Washington Office of Superintendent of
PUBLIC INSTRUCTION

Career & Technical Education
Interim Curriculum Framework

Required Form
EVERETT PUBLIC SCHOOLS

Course Information		
Course Title: Technical Theatre I		**Total Framework Actual Hours:** 180
CIP Code: 500502	☐ **Exploratory** ☒ **Preparatory**	**Date Last Modified:** 11.2023
Career Cluster: Arts, /V Technology & Communications		**Cluster Pathway:** Arts, /V Technology & Communications

Course Summary:
A course that prepares individuals to apply artistic, technical and dramatic principles and techniques to the communication of dramatic information, ideas, moods, and feelings through technical theatre methods. Includes instruction in costume design, wigs/hair and makeup design, set design, lighting design, sound effects, digital scenic design, scene painting, scenic prop management/design, and technical direction and production and use of specific computer applications to support these functions above.

Unit Outline - Full Year Curriculum

Unit 1: Introduction to the Space - 10
- Types of Stages and Sets
- Department/Theatre Geography
- Stage Language and Notation
- Stage Safety and Expectations

Unit 2: Artistic Elements/Principles of Design Introduction - 10
- Composition
- Color Theory
- Drawing, Rendering, and Drafting

Unit 3: Careers - 10
- Career Choices in Theatre
- Technical Theatre Unions/CTSO/Memberships

Unit 4: Costumes, Makeup, Wigs - 25
- Costume Rendering
- Hand Sewing
- Makeup/Hair

- Wigs

Unit 5: Prop Design - 25
- Types of Props
- Prop Tools
- Materials

Unit 6: Scenic Design- 15
- Build Techniques and Practices
- Paint Techniques
- Scenic Model Construction

Unit 7: Stage Management - 15
- Prompt Book

Unit 8: Lighting/Projections/Rigging - 30
- Lighting Design
- Lighting Equipment
- Art of Projections
- Rigging and Grid Safety

Unit 9: Sound and Special Effects - 25
- Equipment Safety
- Sound Systems
- Mics
- Special Effects
- Foley Sound

Unit 10: Theatre Producing and Marketing – 10
- Marketing
- Budgets
- Ticketing

TOTAL: 180

Industry-Recognized Credentials:
You Science Precision Exams - 21st Century Success Skills

Work-Based Learning:
Guest speakers
Field Trips
Industry Mentors

CTSO:
Thespians Society

Course Software:
NA

Course Equipment:
LED Stage Lighting Fixtures
ETC IONXE Operating Board
Sound Board

Unit Information	
Unit: Introduction to Space	**Total Learning Hours for Unit:** 15
Unit Summary: • Types of Stages and Sets • Department/Theatre Geography • Stage Language and Notation • Stage Safety and Expectations	
Components and Assessments	
Performance Assessments: • End of unit written knowledge assessment of the types of stages and sets (Access to visuals of all types/vocabulary and terminology) • End of unit physical/practical assessment of understanding for theatre geography/parts of the space along (Access to our thrust theatre stage/vocabulary/terminology) • End of unit physical/practical and verbal assessment/demonstration of active stage safety/expectation practices (Access to classroom, stage, and backstage)	
Leadership Alignment: 2.A Reason Effectively 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation 3.A Communicate Clearly 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts 11.B Be Responsible to Others 11.B.1 Act responsibly with the interests of the larger community in mind	
Industry Standards and/or Competencies	

Name of standards: Theatre Technology Standards	Website: https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_2023_2e1fca6dfe.pdf

- Performance Standard 2.1: Explain Theatre Organizational Structure
- Performance Standard 2.2: Describe Types of Stages
- Performance Standard 2.3: Understand Stage Geography
- Performance Standard 3.1: Explain General Safety Regulations and Procedures
- Performance Standard 7.3: Demonstrate Effective Communication

Aligned Washington State Learning Standards	
Arts	**Cr.2** Organize and develop artistic ideas and work. **Re.7** Perceive and analyze artistic work.
Educational Technology	**7. Global Collaborator** - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally **7.c.** Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
English Language Arts	**College and Career Readiness Anchor Standards for Writing** **Text Types and Purposes** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Unit Information	
Unit: Artistic Elements/Principles of Design Introduction	**Total Learning Hours for Unit:** 10

Unit Summary:
- Composition
- Color Theory
- Drawing, Rendering, and Drafting

Components and Assessments

Performance Assessments:
- Assessment: Elements and principles of design/color theory written summative (matching/fill in the blank/thumbnail sketches – drawing/drafting/short answer response).
- Assessment: Project-based process in composition (elements and principles).

