, hands-on ways to use online tools to transform his classroom.

Course Curriculum

Lesson 0: Introduction *12:07*
Lesson 0 introduces the instructor and lays out the outline for the series of lessons.

Lesson 1: Getting Down to Basics *12:07*
Be introduced to how tech theatre can transform your drama program and student buy-in. Technical theatre can cover mood, audience awareness, use of color, appreciation of the bigger picture, working as an ensemble.

Lesson 2: Unpacking the Drama Standard *13:53*
Lesson 2 will walk you through unpacking your drama standard through the lens of technical theatre and allow you to articulate exactly what it is you want your students to know, how you're going to get them there, and what you need to do in order to be successful.

Lesson 3: Light the Lights! *21:50*
Whether you have the bells or whistles or absolutely nothing and a tiny budget, you will leave this lesson with resources to use tomorrow and inspiration of how to train your students to be problem solvers while considering how lights can affect mood, tension, and set the tone for a professional theatrical experience.

Lesson 4: What's That Sound? *27:40*
This lesson will explore how music can affect scene work and how it can contribute to an effective scene while paying particular attention to the overall audience experience.

Lesson 5: To Costume or Not to Costume *25:24*
This lesson will take students through the design process of planning, executing, and evaluating the effectiveness of work created in costuming.

Lesson 6: Set the Stage *24:07*
This lesson will cover how to teach students to plan, design, plot, and execute a staging plan.

Lesson 7: Free Play Makeup Design *39:45*
This lesson will teach you do how to get students to plan, design, plot, and execute a makeup design plan.

Lesson 8: Putting it All Together *20:12*
This lesson will walk you through the PBL design process and contains rubrics, resources, and handouts for a final project.

Lesson 9: Recap *6:50*
This final lesson aims to answer any remaining questions on how to best approach technical theatre and make it fit your educational context.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6
   TH:Cr1.1.6.b - Identify solutions to design challenges in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 7
   TH:Cr1.1.7.b - Explain and present solutions to design challenges in a drama/ theatre work.

Generate and conceptualize artistic ideas and work - Grade 8
   TH:Cr1.1.8.b - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Proficient
   TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished
   TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade 6
   TH:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

Develop and refine artistic techniques and work for presentation - Grade 7
   TH:Pr5.1.7.b - Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Accomplished
   TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade HS Accomplished
   TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

Develop and refine artistic techniques and work for presentation - Grade HS Advanced
   TH:Pr5.1.HSIII.b - Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient
   TH:Cr3.1.HSI.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

California VAPA Standards (2019)

6.TH:Cr1 Generate and conceptualize artistic ideas and work
   6.TH:Cr1.c - Identify solutions to design challenges in a drama/theatre work.

7.TH:Cr1 Generate and conceptualize artistic ideas and work
   7.TH:Cr1.c - Explain and present solutions to design challenges in a drama/ theatre work.

8.TH:Cr1 Generate and conceptualize artistic ideas and work
   8.TH:Cr1.c - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

Prof.TH:Cr1 Generate and conceptualize artistic ideas and work
   Prof.TH:Cr1.c - Explore the impact of technical theatre elements on design choices in a drama/theatre work.

Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.
   Acc.TH:Cr1.c - Understand and apply technical theatre elements to design solutions for a drama/theatre work.

6.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   6.TH:Pr5.b - Articulate how technical theatre elements are integrated into a drama/ theatre work.

7.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   7.TH:Pr5.b - Choose a variety of technical theatre elements that can be applied to a design in a drama/theatre work.

Acc.TH:Cr2 Organize and develop artistic ideas and work.
   Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Acc.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   Acc.TH:Pr5.b - Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.

Adv.TH:Pr5 Develop and refine artistic techniques and work for presentation.
   Adv.TH:Pr5.b - Explain and justify the selection of technical theatre elements used to build a design that communicates the concept of a drama/theatre production.

