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

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.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade
DT.6.1.1.b - Students Can: Identify possible solutions to design challenges in a drama/theatre work.

Seventh Grade
DT.7.1.1.b - Students Can: Explain and present possible solutions to design challenges in a drama/theater work.
DT.7.2.4.a - Students Can: Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Eighth Grade
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.

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.

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 2024

Beginning High School Create

B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.

B.CR.1.3 - Incorporate introductory technical elements using available facilities, technology, and tools to enhance theatrical works.

Intermediate High School Present

I.PR.2.3 - Implement technical elements to enhance theatrical works.

North Carolina Essential Standards 2010

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.

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

Virginia Standards Of Learning (2020)

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