

# Technical Theatre II :: Follows Technical Theatre I

TEKS Strand	Expectations
<p><b>Foundations: inquiry and understanding.</b> The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre.</p>	<p>Students read and analyze scripts to determine technical needs and elements within a piece. Students use theatre systems and demonstrate use of standard theatre vocabulary relating to different design and technical areas.</p>
<p><b>Creative expression: performance.</b> The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance.</p>	<p>Students recognize the principles of design and composition within design work. Students recognize the elements of color within design work. Students apply the design process in order to create a product. Students practice and use proper techniques and vocabulary through the creative and presentation process.</p>
<p><b>Creative expression: production.</b> The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management.</p>	<p>Students develop theatre production skills by embodying roles within a production team or crew and practicing discrete techniques, skills, and practices associated with that role.</p>
<p><b>Historical and Cultural Relevance</b> The student relates theatre to history, society, and culture.</p>	<p>Students demonstrate how technology has advanced technical theatre. Students explain cultural influences on modern theatre. Students apply historical or cultural research to accurate design representations.</p>
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances.</p>	<p>Students evaluate their own work and the work of others. Students create a portfolio of work. Student research and explore opportunities in the theatre related to technical theatre, design, education, and administration.</p>
<p><b>Example:</b></p> <p>After analyzing a scene from a play, Daniella Garcia reviews the given set design, given director specifications, and original script to interpret the playwright's intent and define the atmosphere and environment to be created. Ms. Garcia follows the blocking charts and inserts lighting cues for the scene into the script.</p> <p>Daniella discusses the creative process and explains how as the lighting designer she met the director's guidelines while remaining textually rooted. Furthermore, Daniella explains how her design is original.</p> <p>Daniella will transfer critical documents into her portfolio.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	