

Technical Theatre III :: Follows Technical Theatre II

| TEKS Strand | Expectations |
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| <p>Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre.</p> | <p>Demonstrate use of technical theatre vocabulary while modeling safe and appropriate practices within a theatre. Use established theatre systems in order to produce a theatrical piece. Read, view, and analyze works in order to identify and apply technical theatre needs and techniques within a piece.</p> |
| <p>Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance.</p> | <p>Students apply the principles of design and composition and the elements of color in their work and throughout the design process. Students interpret technical theatre documents and artifacts in order to analyze the production and the team that created the piece. Students use technical vocabulary and best practices when generating and revising work.</p> |
| <p>Creative expression: production. 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 design and build elements/piece to be used within/with a specific theatre production. Student identify specific roles within a single design team. Students create and interpret theatre documents used to create and run a theatre production.</p> |
| <p>Historical and Cultural Relevance The student relates theatre to history, society, and culture.</p> | <p>Students demonstrate a working knowledge of technical theatre history. Students draw conclusion and make connections between cultures, histories, and performing arts. Students demonstrate how technology has advanced within the theatre.</p> |
| <p>Critical Evaluation and Response The student responds to and evaluates theatre and theatrical performances.</p> | <p>Students describe and research vocational careers in technical theatre, locating training and apprenticeships. Students use a variety of methods to evaluate their work and the work of others. Students demonstrate professional practices and appropriate conduct when serving on a production team or crew.</p> |
| <p>Example:</p> <p>As a class, the students read and analyze one play. Together the students use script analysis to uncover themes, images, metaphors, and symbols used within the play. Script analysis also provides as opportunity for further dramaturgical research.</p> <p>Students work in groups to design the costumes, set, and lights for one production. Students practices with the principles and elements of design through their work. Students evaluate and revise their own work in order to achieve a cohesive visual package for the production.</p> <p>Student groups present their designs, models, and research in a formal "pitch" presentation.</p> <p>Students reflect on the role of collaboration in the design process. Students individual consider how they would revise their work.</p> | |
| <p><u>Differentiation Strategies for Students with Special Needs</u></p> | |