INTRODUCTION TO TECHNICAL THEATRE: DISTANCE LEARNING

By LINDSAY PRICE

When an audience watches a piece of theatre, they never see what goes on behind the scenes or know the people who work to make the production look their best. But theatre is a collaboration between what happens onstage and off.

This distance learning unit will introduce students to the world of technical theatre. Through video, they will learn information on specific technical theatre roles and how they work together, types of stages, parts of a theatre and stage geography, and then apply this knowledge through synchronous exercises.

For example, students will take on the role of a producer and decide how a budget will be divided among different departments. They will practice the calls a stage manager uses. The culminating assignment has students solve a common technical theatre issue: a unique stage direction in a play.

NOTE - Please read the Troubleshooting Hyperdocs instructions in the Overview, if you are having issues. If your students have trouble accessing the videos, try VERSION 2 Hyperdoc links provided under each module.

1 - Pre-Knowledge
Students will identify areas of technical theatre and explore how the use of these crafts affects storytelling.

2 - Theatre Hierarchy
This lesson introduces students to the various roles in the theatre and how they make up a hierarchy. Students take on the role of one of these three important roles in a theatre production through an activity.

3 - Technical Director and Tech Crews/Stage Manager and Running Crews
Students are introduced to two groups of technical theatre roles and the people in charge of those groups: the technical director and tech crews and the stage manager and running crews. Students will take on the role of a stage manager and practice the calls a stage manager would use.

4 - Common Types of Theatres & Stages
Students review the three most common types of theatre stages used today: proscenium, thrust, and arena stages. Students participate in a types of stages warm-up and explore how to stage something on different types of stages.

5 - Stage Geography & Parts of a Theatre
Students learn about stage geography and parts of a theatre. They practice stage geography in a warm-up and then work on a monologue exploring stage geography.

6 - Culminating Activity
Students work together to come up with a solution for the famous "exit, pursued by a bear" stage direction from Shakespeare's The Winter's Tale through written response, drawing, and making a design element with materials found at home.

Standards Connections

National Core Arts Standards

Organize and develop artistic ideas and work - Grade 6
TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade 7
TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising 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 8
TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising 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.

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.

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.

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 6
TH:Cr3.1.6.c - Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 7
TH:Cr3.1.7.c - Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

Apply criteria to evaluate artistic work - Grade 7
TH:Re9.1.7.b - Consider the aesthetics of the production elements in a drama/theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 8
TH:Cr3.1.8.c - Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

Convey meaning through the presentation of artistic work - Grade 8
TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for an audience.

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.

Apply criteria to evaluate artistic work - Grade HS Proficient
TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Accomplished
TH:Cr3.1.HSII.c - Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

California VAPA Standards (2019)

6.TH:Cr2 Organize and develop artistic ideas and work.
6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

7.TH:Cr2 Organize and develop artistic ideas and work.
7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising 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:Cr2 Organize and develop artistic ideas and work.
8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising 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.

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.

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.

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.

6.TH:Cr3 Refine and complete artistic work.
6.TH:Cr3.c - Explore planned designs during the rehearsal process for a devised or scripted drama/theatre work.

7.TH:Cr3 Refine and complete artistic work.
7.TH:Cr3.c - Consider multiple planned technical theatre elements and designs during the rehearsal process for a devised or scripted drama/theatre work.

7.TH:Re9 Apply criteria to evaluate artistic work.
7.TH.Re9.c - Analyze and evaluate the aesthetics of the technical theatre elements in a drama/theatre work.

8.TH:Cr3 Refine and complete artistic work.
    8.TH:Cr3.c - Implement and refine a planned design using technical theatre elements during the rehearsal process for devised or scripted drama/theatre work.

8.TH:Pr6 Convey meaning through the presentation of artistic work.
    8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

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.

Prof.TH:Re9 Apply criteria to evaluate artistic work.
    Prof.TH.Re9.c - Analyze and evaluate the aesthetics and effect of the technical theatre elements in a drama/theatre work.

Acc.TH:Cr3 Refine and complete artistic work.
    Acc.TH:Cr3.c - Re-imagine and revise design choices using technical theatre elements during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade
    DT.6.1.2.b - Students Can: Contribute ideas and accept and incorporate the ideas of others in preparing or devising a drama/theatre work.
    DT.6.1.4.c - Students Can: Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

Seventh Grade
    DT.7.1.2.b - Students Can: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.
    DT.7.1.4.c - Students Can: Implement planned technical design elements during the rehearsal process for a devised or scripted drama/theatre 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.
    DT.7.3.4.b - Students Can: Examine the aesthetics of the production elements in a drama/theatre work.

Eighth Grade
    DT.8.1.2.b - Students Can: Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
    DT.8.1.4.c - Students Can: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.
    DT.8.2.2.b - Students Can: Implement a variety of technical elements to create a design for a rehearsal or drama/theater production.
    DT.8.2.4.a - Students Can: Perform/present a rehearsed/designed drama/theatre work for an audience.

High School - Fundamental Pathway
    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.
    DT.H1.3.4.b - Students Can: Evaluate the aesthetics of the production elements in a drama/theatre work.

High School - Advanced Pathway
    DT.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.
    DT.H2.1.4.c - Students Can: Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

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.H3.1.3.a - Students Can: Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
    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.