- Assessment: Theatrical Backdrop on 8.5x11 cardstock/mixed media paper focusing on a specific thematic production prompt (example: The current director has requested a theatrical backdrop rendering that supports a "Lost in the Jungle" theme for an upcoming fashion show. You, the designer are responsible for creating a backdrop that includes cool colors with warm color emphasis/contrast, and utilizes at least 3 other elements of design and 3 principles of design. You will be asked to explain/justify your design choices and demonstrate understanding of where the elements/principles are clearly used and their purpose.) This assessment will be in three parts: Written Analysis, Completion of a Backdrop Rendering, Project Reflection – Verbal/Written.
- Assessment: Basic color wheel understanding and mastery. Pariaktoi (3 sided model/prism) on 8.5x11 cardstock/mixed media paper divided into 3 equal sections. Using elements of design/principles of design such as line, shape, pattern, balance, etc students will create a design for each of the three sides. Side 1: Primary Colors only; Side 2: Secondary Colors only; Side 3: Tertiary Colors only – Students will submit final Pariaktoi for their color wheel assessment. (Must take into account students with possible color blindness/adjust assessment to use of value/shade, etc for that student.

Leadership Alignment:

1.A Think Creatively

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

8.A Manage Goals and Time

8.A.3 Utilize time and manage workload efficiently

8.B Work Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

Industry Standards and/or Competencies

Name of standards: Theatre Standards: Texas State Board for Educator Certification	**Website: https://tea.texas.gov/texas-educators/certification/educator-testing/theatre-standards.pdf**

Standard IV: The student understands and applies knowledge of design in technical theatre.
4.1k design principles and elements relevant to theatrical productions, the functions of design in theatrical productions, and design styles and their characteristics

Aligned Washington State Learning Standards	
Arts	**Cr1:** Generate and conceptualize artistic ideas and work. **Cr2:** Organize and develop artistic ideas and work. Re8: Interpret meaning in artistic work. **Cn10:** Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
English Language Arts	**College and Career Readiness Anchor Standards for Writing** **Production and Distribution of Writing** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit Information	
Unit: Careers	**Total Learning Hours for Unit:** 10

Unit Summary:
- Career Choices in Theatre
- Technical Theatre Unions/CTSO/Memberships

Components and Assessments

Performance Assessments:
- Assessment: Written exam covering "family tree/hierarchy of career choices in theatre (pre-production/production trees)/Unions.
- Assessment: Verbal discussion/group submission of current CTSO/Membership opportunities and program details.
- Ongoing small group/whole group discussions around careers/CTSO – check in assessments ongoing throughout the year.
- Assessment: Career Study (short/one page) Students will identify a role in the production world, research and develop a presentation for pathways to developing and training for that job category.

Leadership Alignment:

2.B Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

9.A Interact Effectively with Others

9.A.1 Know when it is appropriate to listen and when to speak

9.A.2 Conduct themselves in a respectable, professional manner

Industry Standards and/or Competencies

Name of standards: Theatre Technology Standards	**Website:** *https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_2023_2e1fca6dfe.pdf*

- Performance Standard 1.1: Explore the History and Organization of CTSOs
- Performance Standard 1.2: Develop Leadership Skills
- Performance Standard 1.3: Participate in Community Service
- Performance Standard 1.4: Develop Professional and Career Skills
- Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)
- Analyze and present specific areas of interest

Aligned Washington State Learning Standards

Arts	**Cr3.1.III.c**. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.
	Cr1.1.III.b. Create a complete design for a drama/theatre work that incorporates all elements of technology.
Educational Technology	**6. Creative Communicator** – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
	6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
English Language Arts	**College and Career Readiness Anchor Standards for Writing**
	Research to Build and Present Knowledge
	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Unit Information	
Unit: Costumes, Makeup, Wigs	**Total Learning Hours for Unit:** 25

Unit Summary:
- Costume Rendering
- Hand Sewing
- Makeup/Hair
- Wigs

Components and Assessments

Performance Assessments:

