SCOPE AND SEQUENCE

Course Name: Addison Repertory Theatre - Technical

Instructor: Eric Reid-St John

Career Cluster: Arts, A/V Technology, and Communications

Pathway: Performing Arts, A/V Technology, and Film

HS Course Credits: 3 (1 English, 1.5 Elective, .5 Fine Arts) .5 option for technology credit for tech track (VUHS only)

Fast Forward Optional Credits: CCV ENG1070 Effective Speaking

Tier 2 Credentials: Vermont Arts Portfolio - Theatre Arts

CTSO/Enrichment: United States Institute of Theatre Technology (USITT)

Note: Students must be able to attend several performances each semester outside school hours.

Recommended Preparation for Success in This Course: Interest in performance/design for entertainment; Experience in previous theatrical productions**;** Successful completion of two English courses.

Tagline: "A.R.T. - where imagination takes center stage!"

Student appeal: Step into the spotlight and join our exciting Technical Theater program! Imagine working in or running your own theater company, where you get to be creative and have fun with other people just like YOU! From the dazzling performances on stage to the behind-the-scenes magic, you'll learn from theater pros, meet visiting artists, and host special guests while creating unforgettable shows for schools, theaters, and public spaces in our county. Dive into the world of classical dramaturgical literature and explore captivating fiction and non-fiction. Capture your thoughts in journals, write plays, delve into research, and build a portfolio ready for a future in the arts. Unleash your creativity and be part of the A.R.T. experience!

Course Description:

This two-year, half-day program offers students an opportunity to create and run a theatre company. Students will be responsible for all aspects of productions: technical, management, performance, research, and writing. Students may elect to take one year of the program. In the second year, students will assume leadership roles and focus on a capstone project in one area of design/production.

Under the guidance of theatre professionals and visiting artists, students will explore costuming, special effects makeup, lighting, sound, and scenic design. Students will produce a fall and spring season of shows for presentation in schools and theaters throughout the county (typical years include one show in the fall, two in winter, and one in the spring).

The English portion of A.R.T. explores classical dramaturgical literature, as well as related fiction and non-fiction writings. Students will be required to write journals, plays, and non-fiction, conduct research, and complete a professional portfolio.

Proficiencies/Learning Targets:

LT 1: RESEARCH & TEST I conduct research by collecting design elements, by examining professional examples, and by studying design methods/styles. I experiment with and test methods, materials, examine subject matter and use my imagination to cultivate creativity and spur innovation. (AR-PRF5, ENG-RI4)
LT 2: IDEATE & DEVELOP I learn to work without a preconceived plan. I develop a range of ideas and document my creative thinking and design process. (CA2, CA5)
LT 3: CREATE & EVALUATE I create artistic work that is original and expressive, demonstrating an understanding technique. I intentionally select materials (virtual and physical), technologies, methods, and tools to fit the creative problem. I evaluate, revise and refine my work using feedback from a variety of critique and assessment models. I examine and evaluate the work of my peers and the work of professionals. (VT1, VT3, AR-PRF7, CA1, CA8, CA9, ENG-W3, ENG-RI6)
LT 4: COMPLETE I complete finished-quality designs and elements that: meet the design objective, demonstrate strong craft, communicate an intended message, meet production specifications, are portfolio-ready, and meet deadlines. (VT2, AR-PRF6, CA3,CA4)
LT 5: CONNECT & RELATE I reflect on designs and on my work process using industry terms. I can discuss and present work in a range of settings. I can read plays and texts for understanding. I am a responsible young professional when dealing with my community and audience and understand the ethical implications of making and distributing creative work. (VT4, VT5, AR-PRF1, AR-PRF8, CA6, CA7, CA10, ENG-L6, ENG-W1, ENG-W2)
LT 6: LANGUAGE AND LITERATURE: I can clearly express myself using written and oral communication, interpret the works of others, and evaluate written works (CA8, CA11, ENG-L1, ENG-L2, ENG-RL3, ENG-RL7)

Standards: Standards are aligned with Vermont's Theatre Arts CTE Technical Standards (VT),which are drawn from the Common Career Technical Core Standards (AR-PRF). National Core Arts Standards for Theatre (CA) and English Language Arts Standards from the Common Core State Standards (ENG) provide additional guidance.

Habits of Work: Safety, Work Ethic, Reliability, People Skills

Transferable Skills: Creative and practical problem solving; Reflective, Expression- (Speaking, Listening, Reading, Writing, Non-Verbal; Principled, Inquiry, Informed and Integrated Thinking).

CCTC - Career Ready Practices

Unit and Essential Question(s)	Estimated # of Classes Periods *(assumes 120-minute classes)* *Total minutes per unit*	Learning Targets
Unit 1: INTRODUCTION TO THEATRE TERMINOLOGY AND CAREERS *What careers exist in theatre, and how might the skills found in these areas be useful in other fields? What vocabulary do I need to communicate with other theatre professionals?*	5 Classes 600 minutes	**Targets Addressed: LT 5, LT6** ● Identify the technical aspects of theatrical production including the design and procurement of costumes; make-up; stage management; audio engineering; and procurement of props ● Describe the production process in terms of strategies, implementation, and execution ● Identify the technical roles and their responsibilities to the production process ● Communicate using technical production terminology
Unit 2: DEMONSTRATE BASIC PRODUCTION TECHNIQUES RELATIVE TO MAKEUP *What is necessary to design a makeup concept? How can makeup change an actor's outward appearance? How do special applications create unique special effects?*	15 Classes 1800 minutes	**Targets Addressed: LT1, LT2, LT3, LT4, LT6** ● Practice shop safety and health protocols as they apply to the application and removal of makeup (i.e. hygiene for hands and makeup supplies, personal makeup, care of makeup, etc.) ● Explain production design documentation as it applies to makeup ○ Research and create makeup plots. ○ Select appropriate makeup materials, tools, and equipment ○ Demonstrate techniques for various makeup applications
Unit 3: DEMONSTRATE BASIC PRODUCTION TECHNIQUES RELATIVE TO PROPS *How are props acquired, created, and used in a production? What is considered a prop and not a costume or set piece?*	10 Classes 1200 minutes	**Targets Addressed: LT1, LT2, LT3, LT4** ● Practice shop and safety procedures (i.e., cleaning, maintaining equipment, storage of materials, etc.) ● Explain production design documentation as it applies to props -Select specific materials, techniques, tools, and hardware as necessary for the task ● Maintain proper care of tools and supplies ● Organize and maintain properties table for the run of a show