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.

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.

Florida Sunshine State Standards
Critical Thinking & Reflection
    TH.912.C.2.3 - Analyze different types of stage configurations to determine the effects of each as potential production solutions.

Skills, Techniques & Processes
    TH.912.S.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
    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.

Georgia Performance Standards - Theatre Arts
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 - 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.2.1 - Develop scenes for formal or informal presentations.
I.PR.2.3 - Implement technical elements to enhance theatrical works.

Accomplished High School Create

AC.CR.1.3 - Implement original technical designs reflecting specific situations, styles, or genres incorporating available facilities, technology, and tools.

Accomplished High School Present

AC.PR.2.3 - Implement technical designs to tailor theatrical works for a range of audiences, spaces, or budgets.

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.2.1 - Develop contrasting theatrical works for diverse genres, audiences, auditions, or productions.
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 - Communication
   I.C.2.2 - Interpret scenes through formal and informal presentations.

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 - Communication
   A.C.2.2 - Interpret scripts through formal and informal presentations.

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.D - use technology in theatrical applications such as live theatre, video, and film.

MS 117.212 LII - Creative Expression: production
   B.3.D - use technology in theatrical applications such as live theatre, video, and film.

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.

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.

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

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

Technical Theatre/Design 10-20-30 - Management - Stage
   1 - demonstrate understanding of the purpose and duties of the stage manager
   2 - recognize and use basic technical theatre/design terminology

Technical Theatre/Design 10-20-30 - Management - Properties
   1 - demonstrate understanding of the purpose of stage properties

Technical Theatre/Design 10-20-30 - Management - Set
   1 - demonstrate understanding of the purpose of stage scenery

Technical Theatre/Design 10-20-30 - Management - Sound
   1 - demonstrate understanding of the purpose of stage sound

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.

Technical Theatre - Levels I, II, III - Readiness
   6 - demonstrate understanding of the importance of planning and organization

Orientation Drama 10
   cope with success and failure in positive ways
   demonstrate self-discipline, self-direction and a sense of responsibility
   display consideration and respect for self and others
   listen to self and others
   make effective decisions or choices
   positively support the work of others
   share ideas confidently
   work cooperatively and productively

British Columbia (2018)

GRADE 6 - 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 7 - 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 7 - 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

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 10 - DRAMA - Explore and Create
Experiment with a range of props, processes, and technologies

GRADE 11 - DRAMA - Explore and Create
Experiment with a range of materials, props, processes, and technologies to create and refine performances

GRADE 12 - DRAMA - Explore and Create
Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

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 - 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

Grade 11 - Creating and Presenting - Presentation Techniques & Technologies
A.3.3 - select and use a variety of technological tools, including forms of new media, to highlight the message and enhance the impact of drama works

Grade 12 - Foundations - Responsible Practices
C.3.3 - demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts

Virginia Standards Of Learning (2020)

Grade Six
6.3 - The student will analyze, interpret, and evaluate theatrical works
6.4 - The student will identify connections between personal experience and dramatizations
6.5 - The student will identify communication and collaboration skills for theatre experiences.

Grade Six
6.6 - The student will explain influences of history, culture, and current events on the development of theatrical works.
6.7 - The student will identify theatrical resources in the community.

Grade Six
6.9 - The student will describe various careers in theatre arts.
6.10 - The student will identify the use of contemporary technology in theatre production.
6.11 - The student will analyze how theatre incorporates other art forms.

Grade Six
6.16 - The student will develop technical theatre and production skills.

Grade Seven
7.3 - The student will analyze, interpret, and evaluate theatre.

7.4 - The student will justify personal responses to theatrical productions.
7.5 - The student will identify and apply communication and collaboration skills for theatre experiences.

Grade Seven
7.6 - The student will explore historical and cultural aspects of theatrical works

Grade Seven
7.9 - The student will identify various careers in theatre arts, with a focus on career preparation.
7.10 - The student will investigate the uses and impact of digital media in theatre production.
7.11 - The student will explain how other fine arts and fields of knowledge are applied in theatre

Grade Seven
7.15 - The student will identify functions, skills, and responsibilities of the creative team and production staff.
7.16 - The student will develop technical theatre and production skills

Grade Eight
8.3 - The student will analyze, interpret, and evaluate theatre.
8.4 - The student will explain responses to theatrical productions based on personal background and experience.
8.5 - The student will apply communication and collaboration skills for theatre experiences.

Grade Eight
8.6 - The student will explore historical and cultural aspects of theatrical works.

Grade Eight
8.9 - The student will examine a selected career in theatre, television, film, or contemporary media.
8.10 - The student will explore the use of digital media in the creative process and in the production of a theatre performance.
8.11 - The student will synthesize knowledge from other content areas to support theatre arts processes.

Grade Eight
8.15 - The student will fulfill the duties and responsibilities of a production staff member.
8.16 - The student will develop technical theatre and production skills.

Theatre Arts I: Introduction to Theatre
TI.16 - The student will apply principles of technical theatre.

Technical Theatre
TT.12 - The student will identify and apply safety guidelines for all aspects of technical theatre work.
TT.13 - The student will describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each.
TT.14 - The student will identify the components of the theatre facility.
TT.15 - The student will identify the responsibilities of the running crews.