Prof.TH:Cr3 Refine and complete artistic work.
   Prof.TH:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade
   DT.6.1.1.b - Students Can: Identify possible solutions to design challenges in a drama/theatre work.
   DT.6.2.2.b - Students Can: Articulate how technical elements are integrated into a drama/theatre work.

Seventh Grade
   DT.7.1.1.b - Students Can: Explain and present possible solutions to design challenges in a drama/theater work.
   DT.7.2.2.b - Students Can: Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Eighth Grade
   DT.8.1.1.b - Students Can: Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.

High School - Fundamental Pathway
   DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a drama/theatre work.

DT.H1.1.4.c - Students Can: Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

High School - Advanced Pathway

DT.H2.1.1.b - Students Can: Understand and apply technology to design solutions for a drama/theatre work.

DT.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.

DT.H2.2.2.b - Students Can: Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

High School - Professional Pathway

DT.H3.1.2.b - Students Can: Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

DT.H3.2.2.b - Students Can: Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - 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.

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Florida Sunshine State Standards

Innovation, Technology & the Future

TH.912.F.2.4 - Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

TH.912.F.3.5 - Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.

Organizational Structure

TH.912.O.3.3 - Analyze and demonstrate how to use various media to impact theatrical productions.

Skills, Techniques & Processes

TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.

TH.912.S.2.2 - Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.

TH.912.S.3.1 - Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

Grade 6 - Performing

TA6.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate technical elements in performance.

Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

Grade 7 - Performing

TA7.PR.2 - Execute artistic and technical elements of

theatre., a. Select a variety of technical elements that can be applied to a theatrical work., b. Incorporate artistic and technical elements into a theatre performance.

Grade 8 - Creating
TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

Grade 8 - Performing
TA8.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate artistic and technical elements into a theatre production., b. Resolve conflicts in technical applications.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing
TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Creating
TAHSTT.CR.1 - Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound)., a. Explore and utilize the elements of design and principles of composition for a theatrical context., b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques., c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism., d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models., e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Producing
TAHSTT.PR.1 - Produce technical elements in theatre., a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions., b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production., c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production., d. Conduct initial research about design to inform further development of the production concept., e. Explore and/or produce an appropriate series of

design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Responding
TAHSTT.RE.1 - Respond to technical elements of theatre using appropriate supporting evidence., a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements., b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space)., c. Evaluate design choices of professional designers., d. Evaluate design and technical elements in a post mortem following the completion of a theatre production.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Connecting
TAHSTT.CN.1 - Connect technical elements of theatre., a. Explore and understand the collaborations between designers and directors to develop design elements., b. Investigate the history of theatre architecture, stage technology, and other technical elements., c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres)., d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits)., e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

North Carolina Essential Standards 2024

Beginning High School Create
B.CR.1.3 - Incorporate introductory technical elements using available facilities, technology, and tools to enhance theatrical works.

Beginning High School Present
B.PR.2.3 - Implement technical elements to support scripted or devised presentations.

Intermediate High School Create
I.CR.1.3 - Implement original technical designs into theatrical works using available facilities, technology, and tools.

Intermediate High School Present
I.PR.2.3 - Implement technical elements to enhance theatrical works.

Advanced High School Create
AD.CR.1.3 - Implement original technical designs reflecting various time periods or cultures incorporating available facilities, technology, and tools.

Advanced High School Present
AD.PR.2.3 - Implement technical elements effectively from design through actualization to enhance theatrical works.

North Carolina Essential Standards

2010
Beginning High School Standards - Aesthetics
B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

Intermediate High School Standards - Aesthetics
I.AE.1.1 - Use technical knowledge and design skills to formulate designs.

I.AE.1.2 - Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

Advanced High School Standards - Aesthetics
A.AE.1.1 - Use technical knowledge and design skills to formulate designs for a specific audience.

A.AE.1.2 - Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

Texas Essential Knowledge and Skills for Theatre Arts
MS 117.211 LI - Creative Expression: production
C.3.B - create suitable environments for dramatizations.

