

Theatre Art Georgia Standards of Excellence

Technical Theatre

Levels I – IV

Course Descriptions:

52.04100

Technical Theatre I – This introductory course explores the definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound.

52.04200

Technical Theatre II - Enhances level-one skills and introduces aspects of student design, creation of lighting, sound, properties, costumes, and make-up design while offering opportunities to apply skills in these areas.

52.04300

Technical Theatre III - Enhances level-two skills in drafting and set design, and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up, and production staff.

52.04400

Technical Theatre IV Enhances level-three skills and offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities with opportunities to apply skills in these areas.

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.

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- e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

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).

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.

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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).