

Technical Theatre IV :: Follows Technical Theatre III

TEKS Strand	Expectations
<p>Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.</p>	<p>Students read and analyze scripts. Students use standard technical theatre vocabulary in written and verbal communication. Students demonstrate a working knowledge of technical areas within the theatre and technical elements used in rehearsals or performance.</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 work individually or collaboratively to create unique designs for a theatre production. Students engage in and analyze professional practices within the theatre. Students compare and contrast theatrical styles and genres in order to analyze various technical elements used that help characterize the specific form of theatre.</p>
<p>Creative expression: production. The student focuses on a specific area of technical theatre production concepts and skills. The student is expected to demonstrate an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management.</p>	<p>Students model the safe use of tools, equipment, and materials and understand the justification for such procedures. Students will gain and develop the skills needed to supervise the safe use of tools, equipment, and materials.</p>
<p>Historical and Cultural Relevance The student relates theatre to history, society, and culture.</p>	<p>Students predict future innovations and contributions to the field of design and technical theatre based on a working knowledge of the history of the field. Students explain the impact of drama and theatre on society. Students justify theatrical designs based on historical and cultural accuracy.</p>
<p>Critical Evaluation and Response The student responds to and evaluates theatre and theatrical performances.</p>	<p>Students justify design and technical theatre as an art form. Students develop, demonstrate, and evaluate their skills in order to consider a career or avocational opportunity in technical theatre or a related field. Students evaluate theatre and justify or critically interrogate the use of specific technical elements or designs.</p>
<p>Example:</p> <p>Mr. Miller's students select a specific project within their area of specialization to occupy a major portion of the course. The project includes choosing one play text, engaging in design and research in order to produce needed documents, renderings, and materials specific to the role they wish to take on in technical theatre.</p> <p>Each student makes a proposal, establishes time lines, completes the project, and evaluates the project in progress and upon completion. The evaluation process includes opportunities for feedback, revision, and presentation.</p> <p>Students practice and learn about professional practices within their chosen field and exercise the skills needed to completely the job safely and on-time. Students use vocabulary specific to each discipline.</p> <p>Each student includes their work in his or her individual portfolio.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	