MS 117.212 LII - Creative Expression: production
B.3.A - determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes.

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.

MS 117.213 LIII - Creative Expression: production
B.3.A - recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance.

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design.

HS 117.315 LI - Foundations: Inquiry and Understanding
C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

C.1.K - identify and recognize the importance of safe theatre practices.

HS 117.315 LI - Creative Expression: production
C.3.A - develop and practice technical theatre skills.

C.3.B - apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity.

C.3.C - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance.

C.3.D - demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

HS 117.316 LII - Creative Expression: production
C.3.A - develop and practice safe and effective stagecraft skills.

C.3.D - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.

C.3.E - develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

HS 117.317 LIII - Creative Expression: production
C.3.A - experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays.

C.3.D - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.

C.3.E - perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.

HS 117.318 LIV - Creative Expression: production
C.3.A - experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays.

Alberta, Canada
Technical Theatre/Design 10-20-30 - Costume
1 - demonstrate understanding of the purpose of costume

2 - recognize the importance of illusion in costume design

3 - recognize the importance of artistic unity in costume design

4 - demonstrate knowledge of appropriate safety procedures

5 - demonstrate understanding of symbolism and psychological implications of colour, texture, line and shape

6 - demonstrate understanding of the value of the sketch as a tool in creating and communicating ideas in costume design

Technical Theatre/Design 10-20-30 - Lighting
1 - demonstrate understanding of the purpose of stage lighting

2 - recognize the importance of illusion in lighting design

3 - demonstrate understanding of the important of artistic unity in lighting design

4 - demonstrate knowledge of appropriate safety procedures

5 - demonstrate understanding of functions of standard lighting instruments: flood, fresnel, ellipsoidal, follow spotlight, border lights

8 - demonstrate understanding of symbolism and psychological implications of colour, angle, intensity and timing in creating mood

9 - demonstrate understanding that gels affect the way colour is perceived in scenery, costume and makeup

Technical Theatre/Design 10-20-30 - Makeup
1 - demonstrate understanding of the purpose of makeup

2 - recognize the importance of illusion in makeup design

3 - demonstrate understanding of the importance of artistic unity in makeup design

7 - identify basic makeup supplies: bases, highlights, shadows, liners, powders, cleansers, brushes, sponges, crepe

hair, adhesives

8 - differentiate between abstract, straight and character makeups

9 - demonstrate understanding of symbolism and psychological implications of colour, texture, line and shape

Technical Theatre/Design 10-20-30 - Management - Properties

1 - demonstrate understanding of the purpose of stage properties

2 - recognize the importance of illusion in properties design

4 - demonstrate knowledge if appropriate safety procedures

6 - demonstrate understanding of symbolism and psychological implications of colour, texture and shape

Technical Theatre/Design 10-20-30 - Management - Set

1 - demonstrate understanding of the purpose of stage scenery

11 - demonstrate understanding of proper placement of stage scenery: balancing, angling, masking, sight lines, backdrops, scrims

2 - recognize the importance of illusion in set design

3 - recognize the importance of artistic unity in set design

4 - recognize and use theatre terminology related to the proscenium

5 - demonstrate knowledge of appropriate safety procedures

6 - recognize different types of stages: proscenium, thrust, arena, flexible

7 - demonstrate understanding of symbolism and psychological implications of colour, texture, line, mass and form

8 - recognize different types of scenery: bare stage, curtain set, drop and wing set, box set, unit set, suggestive or selective set, flats, projections, scrims, cyclorama

Technical Theatre/Design 10-20-30 - Management - Sound

1 - demonstrate understanding of the purpose of stage sound

2 - recognize the importance of illusion in sound design

4 - demonstrate knowledge of appropriate safety procedures

7 - create live sound effects

8 - show awareness of available recorded material; e.g., sound effects records, recorded music

Junior Orientation

support positivity the work of others

work cooperatively and productively with all members of the class in pairs, small groups and large groups

Junior Goal I Objectives

develop a sense of responsibility and commitment

develop self-confidence

develop self-discipline

develop the ability to initiate, organize and present a project within a given set of guidelines

develop the ability to interact effectively and constructively in a group process

develop the willingness to make a decision, act upon it and accept the results

Technical Theatre - Levels I, II, III - Awareness

1 - recognize the basic terminology associated with the component being studied

2 - demonstrate understanding of the basic functions of the component being studied.

