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FRONT OF HOUSE

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This unit looks at theatre jobs in the business category: front of house, marketing, and box office. The aim of these jobs is to interact with the public. Students are able to identify what “front of house” refers to and understand the various roles of a theatre company’s front of house members.

Students will also explore how a show is marketed and demonstrate their knowledge of marketing by creating a simple marketing campaign for an original show.

1 - Who’s Who

Students begin their exploration by learning about the who’s who in theatre and are introduced to the front of house role.

2 - Basic Marketing

Students continue their exploration by learning about elements of a marketing poster and applying that information by designing a poster.

3 - Marketing and Audience Experience

Students continue their exploration by learning about the press release and creating a marketing plan for an original play.

Standards Connections

National Core Arts Standards

Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HSI.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HSII.c - Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.c - Identify a specific audience or purpose for a drama/theatre work.

Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.c - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.c - Verify how a drama/theatre work communicates for a specific purpose and audience.

California VAPA Standards (2019)

6.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

Prof.TH:Cr2 Organize and develop artistic ideas and work.

Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

Acc.TH:Re8 Interpret intent and meaning in artistic work.

Acc.TH:Re8.c - Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

6.TH:Re9 Apply criteria to evaluate artistic work.

6.TH:Re9.b - Identify a specific audience or purpose for a drama/theatre work.

7.TH:Re9 Apply criteria to evaluate artistic work.

7.TH:Re9.b - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Prof.TH:Re9 Apply criteria to evaluate artistic work.

Prof.TH:Re9.b - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Acc.TH:Re9 Apply criteria to evaluate artistic work.

Acc.TH:Re9.b - Justify how a drama/theatre work communicates for a specific purpose and audience.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.2.1.a - Students Can: Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

DT.6.3.4.c - Students Can: Identify a specific audience or purpose for a drama/theatre work.

Seventh Grade

DT.7.3.4.c - Students Can: Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

High School - Fundamental Pathway

DT.H1.1.2.b - Students Can: Investigate the collaborative nature of the actor, director, playwright, and designers to explore their interdependent roles in a drama/theatre work.

High School - Advanced Pathway

DT.H2.3.2.c - Students Can: Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

DT.H2.3.4.c - Students Can: Verify how a drama/theatre work communicates for a specific purpose and audience.

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.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

CCSS.ELA-LITERACY.CCRA.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading: Informational Text

CCSS.ELA-LITERACY.RI.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.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Florida Sunshine State Standards

Historical & Global Connections

TH.912.H.1.5 - Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

Innovation, Technology & the Future

TH.912.F.2.2 - Assess the skills needed for theatre-related jobs in the community to support career selection.

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

TH.912.F.3.4 - Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

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.

TH.912.F.3.7 - Use social networking or other communication technology appropriately to advertise for a production or school event.

Organizational Structure

TH.912.O.3.1 - Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.

Skills, Techniques & Processes

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 - Theatre Arts

Grade 6 - Connecting

TA6.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Identify similarities between theatre and other art forms., b. Draw conclusions about the relationships between theatre and life., c. Define tasks associated with a theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

Grade 8 - Responding

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles),. d. Demonstrate appropriate audience behaviors.

Grade 8 - Connecting

TA8.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Investigate and prove common themes and structure among theatre and other disciplines., b. Defend how theatre reflects life., c. Incorporate multi-disciplinary aspects into theatre performance., d. Identify and analyze professions associated with different forms of production (e.g. director, stage manager, designer, technician, playwright, actor).

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Connecting

TAHSFT.CN.1 - Explore how theatre connects to life experiences, careers, and other content., a. Examine how theatre reflects real life., b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience., c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre., d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).

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.

Accomplished High School Respond

AC.RE.1.2 - Describe how individual and collective experiences impact the interpretation of theatre works.

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.

Proficient High School Standards - Culture

P.CU.2.2 - Analyze the interrelationships of theatre roles.

Advanced High School Standards - Aesthetics

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 - Critical evaluation and response

C.5.D - examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.

MS 117.212 LII - Foundations: Inquiry and Understanding

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

MS 117.212 LII - Critical evaluation and response

B.5.D - explore career and vocational opportunities in theatre.

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

MS 117.213 LIII - Critical evaluation and response

B.5.D - explore career and vocational opportunities in theatre.

HS 117.315 LI - Creative Expression: production

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 117.315 LI - Critical evaluation and response

C.5.H - connect theatre skills and experiences to higher education and careers outside of the theatre.

HS 117.316 LII - Creative Expression: production

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 117.316 LII - Critical evaluation and response

C.5.G - connect theatre skills and experiences to higher education and careers outside of the theatre.

HS 117.317 LIII - Critical evaluation and response

C.5.G - relate theatre skills and experiences to higher education and careers outside of the theatre.

HS 117.318 LIV - Creative Expression: production

C.3.F - apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.

HS 117.318 LIV - Critical evaluation and response

C.5.G - appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the

theatre.

Alberta, Canada

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

1 - demonstrate understanding of the duties of business management staff

4 - recognize the importance of effective publicity techniques/procedures

5 - demonstrate understanding of appropriate audience development techniques

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

2 - recognize and use basic technical theatre/design terminology

Junior Goal III Objectives

develop awareness of various conventions of theatre

Junior Orientation

focus concentration on one task at a time

meet deadlines and follow through on individual and group commitments

share ideas confidently with others

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

extend the ability to think imaginatively and creatively

strengthen powers of concentration

Theatre Studies Level II - Intermediate (Theatre History)

6 - show awareness of selected periods and playwrights

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

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

Senior Goal I Objectives

apply imaginative and creative thought to problem-solving situations

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 considered decisions, act upon them and accept the results

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

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

share ideas confidently

solve problems imaginatively and creatively

work cooperatively and productively

work with abstract concepts

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

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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 6 - ARTS - Communicating and documenting

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Express, feelings, ideas, and experiences through the arts

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

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Reasoning and reflecting

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

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

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

GRADE 8 - ARTS - Exploring and creating

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

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

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Communicating and documenting

Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Compose, interpret, and expand ideas using symbolism, imagery, and elements

GRADE 10 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies

Improvise and take creative risks to express meaning

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Ontario, Canada

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)

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)

B.3.3 - identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors (e.g., production and/or performance roles in community theatre, television/radio broadcasting, filmmaking)

Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g., identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)

Virginia Standards Of Learning (2020)

Theatre Arts I: Introduction to Theatre

TI.16 - The student will apply principles of technical theatre.

Theatre Arts I: Introduction to Theatre

TI.9 - The student will analyze and discuss professional pathways for theatre careers.

Technical Theatre

TT.23 - The student will identify the responsibilities of the stage manager, house manager, and business manager.