		● Understand how to read and use the information found on SDS
Unit 4: DEMONSTRATE BASIC PRODUCTION AUDIO TECHNIQUES *How does audio design affect a production? What programs and equipment are used to create and present audio effects?*	5 Classes 800 minutes	**Targets Addressed: LT1, LT2, LT3, LT4** ● Employ safety protocols including electrical, rigging, etc. ● Distinguish among microphones, speakers, amplifiers, and peripherals ● Operate an audio system (i.e., console, cabling connection, signal flow, etc.) ● Interpret production documentation as it applies to audio ● Utilize editing and playback software
Unit 5: DEMONSTRATE BASIC PRODUCTION TECHNIQUES RELATIVE TO COSTUMES *How do costumes affect a production? What happens during the costume design process? How are designs presented to a production staff?*	15 Classes 1800 minutes	**Targets Addressed: LT1, LT2, LT3, LT4** ● Practice shop and safety protocols as they apply to fitting and adjusting costumes (i.e. sewing, ironing, etc.) ● Explain production design documentation as it applies to costumes ● Interpret a pre-made pattern to construct a costume ● Identify costume construction materials, tools, and hardware ● Apply appropriate construction techniques based on the type of fabric ● Organize quick changes, costume repairs, and general maintenance through the run of a show
Unit 6: DEMONSTRATE PRODUCTION LIGHTING TECHNIQUES *How does lighting design affect a production? How does a designer create and present designs for the theatre? What are the various lighting instruments, and how are they used?*	15 Classes 1800 minutes	**Targets Addressed: LT1, LT2, LT3, LT4** ● Practice appropriate safety lighting protocols including electrical, rigging, etc. ● Apply Ohm's law ● Identify lighting instruments and their uses (i.e., PAR, Strip, Scoop, House lights, Work lights, etc.) ● Maintain conventional lighting equipment (i.e., Fresnel, Ellipsoidal, PAR, etc.) ● Apply the fundamentals of lighting board operation and addressing ● Explain lighting plot design documentation as it applies to lighting ● Hang and focus lighting instruments including cabling

		• Identify basic lighting accessories (i.e., barn doors, irises, top hats, gel frames, gobo, etc.)
Unit 7: APPLY ESSENTIAL PRODUCTION AND CONSTRUCTION TECHNIQUES RELATIVE TO SCENERY *How does a set designer create a design for a production? What kinds of things must be included in a set design? How do drawings and plans become a three dimensional set? What techniques are needed for realizing a design?*	15 Classes 1800 minutes	**Targets Addressed: LT1, LT2, LT3, LT4** • Practice shop and safety procedures (i.e., cleaning, maintaining equipment, storage of materials, etc.) • Explain production design documentation as it applies to scenery • Select specific construction materials, techniques, tools, and hardware as necessary for the task • Select appropriate scenic painting techniques and supplies • Apply fundamental scenic painting techniques (i.e., thinning paint, scumbling, spattering, etc.) • Maintain proper care of tools and supplies
Unit 8: PERFORM TASKS NECESSARY FOR PRODUCTION *Who is in charge of what duties in the hierarchy of theatre personnel? What tasks are necessary for a successful production?*	80 Classes 9600 minutes	**Targets Addressed: LT2, LT3, LT4, LT6** • Demonstrate stage safety protocols • Operate various stage mechanics (i.e., rigging, turntables, hydraulics, etc.) • Load-in and strike production elements on stage • Establish and use proper backstage decorum • Implement the care and upkeep of the performance space and work areas • Design and produce the technical elements of a show • Refine and complete artistic work • Fill a production role and complete the needed work • Aspects of all other units will be utilized here

Unit 9: PLAYWRITING *What elements must be taken into account to create an effective story onstage? How does a production move from concept to performance?*	20 Classes 2400 minutes	**Targets Addressed: LT3, LT4, LT6** ● Create an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions ● Utilize standard playwriting formatting ● Examine how character relationships assist in telling the story of a drama/theatre work. ● Shape character choices using given circumstances in a drama/theatre work. ● Refine and complete artistic work ● Synthesize and relate knowledge and personal experiences to make art.
Unit 10: PORTFOLIO *How can I best showcase my abilities through a portfolio of my work?*	10 Classes 1200 minutes	**Targets Addressed: LT4, LT 5** ● Portfolio completion (physical and virtual) ● Career exploration ● Workplace readiness: résumé, artist's statement

The Patricia A. Hannaford Career Center ensures equal employment and educational opportunities regardless of race, color, creed, gender, age, handicapping condition/disability, national origin, or sexual orientation, in compliance with federal and state law.