Costuming: Rendering Project (Portfolio)
- Assessment: Students will create two 10 Head Croquis (drawn body form/shape) for Costume Rendering Process (Students will submit practice Croquis/Final outlined Croquis with end of unit project-based Costume Rendering Portfolio Assessment)
- Assessment: End of Unit Project Based Costume Rendering Design Pre-Production Process Written Analysis (Includes Fairytale/Myth, Character Choice, Traditional Costume associated with Character, New Concept Theme for Costume (1920s, Medieval, 1970's, etc), Modification description, Justification for modifications, 3 thumbnail sketches of original costuming.
- Assessment: Final Color Rendering w/fabric swatches (color rendering is created on mixed media paper w/pencil, fine point pen, alcohol color blending pens, colored pencil, digital design, other on 8.5 x 11 paper. Student created croquis is used as the body form under rendering. Must include a 1"x1" fabric swatch for each fabric/embellishment used on final rendering. Fabric swatches must closely represent the design choices made on rendering. Student may use tools/paint/etc to embellish or create a design/color needed on specific fabric swatch.

- Assessment: Final Written Analysis and Presentation of rendering design choice including color, elements/principles of design, costume prop additions (Students will submit with Croquis, Pre-Production Written Process Analysis, Rendering/Swatches as final unit end project based assessment).
- Assessment: Student Project/Process Rendering Reflection of personal growth.

Hand Sewing: Sampler/Pin Cushion Project
- Formative Assessment: Students will complete a sampler that includes the following stitches: running stitch, backstitch, whipstitch/hem stitch and button procedure. Sampler will be submitted.
- Summative Project Assessment: Students will demonstrate their knowledge of the above stitches and the skills of threading a needle/tie off, accessing and using the parts of their sewing kit including notions to complete a pin cushion project.

Makeup/Hair: Blood & Gore Makeup Application/Final Makeup Application/Design, Theoretical Hair Design Rendering (Portfolio)
- Assessment: Blood and Gore Makeup Design/Rendering and Practical Demonstration of skill on own body or other person in class. (process portfolio submission)
- Assessment: Written exam demonstrating mastery in makeup vocabulary, materials, and techniques.
- Assessment: Final Makeup Design/Rendering and Practical Demonstration of skill on own body or other person (personal choice between the following categories: Fantasy, Old Age, Animal/Non-Human, Pop Art) (Video/Photo Portfolio Submission)
- Assessment: Theoretical Hair Design/Rendering and Practical Application on own body/other (historical time period such as 1930's, 1890's, etc.) (photo portfolio submission)

Wigs: Upcycled Wig Project (Small Group/Individual) (Portfolio)
- Assessment: Wig Rendering for a specific theme utilizing script analysis for wig details/justifications of design, purpose.
- Assessment: Pre-production written analysis of wig choice including thumbnail sketches and a list of possible upcycled materials that can be used to create final production element.
- Assessment: Physical wig creation with upcycled materials – will be worn on a head form or actual student head.
- Assessment: Post-production written analysis and verbal presentation of creative process and official use of upcycled materials/intention and wig choice to support character.
- Assessment: Project Reflection of personal growth and outcomes.

Leadership Alignment:

3.A Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

3.B Collaborate with Others

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

4.A Access and Evaluate Information

4.A.2 Evaluate information critically and competently

7.A. Adapt to Change

7.A.2 Work effectively in a climate of ambiguity and changing priorities

7.B Be Flexible
7.B.1 Incorporate feedback effectively

Industry Standards and/or Competencies

Name of standards: Theatre Standards	**Website:** https://tea.texas.gov/texas-educators/certification/educator-testing/theatre-standards.pdf

6.1 Utilize the costume building tools, including the use of sewing machines and hand stitching.
6.2 Analyze a script to interpret costume requirements including period and functionality (i.e., Quick change, microphone placement, fight scenes...).
6.3 Use critical thinking skills to develop costume renderings for an actual show.
Make-up and Hair styling
6.1 Identify the hairstyling tools, including the styling product type used, and explain their specific functions
6.2 Analyze a script to interpret hairstyle requirements
6.3 Use critical thinking skills to develop hairstyle renderings for a hypothetical show
6.4 Identify and understand the functions of theatrical makeup and tools
6.5 Analyze a script to interpret makeup requirements
6.6 Use critical thinking skills to develop makeup designs for a hypothetical show

Aligned Washington State Learning Standards

Arts	**Pr5.1.II.b.** Apply technical elements and research to create a design that communicates the concept of a drama/theatre production. **Cr1.1.I.a.** Apply basic research to construct ideas about the visual composition of a drama/theatre work.
Educational Technology	**6. Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. **6.a.** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
English Language Arts	**College and Career Readiness Anchor Standards for Writing** **Research to Build and Present Knowledge** 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.
Environment & Sustainability	**ESE Standard 3:** Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability
Social Studies	**4.1.1** Analyzes change and continuity within a historical time period. **4.1.2** Understands how the following themes and developments help to define eras in world history.

