



# CULMINATING PROJECT

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Now it's time for your students to take everything they've learned and creatively apply those skills. The goal is for students to take what they've been exposed to, explored, and researched about each of the arts and crafts of technical theatre and apply it to a project.

# 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 Accomplished

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Advanced

TH:Cr1.1.HSIII.b - Create a complete design for a drama/theatre work that incorporates all elements of technology.

### 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.

### Develop and refine artistic techniques and work for presentation - Grade 8

TH:Pr5.1.8.b - Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

### Develop and refine artistic techniques and work for presentation - Grade HS Proficient

TH:Pr5.1.HSI.b - Use researched technical elements to increase the impact of design for a drama/theatre production.

### 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.

### Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

## 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.

### 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.

### 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.

CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of 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.

## 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.

### 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.

### Adv.TH:Cr1 Generate and conceptualize artistic ideas and work.

Adv.TH:Cr1.c - Create a complete design for a drama/theatre work that incorporates all technical theatre elements.

### 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.

### 8.TH:Pr5 Develop and refine artistic techniques and work for presentation.

8.TH:Pr5.b - Use a variety of technical theatre elements to create a design for a rehearsal or drama/theatre production.

### Prof.TH:Pr5 Develop and refine artistic techniques and work for presentation.

Prof.TH:Pr5.b - Use researched technical theatre elements to increase the impact of design for a drama/theatre production.

### 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:Cr2 Organize and develop artistic ideas and work.**

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

# **Florida Sunshine State Standards**

## **Critical Thinking & Reflection**

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

## **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.

## **Organizational Structure**

TH.912.O.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

TH.912.O.3.5 - Design technical elements to document the progression of a character, plot, or theme.

## **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.3.9 - Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

# **Georgia Performance Standards 2017 - 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 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 - 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**

### **Beginning High School Standards - Analysis**

B.A.1.1 - Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.

### **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.

### **Proficient High School Standards - Aesthetics**

P.AE.1.2 - Apply working knowledge to solve problems in 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.

## **Tennessee Theatre Curriculum Standards**

### **GRADES 6-8**

3.0 Scene Design - Students will design by developing environments for improvised and scripted scenes.

### **GRADES 9-12**

3.0 Scene Design - Students will design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.

5.0 Research - Students will research by evaluating and synthesizing cultural and historical information to support artistic choices.

## **Texas Essential Knowledge and Skills for Theatre Arts**

### **MS 117.211 LI - Foundations: Inquiry and Understanding**

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

### **MS 117.211 LI - Creative Expression: production**

C.3.A - create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements.

C.3.B - create suitable environments for dramatizations.

### **MS 117.213 LIII - Foundations: Inquiry and Understanding**

B.1.E - apply knowledge of theatrical vocabulary and terminology.

### **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 - 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.

### **HS 117.316 LII - Creative Expression: production**

C.3.A - develop and practice safe and effective stagecraft skills.

C.3.C - analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments.

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

## **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

7 - demonstrate understanding of techniques of costume organization, care, maintenance, cleaning and storage

8 - prepare rough costume plot based on a script

### **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 importance 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

6 - demonstrate understanding of functions of gels, barn doors, gobos, c-clamps, shutters

7 - demonstrate understanding of basic functions of lighting control systems

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

10 - prepare a makeup chart for a specific character

2 - recognize the importance of illusion in makeup design

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

4 - show awareness of need for safety and cleanliness when working with makeup

6 - compile a makeup morgue

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

### **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

3 - recognize the importance of artistic unity in properties design

4 - demonstrate knowledge of appropriate safety procedures

5 - recognize different types of properties: set properties, hand properties, rehearsal properties

7 - develop a properties list for a specific script

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

1 - demonstrate understanding of the purpose of stage scenery

10 - demonstrate understanding of and use ground plans

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

9 - demonstrate understanding of and use scale

### **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

3 - recognize the importance of artistic unity in sound design

4 - demonstrate knowledge of appropriate safety procedures

6 - demonstrate understanding that the acoustics of a space affect sound

7 - create live sound effects

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

### **Junior Orientation**

focus concentration on one task at a time

generate imaginative and creative solutions to problems

listen effectively

meet deadlines and follow through on individual and group commitments

offer and accept constructive criticism, given specific guidelines, with a desire to improve

share ideas confidently with others

support positively 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 ability to offer and accept constructive criticism

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

extend the ability to think imaginatively and creatively

strengthen powers of concentration

### **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

9 - use sketching to explore ideas for the project

### **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**

apply imaginative and creative thought to problem-solving situations

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

demonstrate the ability to consider decisions, act upon them and accept the results

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

extend the ability to concentrate

increase self-discipline

### **Orientation Drama 10**

concentrate on the task at hand

demonstrate effective use and management of time

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

listen to self and others

make effective decisions or choices

offer and accept constructive criticism with a desire to progress

positively support the work of others

share ideas confidently

solve problems imaginatively and creatively

work cooperatively and productively

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Exploring and creating**

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

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 6 - ARTS - Reasoning and reflecting**

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### **GRADE 7 - ARTS - Exploring and creating**

Explore relationships between identity, place, culture, society, and belonging through the arts

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 7 - ARTS - Reasoning and reflecting**

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### **GRADE 7 - ARTS - Communicating and documenting**

Describe, interpret and respond to works of art

Interpret and communicate ideas using symbols and elements to express meaning through the arts

### **GRADE 8 - ARTS - Exploring and creating**

Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 8 - ARTS - Reasoning and reflecting**

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

### **GRADE 8 - ARTS - Communicating and documenting**

Describe, interpret and respond to works of art

Interpret and communicate ideas using symbols and elements to express meaning through the arts

### **GRADE 9 - DRAMA - Exploring and creating**

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

Receive, offer, and apply constructive feedback

### **GRADE 10 - DRAMA - Explore and Create**

Experiment with a range of props, processes, and technologies

### **GRADE 10 - DRAMA - Reason and reflect**

Describe, analyze, and respond using drama-specific language

Examine the influences of social, cultural, historical, environmental, and personal context on drama

### **GRADE 10 - DRAMA - Communicate and document**

Compose, interpret, and expand ideas using symbolism and imagery

### **GRADE 11 - DRAMA - Explore and Create**

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

### **GRADE 11 - DRAMA - Reason and reflect**

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

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

#### **GRADE 12 - DRAMA - Explore and Create**

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

#### **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

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

## **Ontario, Canada**

### **Grades 9 & 10 - Foundations - Responsible Practices**

C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

### **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 - 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