



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #35 (Langley)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Jill Steacy	Date Developed: May 11, 2018
School Name: Langley Fine Arts School	Principal's Name: Jon Bonnar
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Senior Technical Theatre	Grade Level of Course: Grade 10
Number of Course Credits: 4-credit	Number of Hours of Instruction: Full year course; 3-hours per week

Board/Authority Prerequisite(s):

Junior Technical Theatre (2-credit)

Special Training, Facilities or Equipment Required:

Teacher must have a background in technical theatre, through course work or experience, preferably through multiple disciplines (drama, dance, music).

Access to a theatre facility with light and sound equipment and production boards.

Course Synopsis:

Technical Theatre is a course designed for those students who wish to gain an intense knowledge of the background workings of a theatre. Students will learn all aspects of technical theatre including sound, lights, fly, stage management and Front of House. Using the equipment of the Chief Sepass Theatre, students will work as technicians for various events within the school. The program is structured so that students will accumulate extensive practical experience in a variety of production contexts while building a strong foundation in the theoretical and critical aspects of their work.

Goals and Rationale:

- Students having a basic familiarity with elements of production and design participate in an in-depth theoretical and practical exploration of staging, audio and lighting for theatre, dance and music productions.
- Students get hands-on experience working on a variety of productions while collaborating with fellow students from different disciplines across the school, as well as directors, choreographers, and guest artists.
- Students will work directly with equipment and materials, and are expected to be involved in work on productions and exhibitions outside of class hours.

Aboriginal Worldviews and Perspectives:

- Learning the disciplines of lighting and sound requires an awareness of their history and potential legacy.
- The creative process involves personal reflection.
- Enhancing a director/choreographer/composer's vision requires the ability to listen, ask questions, and respond to their specific voice.
- Students experience learning through contact with the processes and protocols of the theatre.
- The history of the theatre as a performing space impacts future decision-making.
- Working in a collaborative team involves learning from mentors as well as knowing when we are meant to lead.
- The role of lights and sound to enhance the telling of a story.
- Creativity is connected to safety protocols.
- The audience and art form (dance, music, drama) dictate the artistic design; producing a connected relationship between form and function.

BIG IDEAS

The requirements of artistic productions differ according to purpose and place.

Technical elements are different for different art forms (dance, drama, music) and for theatre versus event planning.

Traditions, perspectives, worldviews, and stories can be shared through words, movement, and sound.

Solutions to production challenges are developed through collaboration and innovation.

The control of movement, sound, image, and form offers interdisciplinary opportunities to convey meaning, influence opinions, and inspire change.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Use research and analysis to develop and realize individual design solutions • Use lighting equipment and accessories to demonstrate an understanding of the lighting spectrum • Design lighting to powerfully enhance and communicate the mood, style, period, locale, and genre of the production. • Consider artistic choices to be made by thinking outside the box • Create a comprehensive light plot that enhances the artistic ideas and vision of the director, choreographer, composer • Design a set using scale for a non-realized production • Explore the aesthetic potential of each element that contributes to a production • Develop skills used by theatre technicians and craftspeople in areas of scenery, costume, lighting and sound • Investigate and identify ways that light and /or sound can reflect or respond to social and environmental issues • Demonstrate collaborative skills in resolving challenges • Safely apply technical knowledge and skills to create and/or operate 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand the process of creating a theatrical production as it goes from vision to final product. • The technical progression of stage lighting beginning with the Ancient Greeks. • The aesthetic change in lighting and sound that develops alongside the progression of an art form. • Review of theatre terminology (prior knowledge should include: Apron, Battens, Borders, Cat Walk, Curtain Line, Cyclorama (Cyc), Drop, Flats, Floor Plan, Front or Act Curtain, Legs, Masking, Properties, Proscenium Opening, Riser, Scrim, Set, Sight Line, Spiking, Stage Directions, Stage Weights, Teaser, Tormentors, Traveler, Wings, Lighting Plot) • Purpose of different lighting instruments to create accent or wash lighting • Purpose of stage lighting to: <ul style="list-style-type: none"> ○ Highlight the main focus of action ○ Separate foreground from background

functional scenery and lights

Reasoning and reflecting

- Develop the ability to defend design and interpretation choices
- Apply effective feedback in the process of reaching the final design plan
- Explain equipment used in lighting and related terminology
- Identify the requirements for the –translation’—of sound and the different requirements of each of the arts.
- Identify the components of the specific performance facility and determine how to navigate between them
- Understanding of the historical and cultural backgrounds of a production and how that impacts lighting, sound, and set decisions
- Research the cultural and historical background of a specific play; movement or sound composition
- Identify the choices made by lighting and sound engineers to create a unifying theme/vision
- Apply the knowledge and skills from other disciplines planning and designing artistic creations
- Establish and revise goals as an individual and as part of a team

Communicating and Documenting

- Respond to creative works and experiences within drama, dance, and music
- Describe the changes in theatre lighting since the 16th century
- Identify technical terminology and how it is used by directors /composers/choreographers to articulate the artistic vision of the set
- Identify the differences between lighting for drama and dance
- Recognize the importance of clarity and ---- when determining sound requirements
- Use problem-solving skills to inspire innovation
- Demonstrate increasingly sophisticated application of the elements of design and technical theatre

Connecting and expanding

- Articulate an understanding of the lighting designer’s role and job responsibilities within the professional theatre setting
- Articulate an understanding of the sound engineer’s role and job responsibilities within the professional theatre setting

- Create mood and enhance atmosphere and thematic vision
- Types of lighting equipment:
 - fixtures
 - control console
 - dimmers to control the intensity of the light fixtures
 - distribution system to send information from the control console to the other parts.
- Innovations and innovators in lighting and sound design
- Elements, techniques, terminology, and symbols unique to each art form (drama, dance, and music)
- Industry standards related to safety procedures and hazard control

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| <ul style="list-style-type: none">•Develop an appreciation of the technical side of theater arts.•Recognize the people who have changed theatre lighting and sound with their inventions•Recognize the components of functional teams and how to work effectively within them•Present and explain the executed design, creative decisions and collaborative process•Adapt learned skills or processes for use in real-world applications | |
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Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modeling
- Experiential learning
- Research and presentation
- Opportunities for reflection to determine path going forward

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Rubric-based assessment of individual projects: criteria and rubrics to determine the standards met and the level of performance attained.
- Regular feedback on developing and finished work by the teacher, peers, and self.
- Teacher assessment of the collection of student work looking for a demonstration of strengths, areas of growth, and areas for further development.

Learning Resources:

N/A