Unit Information	
Unit: Prop Design	**Total Learning Hours for Unit:** 25

Unit Summary:
- Types of Props
- Prop Tools
- Materials

Components and Assessments

Performance Assessments:

Basic Prop Assessment
- Assessment: Analyze script and submit written analysis of script distinguishing between set, dressing, hand, specialty, and costume props.
- Assessment: Practical exam demonstrating the ability to distinguish between set, dressing, hand, specialty, and costume props.
- Assessment: Establish a prop list that supports script needs – written exam w/small group

(Paint, glues, compounds proper use, storage, cleaning, transfer practical)

Fake Food Props (Portfolio)
- Assessment: Demonstrate knowledge of fake food materials, compounds, glues, and mixes, acrylic paint, paint brushes, etc. through a written assessment.
- Assessment: Demonstrate mastery creating the following food props: cupcake, cake slice, cake pop
- Assessment: Portfolio that includes process photos, written pre-production analysis including elements/principles of design choice, thumbnail sketches, thumbnail renderings of each food prop
- Assessment: Project reflection of personal growth and outcomes

Shield Prop – Personal Coat of Arms
- Assessment: Demonstrate knowledge and proper use of materials such as foam core, cardboard, modge podge, newspaper/paper mache, cutting tools, acrylic paint, paint brushes, and other elements.
- Assessment: Portfolio that includes process photos, written pre-production analysis including elements/principles of design choice, materials, thumbnail sketches, pattern, color rendering, and post-production analysis/reflection of growth.

Leadership Alignment:

8.C Be Self-Directed Learners

8.C.2 Demonstrate initiative to advance skill levels towards a professional level 8.C.3 Demonstrate commitment to learning as a lifelong process

10.B Produce Results - The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

11.B Be Responsible to Others

11.B.1 Act responsibly with the interests of the larger community in mind

Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** *https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_2023_2e1fca6dfe.pdf*
Performance Standard 3.5: Practice Paint, Dye, and Chemical Safety Performance Standard 4.1: Apply Scenic Materials and Hardware Performance Standard 4.2: Construct Scenic Elements (Scenic Elements are Scenic Props which include Set Dressing, Scenic Props, Hand Props)	

Aligned Washington State Learning Standards	
Arts	**Cr1.1.II.b.** Understand and apply technology to design solutions for a drama/theatre work. **Pr5.1.I.b.** Use researched technical elements to increase the impact of design for a drama/theatre production. **Pr5.1.II.b.** Apply technical elements and research to create a design that communicates the concept of a drama/theatre production. **Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
Educational Technology	**5.** Computational Thinker **5.c**. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
English Language Arts	**College and Career Readiness Anchor Standards for Writing** **Text Types and Purposes** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Mathematics	G-MG-Apply geometric concepts in modeling situations (Standards 1, 2, 3) MD--Calculate expected values and use them to solve problems (Standards 1, 2, 3, 4)

Unit Information	
Unit: Scenic Design	**Total Learning Hours for Unit:** 15
Unit Summary: - Build Techniques and Practices - Paint Techniques - Scenic Model Construction	

Components and Assessments

Performance Assessments: (Portfolio Submission)
- Assessment: Top View Scale drawing in ¼" = 1' scale of a ground plan using correct scenic prop symbols – clearly labeled with stage manager shorthand and stage geography labels.
- Assessment: Front View Full color scenic rendering justified by evidence/annotation from a close read of an assigned script. Must include type of stage set will be designed for.
- Assessment: Demonstration of correct measurement techniques/scale, use of scale ruler/tools to create a scale model of one set prop from the assigned script. White model.
- Assessment: Mini Flat construction
- Assessment: Painting Techniques Demonstration (Wood Grain, Stone Wall, Brick)

