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# SOUND

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Students will be able to demonstrate their knowledge of sound effectiveness. How do we use sound to create a technically effective performance?

## **1 - Sound Design**

To be able to demonstrate knowledge of sound effectiveness.

## **2 - Research Project: Greek Myth Sound Assignment**

To have students demonstrate an effective use of sound for a specific story.

# 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.

### Perceive and analyze artistic work - Grade 6

TH:Re7.1.6.a - Describe and record personal reactions to artistic choices 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.

### Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

### Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

### Develop and refine artistic techniques and work for presentation - Grade HS Accomplished

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

### 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:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.c - Identify solutions to design challenges in a drama/theatre work.

### 6.TH:Re7 Perceive and analyze artistic work.

6.TH:Re7 - Describe and record personal reactions to artistic choices 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.

### Prof.TH:Cr1 Generate and conceptualize artistic ideas and work

Prof.TH:Cr1.c - Explore the impact of technical theatre elements on design choices in a drama/theatre work.

### Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.

Acc.TH:Cr1.c - Understand and apply technical theatre elements to design solutions for a drama/theatre work.

### 6.TH:Pr5 Develop and refine artistic techniques and work for presentation.

6.TH:Pr5.b - Articulate how technical theatre elements are integrated into a drama/ theatre work.

### Acc.TH:Pr5 Develop and refine artistic techniques and work for presentation.

Acc.TH:Pr5.b - Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.

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

DT.6.2.2.b - Students Can: Articulate how technical elements are integrated into a drama/theatre work.

DT.6.3.1.a - Students Can: Describe and record personal reactions to artistic choices 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.

### High School - Fundamental Pathway

DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a 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.H2.1.1.b - Students Can: Understand and apply technology to design solutions for a drama/theatre work.

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.

DT.H2.2.2.b - Students Can: Apply technical elements and research to create 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.1.8 - Apply the components of aesthetics and criticism to a theatrical performance or design.

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.

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

### Skills, Techniques & Processes

TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.

TH.912.S.2.2 - Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

### 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 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.

## 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 - Producing

TAHSTT.PR.1 - Produce technical elements in theatre., a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions., b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production., c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production., d. Conduct initial research about design to inform further development of the production concept., e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).

## 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.2.3 - Implement technical elements to enhance theatrical works.

### Accomplished High School Connect

AC.CN.2.2 - Analyze how technical elements 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.2.3 - 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 - 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.1.1 - Analyze design concepts for aesthetic impact of

technical elements.

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 - 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 - Foundations: Inquiry and Understanding

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

### 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.

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.

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 117.317 LIII - Creative Expression: production

C.3.E - perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.

## Alberta, Canada

### Technical Theatre/Design 10-20-30 - Management - Sound

- 1 - demonstrate understanding of the purpose of stage sound
- 2 - recognize the importance of illusion in sound design
- 3 - recognize the importance of artistic unity in sound design
- 4 - demonstrate knowledge of appropriate safety procedures
- 6 - demonstrate understanding that the acoustics of a space affect sound
- 7 - create live sound effects
- 8 - show awareness of available recorded material; e.g., sound effects records, recorded music

### Junior Orientation

focus concentration on one task at a time  
listen effectively

meet deadlines and follow through on individual and group commitments

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 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

strengthen powers of concentration

### 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

7 - select a project appropriate to the component being studied

8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect

### Technical Theatre - Application

12 - demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions

13 - determine and acquire necessary supplies or substitutes to construct the planned project

14 - use appropriate tools and skills to assemble or construct the planned project

15 - use the project

### Senior Goal I Objectives

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

increase self-discipline

### Orientation Drama 10

concentrate on the task at hand

demonstrate effective use and management of time

listen to self and others

make effective decisions or choices

share ideas confidently

## British Columbia (2018)

### GRADE 6 - ARTS - Exploring and creating

Explore relationships between identity, place, culture, society, and belonging through the arts

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

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' intentions

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

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' intentions

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

Interpret works of art using knowledge and skills from various areas of learning

Respond to works of art using one's knowledge of the world

### GRADE 9 - DRAMA - Communicating and documenting

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

### GRADE 10 - DRAMA - Reason and reflect

Describe, analyze, and respond using drama-specific language

### GRADE 10 - DRAMA - Communicate and document

Compose, interpret, and expand ideas using symbolism and imagery

### 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

### GRADE 12 - DRAMA - Reason and reflect

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

## 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 -

### **The Critical Analysis Process**

B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)

### **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.20 - The student will demonstrate use of sound to enhance performance and convey mood and information.

### **Technical Theatre**

TT.3 - The student will analyze, interpret, and evaluate aspects of technical theatre.

TT.4 - The student will explain and justify personal preferences for theatre design using appropriate vocabulary.

### **Technical Theatre**

TT.1 - The student will create design elements that demonstrate personal voice and vision.

TT.2 - The student will apply the creative process for technical theatre.