

Strand	Level 1	Level 2	Level 3	Level 4
Strand 1: Foundations / Inquiry and Understanding	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to do the following:			
	TECHNICAL THEATRE I 1.A define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound;	TECHNICAL THEATRE II 1.A demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound	TECHNICAL THEATRE III 1.A demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound	TECHNICAL THEATRE IV 1.A demonstrate proper and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound
	TECHNICAL THEATRE I 1.B recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;	TECHNICAL THEATRE II 1.B identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;	TECHNICAL THEATRE III 1.B demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;	TECHNICAL THEATRE IV 1.B demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;
	TECHNICAL THEATRE I 1.C recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles;	TECHNICAL THEATRE II 1.C use established theatre systems such as the production calendar, tech rehearsals, and production staff roles;	TECHNICAL THEATRE III 1.C create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles;	TECHNICAL THEATRE IV 1.C use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles;
	TECHNICAL THEATRE I 1.D recognize safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre;	TECHNICAL THEATRE II 1.D use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre;	TECHNICAL THEATRE III 1.D use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre;	TECHNICAL THEATRE IV 1.D use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre;
	TECHNICAL THEATRE I 1.E read scripts and apply basic script analysis techniques to technical theatre elements.	TECHNICAL THEATRE II 1.E read and analyze scripts to determine technical theatre elements.	TECHNICAL THEATRE III 1.E read scripts and apply basic script analysis techniques to technical theatre elements.	TECHNICAL THEATRE IV 1.E read scripts and apply basic script analysis techniques to technical theatre elements.
Strand 2: Creative Expression / Performance	The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:			
	TECHNICAL THEATRE I 2.A recognize the function of technical elements in various theatrical styles and genres;	TECHNICAL THEATRE II 2.A identify and use technical elements in various theatrical styles and genres;	TECHNICAL THEATRE III 2.A identify and use technical elements in various theatrical styles and genres;	TECHNICAL THEATRE IV 2.A analyze technical elements in various theatrical styles and genres;
	TECHNICAL THEATRE I 2.B recognize the design process of analysis, research, incubation/selection, implementation, and evaluation to a theatrical product such as a rendering, model, and sketch;	TECHNICAL THEATRE II 2.B apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch;	TECHNICAL THEATRE III 2.B apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, or sketch;	TECHNICAL THEATRE IV 2.B demonstrate creativity in the design of a theatrical product;
	TECHNICAL THEATRE I 2.C identify the production team such as designers, director, crew members, playwright, and stage manager and their duties;	TECHNICAL THEATRE II 2.C recognize the principles of design, including lines, shape, mass, measure, position, color, and texture	TECHNICAL THEATRE III 2.C apply the principles of design, including lines, shape, mass, measure, position, color, and texture	TECHNICAL THEATRE IV 2.C demonstrate leadership skills in an area of the production team;