(Note: All final assessment elements for the Set Unit will be used for the Lighting Unit)

Leadership Alignment:

1.B.3 Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts

Industry Standards and/or Competencies

Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_2023_2e1fca6dfe.pdf

- Performance Standard 4.1: Apply Scenic Materials and Hardware
- Performance Standard 4.2: Construct Scenic Elements
- Performance Standard 4.3: Build Basic Units of Scenery
- Performance Standard 4.4: Assemble Flats
- Performance Standard 4.5: Understand Production Load In/Out

Aligned Washington State Learning Standards
In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	**Cr1.1.II.b.** Understand and apply technology to design solutions for a drama/theatre work. **Pr5.1.I.b.** Use researched technical elements to increase the impact of design for a drama/theatre production. **Pr5.1.II.b.** Apply technical elements and research to create a design that communicates the concept of a drama/theatre production. **Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
English Language Arts	**College and Career Readiness Anchor Standards for Speaking and Listening**

	Comprehension and Collaboration
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Mathematics	**G-MG**-Apply geometric concepts in modeling situations (Standards 1, 2, 3)
	MD--Calculate expected values and use them to solve problems (Standards 1, 2, 3, 4)
Educational Technology	**5. Computational Thinker**
	5.a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

Unit Information	
Unit: Stage Management	**Total Learning Hours for Unit:** 15

Unit Summary:
- Prompt Book

Components and Assessments

Performance Assessments:
- Assessment: Demonstrate Knowledge and Mastery by creating a Prompt Book for one short one act/theoretical published production.

Leadership Alignment:

4.B.2 Manage the flow of information from a wide variety of sources

9.A.2 Conduct themselves in a respectable, professional manner

10.A.2 Prioritize, plan and manage work to achieve the intended result

Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** *https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_2023_2e1fca6dfe.pdf*

- Performance Standard 7.1: Create a Prompt Book
- Performance Standard 7.2: Describe Performance Duties and Processes
- Performance Standard 7.3: Demonstrate Effective Communication

Aligned Washington State Learning Standards	
Arts	**Cr3.1.III.c**. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.
	Cr1.1.III.b. Create a complete design for a drama/theatre work that incorporates all elements of technology.

Educational Technology	**4. Innovative Designer** **4.d.** Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
English Language Arts	**College and Career Readiness Anchor Standards for Writing** **Text Types and Purposes** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Environment & Sustainability	**ESE Standard 3:** Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.

Unit Information	
Unit: Lighting/Projections/Rigging	**Total Learning Hours for Unit:** 30

Unit Summary:
- Lighting Design
- Lighting Equipment
- Art of Projections
- Rigging and Grid Safety

Components and Assessments

Performance Assessments: (Portfolio Submission)

Lighting Fixture/Equipment Practical
- Assessment: Demonstrate Mastery of lighting vocabulary/terminology and correct use of lighting instrument written and practical proficiency exam.
- Assessment: Rigging Exam demonstrating mastery of vocabulary/terminology and correct hang/focus of lighting instrument w/proper safety hardware in place written and practical proficiency exam.

Lighting Design and Color Theory Portfolio
- Assessment: Proficiency/Mastery written/practical assessment of color theory for lighting and it's profound effect/relationship with production elements and human skin tones.
- Lighting Design for last unit/scenic design/script (practical and portfolio/photo/video submission)

Leadership Alignment:

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

11.A.3 Inspire others to reach their very best via example and selflessness

Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** _https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_2023_2e1fca6dfe.pdf_

- Performance Standard 5.1: Explain Lighting Theory
- Performance Standard 5.2: Compare and Contrast Instruments and Equipment
- Performance Standard 5.3: Demonstrate Hanging and Focusing Lighting Instruments
- Performance Standard 5.4: Program a Lighting System
- Performance Standard 5.5: Apply the Design Process to Lighting

Aligned Washington State Learning Standards	
Arts	**Cr1.1.II.b.** Understand and apply technology to design solutions for a drama/theatre work. **Pr5.1.II.b.** Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
Educational Technology	**6. Creative Communicator** **6.a.** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
English Language Arts	**College and Career Readiness Anchor Standards for Speaking and Listening** **Presentation of Knowledge and Ideas** 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Health and Physical Education	**H1.Sa1.HS** Describe how to prevent occupational injuries.

