



# INTRODUCTION TO THEATRE PRODUCTION

By KAREN LOFTUS

Students will explore the question of “what is theatre production?” They’ll be able to identify and describe each of the crafts of technical theatre as well as who does what in theatre production.

## **1 - Crafts of Technical Theatre**

Students will identify areas of technical theatre known as “crafts” and explore how the use of these crafts affects storytelling.

## **2 - Who's Who in a Theatre Company**

Students will identify and understand the roles and responsibilities in a theatre company: artistic, production, and business.

## **3 - Areas and Elements of the Stage**

Students will identify and apply their knowledge of the areas and elements of the stage.

## **4 - Types of Theatre Spaces**

Students will identify and apply knowledge of different types of theatre spaces.

## **5 - Research Project: What is Theatre Production?**

Students will research a tech theatre organization and apply their knowledge by creating a marketing brochure.

# 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.

### 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.

### Convey meaning through the presentation of artistic work - Grade 7

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

### 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.HS1.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

## Common Core

### 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: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: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.

### 7.TH:Pr6 Convey meaning through the presentation of artistic work.

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

### 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.

## 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.

### Skills, Techniques & Processes

TH.912.S.1.6 - Respond appropriately to directorial choices for improvised and scripted scenes.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Performing

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

### Grade 7 - Responding

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

### 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.

TA8.CR.2 - Develop scripts through theatrical techniques., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

### 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.

### 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).

## **North Carolina Essential Standards**

### **Beginning High School Standards - Communication**

B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

### **Beginning High School Standards - Aesthetics**

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

### **Intermediate High School Standards - Aesthetics**

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

## **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.

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

### **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 117.212 LII - Creative Expression: production**

B.3.B - create theatrical elements such as scenery,

properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.

### **MS 117.213 LIII - Creative Expression: production**

B.3.A - recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance.

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

### **HS 117.315 LI - Creative Expression: production**

C.3.A - develop and practice technical theatre skills.

### **HS 117.315 LI - Critical evaluation and response**

C.5.B - recognize theatre as an art form and evaluate self as a creative being.

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

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

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

## **Alberta, Canada**

### **Technical Theatre/Design 10-20-30 - Costume**

1 - demonstrate understanding of the purpose of costume

### **Technical Theatre/Design 10-20-30 - Lighting**

1 - demonstrate understanding of the purpose of stage lighting

### **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

### **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  
share ideas confidently with others  
support positivity the work of others  
understand that technical elements enhance verbal/physical communication  
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 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

### **Senior Goal I Objectives**

apply imaginative and creative thought to problem-solving situations

extend the ability to concentrate

### **Orientation Drama 10**

concentrate on the task at hand  
listen to self and others  
make effective decisions or choices  
positively support the work of others  
share ideas confidently  
solve problems imaginatively and creatively

## **British Columbia (2018)**

### **GRADE 6 - 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 - 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 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 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

### **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

## **Ontario, Canada**

### **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