3 - show awareness of the importance of research

4 - show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies

5 - demonstrate understanding of the various conventions of the components being studied

Technical Theatre - Levels I, II, III - Readiness

10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing

11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project

6 - demonstrate understanding of the importance of planning and organization

7 - select a project appropriate to the component being studied

8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect

Technical Theatre - Application

12 - demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions

13 - determine and acquire necessary supplies or substitutes to construct the planned project

14 - use appropriate tools and skills to assemble or construct the planned project

15 - use the project

16 - demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication

Senior Goal I Objectives

demonstrate a sense of inquiry and commitment, individually and to the group

demonstrate a sense of responsibility and commitment, individually and to the group

demonstrate the ability to contribute effectively and constructively to the group process

demonstrate the ability to initiate, organize and present a project within a given set of guidelines

develop a sense of inquiry and commitment to learning

extend the ability to concentrate

increase self-confidence

increase self-discipline

Orientation Drama 10

demonstrate self-discipline, self-direction and a sense of responsibility

display consideration and respect for self and others

make effective decisions or choices

offer and accept constructive criticism with a desire to progress

work cooperatively and productively

British Columbia (2018)
GRADE 9 - DRAMA - Exploring and creating

Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play

Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

GRADE 9 - DRAMA - Reasoning and reflecting
Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

Develop and refine ideas and technical skills to improve the quality of performance pieces

GRADE 9 - DRAMA - Communicating and documenting
Compose, interpret, and expand ideas using symbolism, imagery, and elements

Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways

GRADE 9 - DRAMA - Connecting and expanding
Demonstrate increasingly sophisticated application and/or engagement of curricular content

GRADE 10 - DRAMA - Explore and Create
Develop a repertoire of dramatic skills and techniques through presentation or performance

Develop performance skills in a variety of contexts

Experiment with a range of props, processes, and technologies

Intentionally select and combine drama conventions

GRADE 10 - DRAMA - Reason and reflect
Describe, analyze, and respond using drama-specific language

GRADE 10 - DRAMA - Communicate and document
Compose, interpret, and expand ideas using symbolism and imagery

Document and respond to dramatic works and experiences in a variety of contexts

GRADE 10 - DRAMA - Connect and expand
Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create
Develop a repertoire of dramatic skills and techniques through presentation or performance

Experiment with a range of materials, props, processes, and technologies to create and refine performances

Purposefully select and combine dramatic elements and conventions

GRADE 11 - DRAMA - Reason and reflect
Demonstrate awareness of self, others, and audience

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

GRADE 11 - DRAMA - Communicate and document
Document and respond to dramatic works and experiences in a variety of contexts

GRADE 11 - DRAMA - Connect and expand
Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Explore and Create
Develop a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

Intentionally select and combine dramatic elements and conventions

GRADE 12 - DRAMA - Reason and reflect
Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

Use self-reflection and awareness of audience to refine ideas

GRADE 12 - DRAMA - Communicate and document
Document, share, and collaborate on dramatic works and experiences in a variety of contexts

GRADE 12 - DRAMA - Connect and expand
Demonstrate respect for self, others, and audience

Ontario, Canada
Grades 9 & 10 - Foundations - Responsible Practices
C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

Grades 9 & 10 - Foundations - Concepts and Terminology
C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom
B.3.1 - identify and describe skills, attitudes, and strategies they used in collaborative drama activities (e.g., brainstorming, active listening, and cooperative problem-solving skills; strategies for sharing responsibility through collaborative team roles)

Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process
B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)

Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies
A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works