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	TECHNICAL THEATRE I 2.D articulate the importance of collaboration and leadership skills;	TECHNICAL THEATRE II 2.D recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis	TECHNICAL THEATRE III 2.D apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis;	TECHNICAL THEATRE IV 2.D model collaboration and leadership skills;
	TECHNICAL THEATRE I 2.E define creativity as it relates to personal expression in technical theatre and design;	TECHNICAL THEATRE II 2.E define creativity as it relates to personal expression in technical theatre and design;	TECHNICAL THEATRE III 2.E apply the elements of color in design such as color theory, the science of color and light, and the color palette;	TECHNICAL THEATRE IV 2.E model creativity as it relates to personal expression in technical theatre and design
	TECHNICAL THEATRE I 2.F recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models;	TECHNICAL THEATRE II 2.F recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models;	TECHNICAL THEATRE III 2.F manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager;	TECHNICAL THEATRE IV 2.F model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models.
	TECHNICAL THEATRE I 2.G apply the basic skills of measurement in construction.	TECHNICAL THEATRE II 2.G apply the basic skills of measurement in construction.	TECHNICAL THEATRE III 2.G defend the importance of collaboration and leadership skills;	
			TECHNICAL THEATRE III 2.H develop creativity as it relates to personal expression in technical theatre and design;	
			TECHNICAL THEATRE III 2.I interpret technical theatre documents used by directors and designers to communicate such as costume plot, light plot, makeup chart, prompt book, property list, design renderings, and models;	
Strand 3: Creative Expression / Production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:			
	TECHNICAL THEATRE I 3.A identify the safe use of tools and materials in scenery and property construction;	TECHNICAL THEATRE II 3.A identify and safely use technical theatre tools, equipment, and materials	TECHNICAL THEATRE III 3.A identify and safely use specialized tools and materials in technical theatre;	TECHNICAL THEATRE IV 3.A model effective and safe use of tools and materials in scenery and property construction;
	TECHNICAL THEATRE I 3.B identify the safe use of lighting equipment such as instruments, dimmers, and controllers;	TECHNICAL THEATRE II 3.B develop theatre production skills by: (i) building scenery such as two-dimensional flats and three-dimensional stairs; (ii) building or pulling and altering costumes using safe costume construction techniques; (iii) hanging and focusing lighting instruments and using dimmers and controllers; (iv) identifying electrical theory and practice as it applies to theatrical lighting;	TECHNICAL THEATRE III 3.B develop theatre production skills by: (i) demonstrating design and building techniques of scenery; (ii) designing and building or pulling and altering costumes; (iii) designing lighting and using electrical theory and practice as it applies to theatrical lighting; (iv) demonstrating an understanding of the physics of acoustics and sound through the design of sound;	TECHNICAL THEATRE IV 3.B develop skills to supervise safe construction of scenery;

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		(v) recording, editing, or creating sound effects; (vi) identifying marketing products for theatrical productions; (vii) practicing stage management techniques such as build a promptbook, call cues, and record blocking; (viii) identifying and applying scenic painting techniques; or (ix) identifying and applying stage properties practices such as buy, borrow, build, and organize;	(v) designing marketing products for theatrical productions; (vi) demonstrating stage management techniques such as build a promptbook, call cues, and record blocking; (vii) implementing and refining scenic painting techniques; or (viii) designing stage properties;	
	TECHNICAL THEATRE I 3.C identify the safe use of the basic techniques of costume construction and make-up application;	TECHNICAL THEATRE II 3.C read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets.	TECHNICAL THEATRE III 3.C identify various production roles in all technical areas such as designer, master carpenter, draper, cutter, and master electrician;	TECHNICAL THEATRE IV 3.C develop skills to supervise safe use of the basic techniques of costume construction and make-up application;
	TECHNICAL THEATRE I 3.D identify the safe use of sound equipment;		TECHNICAL THEATRE III 3.D create and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets.	TECHNICAL THEATRE IV 3.D develop skills to supervise safe use of lighting equipment such as instruments, dimmers, and controllers;
	TECHNICAL THEATRE I 3.E recognize the roles of theatre management such as house management and stage management.			TECHNICAL THEATRE IV 3.E develop skills to supervise safe use of sound equipment;
				TECHNICAL THEATRE IV 3.F demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer.
Strand 4: Historical and Cultural Relevance	The student responds to and evaluates theatre and theatrical performances. The student is expected to do the following:			
	TECHNICAL THEATRE I 4.A conduct research to establish historical and cultural accuracy in theatrical design;	TECHNICAL THEATRE II 4.A apply historical or cultural accuracy from research in theatrical design;	TECHNICAL THEATRE III 4.A demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design;	TECHNICAL THEATRE IV 4.A defend historical or cultural accuracy in theatrical design;
	TECHNICAL THEATRE I 4.B identify the impact of live theatre, film, television, and electronic media on contemporary society;	TECHNICAL THEATRE II 4.B analyze the impact of live theatre, film, television, and electronic media on contemporary society;	TECHNICAL THEATRE III 4.B synthesize the impact of live theatre, film, television, and electronic media on contemporary society;	TECHNICAL THEATRE IV 4.B articulate the impact of live theatre, film, television, and electronic media on contemporary society;
	TECHNICAL THEATRE I 4.C understand the cultural heritage of world drama and theatre and identify key figures, works, and trends in dramatic literature;	TECHNICAL THEATRE II 4.C analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre;	TECHNICAL THEATRE III 4.C synthesize the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre;	TECHNICAL THEATRE IV 4.C articulate the impact of cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre.



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	TECHNICAL THEATRE I 4.D identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.	TECHNICAL THEATRE II 4.D explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre;	TECHNICAL THEATRE III 4.D demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre;	TECHNICAL THEATRE IV 4.D articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre;
		TECHNICAL THEATRE II 4.E illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light;	TECHNICAL THEATRE III 4.E illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light;	TECHNICAL THEATRE IV 4.E predict future innovations and contributions of the United States to the performing arts.
		TECHNICAL THEATRE II 4.F understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	TECHNICAL THEATRE III 4.F analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	
		TECHNICAL THEATRE II 4.G identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.	TECHNICAL THEATRE III 4.G demonstrate a working knowledge of the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.	
		TECHNICAL THEATRE II 4.G identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.	TECHNICAL THEATRE III 4.G demonstrate a working knowledge of the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.	
Strand 5: Critical Evaluation and Response	The student responds to and evaluates theatre and theatrical performances. The student is expected to do the following:			
	TECHNICAL THEATRE I 5.A understand the use of resumes and portfolios in technical theatre;	TECHNICAL THEATRE II 5.A compile materials to construct a resume and portfolio of works created in technical theatre;	TECHNICAL THEATRE III 5.A construct a resume and portfolio of works created in technical theatre;	TECHNICAL THEATRE IV 5.A use a resume and portfolio of works created in technical theatre;
	TECHNICAL THEATRE I 5.B recognize appropriate behavior at various types of live performances	TECHNICAL THEATRE II 5.B analyze and apply appropriate behavior of technical staff at various types of live performances;	TECHNICAL THEATRE III 5.B demonstrate appropriate behavior of technical staff at various types of live performances;	TECHNICAL THEATRE IV 5.B model appropriate behavior of technical staff at various types of live performances;
	TECHNICAL THEATRE I 5.C recognize the design and technical elements of theatre as an art form and evaluate self as a creative being;	TECHNICAL THEATRE II 5.C recognize the design and technical elements of theatre as an art form and evaluate self as a creative being;	TECHNICAL THEATRE III 5.C apply the design and technical elements of theatre as an art form and evaluate self as a creative being;	TECHNICAL THEATRE IV 5.C defend the design and technical elements of theatre as an art form and evaluate self as a creative being;



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	TECHNICAL THEATRE I 5.D evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;	TECHNICAL THEATRE II 5.D offer and receive constructive criticism of designs or construction projects by peers and self;	TECHNICAL THEATRE III 5.D offer and receive constructive criticism of designs or construction projects by peers and self;	TECHNICAL THEATRE IV 5.D offer and receive constructive criticism of designs or construction projects by peers and self;
	TECHNICAL THEATRE I 5.E evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary;	TECHNICAL THEATRE II 5.E evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;	TECHNICAL THEATRE III 5.E evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;	TECHNICAL THEATRE IV 5.E evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary;
	TECHNICAL THEATRE I 5.F connect theatre skills and experiences to higher education and careers;	TECHNICAL THEATRE II 5.F evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary	TECHNICAL THEATRE III 5.F evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary	TECHNICAL THEATRE IV 5.F evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary
	TECHNICAL THEATRE I 5.G use technology to communicate and present findings in a clear and coherent manner.	TECHNICAL THEATRE II 5.G explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;	TECHNICAL THEATRE III 5.G articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;	TECHNICAL THEATRE IV 5.G articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;
		TECHNICAL THEATRE II 5.H connect theatre skills and experiences to higher education and careers outside of the theatre;	TECHNICAL THEATRE III 5.H articulate connections in theatre skills and experiences to higher education and careers outside of the theatre;	TECHNICAL THEATRE IV 5.H articulate connections in theatre skills and experiences to higher education and careers outside of the theatre;
		TECHNICAL THEATRE II 5.I use technology to communicate and present findings in a clear and coherent manner.	TECHNICAL THEATRE III 5.I use technology to communicate and present findings in a clear and coherent manner.	TECHNICAL THEATRE IV 5.I use technology to communicate and present findings in a clear and coherent manner.