



[Click Here to Access this Unit](#)

INTRODUCTION TO TECHNICAL THEATRE: FLIPPED 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 its best. But theatre is a collaboration between what happens onstage and off.

This flipped 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 in-class active-learning 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: to design, create, and implement a solution for a unique stage direction in a play.

1 - Pre-Knowledge

Experience Tech Theatre: Students will explore how technical theatre 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 create the audience for a specific type of stage in a warm-up, and then in groups, students work to stage a fairy tale using the three different theatre configurations.

5 - Stage Geography & Parts of a Theatre

Students learn about stage geography and parts of a theatre. Students practice stage geography in a warm-up, and then participate in a group activity where they are given random stage geography positions and have to present a scene from those positions.

6 - Culminating Activity

Students design, create, and implement a solution for the famous "exit, pursued by a bear" stage direction from Shakespeare's *The Winter's Tale*.

Standards Connections

National Core Arts Standards

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

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

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.

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 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 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.

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.

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.

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.

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 7

TH:Cr3.1.7.c - Consider multiple planned technical design elements during the rehearsal process for a 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 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.

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.

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.

California VAPA Standards (2019)

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

6.TH:Pr4.b - Experiment with various physical choices to communicate character in a drama/theatre work.

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: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.

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.

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: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.

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.

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: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.

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.

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.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.68.C.1.1 - Devise an original work based on a community issue that explores various solutions to a problem.

TH.68.C.1.4 - Create and present a design, production concept, or performance and defend artistic choices.

TH.68.C.1.5 - Describe how a theatrical activity can entertain or instruct an audience.

TH.68.C.1.6 - Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.

TH.68.C.2.3 - Ask questions to understand a peer's artistic choices for a performance or design.

TH.68.C.2.4 - Defend personal responses to a theatre production.

TH.68.C.3.1 - Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

TH.68.C.3.3 - Determine personal strengths and challenges, using evaluations and critiques to guide selection of material

for a portfolio.

TH.912.C.2.3 - Analyze different types of stage configurations to determine the effects of each as potential production solutions.

Historical & Global Connections

TH.68.H.1.1 - Explore potential differences when performing works set in a variety of historical and cultural contexts.

TH.68.H.1.3 - Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

TH.68.H.1.5 - Describe one's own personal responses to a theatrical work and show respect for the responses of others.

TH.68.H.2.3 - Analyze theatre history and dramatic literature in the context of societal and cultural history.

TH.68.H.2.5 - Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.

TH.68.H.2.6 - Describe historical and cultural influences leading to changes in theatre performance spaces and technology.

TH.68.H.2.7 - Define theatre genres from different periods in history, giving examples of each.

TH.68.H.2.8 - Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.

TH.68.H.3.1 - Identify principles and techniques that are shared between the arts and other content areas.

TH.68.H.3.3 - Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.

TH.68.H.3.5 - Describe how social skills learned through play participation are used in other classroom and extracurricular activities.

TH.68.H.3.6 - Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.

Innovation, Technology & the Future

TH.68.F.1.1 - Manipulate various design components to imagine the world of the character.

TH.68.F.2.1 - Research careers in the global economy that are not directly related to the arts, but include skills that are arts based or derive part of their economic impact from the arts.

TH.68.F.2.2 - Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.

TH.68.F.2.3 - Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.

TH.912.F.3.2 - Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.

Organizational Structure

TH.68.O.1.2 - Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

TH.68.O.1.3 - Explain the impact of choices made by directors, designers, and actors on audience understanding.

TH.68.O.1.4 - Discuss how the whole of a theatre performance is greater than the sum of its parts.

TH.68.O.2.1 - Diagram the major parts of a play and their relationships to each other.

TH.68.O.2.2 - Explain how a performance would change if depicted in a different location, time, or culture.

TH.68.O.2.5 - Explain how the contributions of significant

playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.

TH.68.O.3.2 - Explore how theatre and theatrical works have influenced various cultures.

TH.68.O.3.3 - Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.

Skills, Techniques & Processes

TH.68.S.1.3 - Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.

TH.68.S.2.1 - Discuss the value of collaboration in theatre and work together to create a theatrical production.

TH.68.S.3.4 - Lead small groups to safely select and create elements of technical theatre to signify a character or setting.

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

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

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

Virginia Standards Of Learning (2020)

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

6.3 - 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

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

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 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 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

8.15 - The student will fulfill the duties and responsibilities of a production staff member.

8.16 - The student will develop technical theatre and production skills.

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.

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.