Unit Information	
Unit: Sound and Special Effects	**Total Learning Hours for Unit:** 25

Unit Summary:
- Equipment Safety
- Sound Systems
- Mics

- Special Effects
- Foley Sound

Components and Assessments

Performance Assessments:

Foley SFX (Practical/Performance Exam)
- Assessment: Demonstrate understanding and practical application of foley sound effects w/a script.

Sound Systems Equipment Use/Safety Practical
- Assessment: Demonstrate Mastery of sound systems vocabulary/terminology and correct use of sound instruments/equipment (mics/amp, speakers) w/proper safety in place - written and practical proficiency exam.

Sound Design for a Script/Scene Written/Practical
- Assessment: Sound Design for last unit/scenic design/script w/cue list (practical and portfolio/MP3 submission)

Leadership Alignment:

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

3.A.4 Utilize multiple media and technologies, and know who to judge their effectiveness a priori as well as assess their impact

6.A.1 Use technology as a tool to research, organize, evaluate, and communicate information

Industry Standards and/or Competencies

Name of standards: Theatre Technology Standards	**Website:** https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_2023_2e1fca6dfe.pdf

- Performance Standard 6.1: Explain the Components of a Sound System
- Performance Standard 6.2: Compare and Contrast Microphones
- Performance Standard 6.3: Apply Various Signal Levels
- Performance Standard 6.4: Demonstrate Recording and Playback
- Performance Standard 6.5: Describe the Function of Amplifiers and Speakers

Aligned Washington State Learning Standards

Arts	**Cr1.1.II.b.** Understand and apply technology to design solutions for a drama/theatre work. **Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
Educational Technology	**5. Computational Thinker** **5.c.** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

	College and Career Readiness Anchor Standards for Speaking and Listening
English Language Arts	**Presentation of Knowledge and Ideas** 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Information	
Unit: Theatre Producing and Marketing	**Total Learning Hours for Unit:** 10

Unit Summary:
- Marketing
- Budgets
- Ticketing

Components and Assessments

Performance Assessments:

Marketing Portfolio for a Theoretical Production
- Assessment of Research Portfolio: Demonstrate Proficiency of marketing research basics; marketing demographic research and data, local venue, ticketing price research, target audience, local theatre marketing budgets/interview or email correspondence with local theatre marketing managers.
- Assessment: Budget Spreadsheet – including materials cost, social marketing cost, budget limits, distribution, ticketing costs, staff
- Assessment: Marketing Poster Color Rendering w/Canva for theoretical production/local venue – printed poster/digital poster, flyer, and social media Insta square
- Assessment: Presentation of Work

Leadership Alignment:

1.B.1 Develop, implement, and communicate new ideas to others effectively

3.A.5 Communicate effectively in diverse environments

4.A.1 Access information efficiently (time) and effectively (sources)

Industry Standards and/or Competencies	
Name of standards: Theatre Technology Standards	**Website:** *https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Theatre_Technology_STDS_2023_2e1fca6dfe.pdf*

• Performance Standard 8.1: Explain House Staff Responsibilities • Performance Standard 8.2: Develop a Promotion Plan	
Aligned Washington State Learning Standards	
Arts	**Cr1.1.I.a.** Apply basic research to construct ideas about the visual composition of a drama/theatre work. **Pr5.1.III.b**. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
Educational Technology	**5. Computational Thinker** **5.b.** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
English Language Arts	**College and Career Readiness Anchor Standards for Writing** **Research to Build and Present Knowledge** 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Financial Education	**Financial Decision-Making 10.FD** **Use reliable resources when making financial decisions.** 5. Evaluate whether financial information is objective, accurate, and current

CTE Application Assurances: Education Data System (EDS)

1. **Sequence of Courses**
   District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. **Course Oversight**
   a. District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).
   b. District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.
      - This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.
   c. District assures that an appropriately certified CTE teacher will be instructing this/these course(s).
      - If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.

3. **Course Content**
   a. Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.
   b. Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.
   c. Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
   d. District assures course content reflected in framework identifies standards which are taught and assessed.

4. **Course Outcomes**
   a. District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.
      - Extended learning is managed and/or supervised by certified CTE teachers.
      - CTE instructors are provided the time and resources to connect student learning with work, home, and community.
   b. District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.
   c. District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.
   d. District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.
      - If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.
      - If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion