

Glendale Unified School District School

High School

February 5, 2019

Department: Career Technical Education / Visual and Performing Arts

Course Title: Entertainment Technology and Live Production 1-2

Course Code: 2424V/2425V

Grade Level(s): 9-12

School(s)

Course Offered: Hoover High School, Crescenta Valley High School

UC/CSU Approved

(Y/N, Subject): Yes, "F" Fine Art credits

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook(s): *Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup.* Gillette, J. M., New York, NY: McGraw-Hill, 2013.

Course Overview: Students will be introduced to the fundamental elements and principles of technical theatre. Through hands-on interactive learning opportunities students will learn how to run a production facility, operation methods, and various industry-based technologies. Students will learn about scenic and prop creation, construction and installation; lighting and sound properties and configurations; costuming and makeup fundamentals and alterations. Students will be responsible for demonstrating their knowledge and understanding by working on community events. They will also receive training and education about various career paths available in Technical theatre as well as background knowledge on basic technical theatre history, etiquette, communication with clients, and management of a working venue and scenic shop.

## First Semester-Course Content

### Unit 1: Safety – Theatre, Shop and Audience Safety

(3 weeks)

#### STANDARDS

AME Anchor Standards: 6.0; 6.1; 6.2; 6.3; 6.4; 6.5; 6.6 & 6.7

AME Pathway Standards: C 1.0; C 1.1; C 1.2; C 1.3; C 1.4 & C 6.5

VAPA: Theatre Proficient: 5.3, Theatre Advanced: 5.0 & 5.1

- A. Students will learn: safety procedures; different major areas of theatre safety; Occupational Safety and Health Administration (OSHA) regulations; how to read Material Safety Data Sheets (MSDS's); evacuation procedures; shop safety; emergency responder information; and proper reporting and precautionary measures for the theatre. Students will be required to deal with real world scenarios in order to best prepare for safety issues and demonstrate that they have the required critical thinking skills to analyze and interpret emergency needs in order to keep themselves and others safe. Students will be required to watch a safety tutorial video and take notes; be put through safety and evacuation drills; communicate important safety information orally and in writing; successfully pass the OSHA-approved online course and receive their certification; demonstrate an understanding of how to read MSDS's as well as how to locate and update past MSDS's; and finally pass a district-approved Theatre Safety test with a grade of "A."
- B. Students will create an "Usher's Guide for Audience Safety." Students can choose how they disseminate the information, be it as a rap, a video, a PowerPoint or Prezi presentation, a poster, an interactive lecture, a poem, a pamphlet, etc. Students must include information that instructs ushers on fire safety, evacuations, fire extinguisher use, which extinguisher can be used on which type of fire, what information to give emergency responders, how to deal with injured audience members, and what to do when meeting with first responders. Students will be graded on a 5 point per requirement rubric and must earn a grade of "C" or better in order to move past the Safety Unit. Upon completion of the project, students should be able to know, demonstrate and disseminate the procedures for keeping themselves and others in the theatre safe during an emergency.

### Unit 2: Types of Theatres & Careers - Theatre Hierarchy & Anatomy

(2 weeks)

#### STANDARDS

AME Anchor Standards: 2.0; 2.4; 2.5; 3.0; 3.1; 3.2; 3.4; 3.6; 3.7; 4.1 & 4.3

Pathway Standards: A 1.5; A 2.2; B 9.0; B 9.1; B 9.6; C 3.0 & C 3.1

VAPA: Theatre Proficiency: 1.1, Theatre Advanced: 1.1 & 2.3

- A. Students will learn: the different parts and purposes for the various parts of the theatre (ie wings, apron, pit, house, coves, etc.); the management hierarchy in

theatre; what jobs are available in the theatre; what kind of education is necessary for the various theatre careers; the different local unions for the various career guilds and unions; different types of theatres and seating configurations, their purposes, benefits and challenges; stage directions and how to notate blocking (including shorthand). Students will need to understand and articulate the importance of each career available within theatre. They will complete the unit with a test covering theatre vocabulary, job descriptions, union identification, and types of theatres.

- B. Students will do a research-based presentation about a specific career in theatre. They will put together either a PowerPoint, Prezi Presentation or Pecha Kucha about one career. Students will orally present their chosen career of focus. They must include in their presentation: the full job description; who they report to within the theatre hierarchy; whom they are in charge of directly below them in the hierarchy; the base pay for the job; what union they would be joining for that career and why; the education or certifications necessary for someone in the career; a local college/ university or trade school that has training in this career available and what their admittance requirements are for the program; information about what marketable skills are needed to be developed for the career and the resume and short biography of someone currently working in the field that they have been able to find. Students will be graded on a "Meets requirement" or "Does not meet requirement" per category rubric. Students will take notes (on a teacher provided graphic organizer) on each career. Upon completion of all the presentations students' will "declare" a career on which they will be focusing while in class, so they can gear their training to said field. They will receive training in all fields, but at the end of the semester will assess their preparedness within their "declared field."

Unit 3: **Scale, Visual Vocabulary & Tools – Basic drafting, measuring & tools** (3 weeks)

STANDARDS

AME Anchor Standards: 6.0; 6.1; 6.2; 6.3; 6.4; 6.5; 6.6 & 6.7

Pathway Standards: C 1.0; C 1.1; C 1.2; C 1.3 & C 1.4

VAPA: Theatre Proficiency: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: basic drafting symbols and rules; how to create/read/use a title block; measurement conversions; how to hand draft using scale (1/4, 1/2 & 1/8); ground plan vs. elevation requirements/purposes; how to dissect a set into manageable construction pieces; important tool functions/purpose/safety/use; hands-on demonstration of proper tool use and safety precautions.
- B. Students will learn how to draft and use symbols in order to communicate scaled information about the performance venue. Students must measure, record, convert and draw in scale a detailed ground plan of the theatre. Students must show proper mastery of the scale architectural ruler, proper use of drafting

symbols, proper capitalization and lettering and use of a title block to quickly impart important information. Students will be graded via rubric which will allow students to see their level of mastery of scale drafting.

Unit 4: **Construction Technology – Computer drafting & basic construction** (2 weeks)

STANDARDS

AME Anchor Standards: 2.2; 2.3; 2.4; 4.1; 4.2; 4.4 & 11.1

AME Pathway Standards: 5; A2.2; A7.3; A8.2; A8.3; B3.3; B6.4; B9.3; C1.1 - C1.4 & C5.1

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: how to use computer aided drafting in order to create a 2D and then a 3D object; how to further dissect set pieces into their basic building blocks/parts list; budgeting for a construction task; hands-on construction demonstration; 3D printing of a scale computer drafted piece or scaled prop.
- B. Students will: design a prop or a scenic piece on the computer, first as a 2-dimensional object and then as a 3-dimensional object. Students will then use the 3D printers to print a version of their completed design in order to see if they successfully drafted the object. Students will critique their work and the works of their peers that also completed the assignment. Their object should fit the scale of their ground plan from the previous unit.

Unit 5: **Construction – Building the sets for a production** (3 weeks)

STANDARDS

AME Anchor Standards: 5.0 – 5.4; 6.0 – 6.7; 10.0 - 10.4 & 11.0 – 11.2

AME Pathway Standards: A2.2; A2.3; B6.3; B6.4; C1.0 – C1.4 & C2.3

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to construct scenic pieces (flats, stairs, platforms, doors, etc.) for upcoming productions and build stock pieces for future use.
- B. Students will work collaboratively in order to create either an 8ft x 4ft hard flat (a scenic wall) or they will build an 8ft x 4ft platform. Both will be constructed in groups of no more than 3, and for the purposes of checking that students understand the fundamentals of construction. This includes measuring, cutting, gluing, routing, squaring off frames, using a pilot hole and countersink, using the drill and impact driver, using a staple or nail gun, base-coating, structure and all the necessary vocabulary parts of the flat. Students will be graded on a “completed” or “not completed” by category rubric. They must complete everything in order to pass this assessment and be approved to help construct sets.

Unit 6: **Lighting Basics – Purposes of lighting, types of lighting & parts** (3 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to identify lights by sight; the parts of the light, what they do and how they work; the correct way to hang and focus a light; the proper way to remove and store light, lamps and lenses; how to cut and use gels; the purposes of lighting; types of lighting; how to circuit and hard-patch lights; and basic color theory.
- B. After learning the proper way to remove and hang a parcan, they must then circuit and focus a light within 2 minutes (double the industry standard which is 1 minute). Students get to practice and then are timed. They must use the correct order, pigtail the light, remove any gobos, gel frames, top hats, barn doors, etc. They must remove the light, place on the ground (correctly) for a 2 second count, then rehang and the light, circuit it and general focus it, and gel. Students are graded on a rubric of the steps and the order in which they completed everything and whether or not they did so in the 2-minute time. They must get a “B” or higher before getting permission to move on (accommodations for Special Education students are available).

Unit 7: **Lighting Design and Programing – Light plots, Color, Programing** (3 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: how to read and create a light plot; how to organize a cue sheet; how to create a circuit and instrument list; how to soft-patch; how to program submasters; how to program cues; how to use lighting programs to create light designs; how to design based off emotion/ tone; how color is used; and how pigment affects lighting colors and McCandless.
- B. Students will work in collaborative groups of 3. Each will get the chance to do every position – Master Electrician (M.E.), Board Operator (Board Op) and Lighting Designer (L.D.). Each person in the group will draw a word or phrase from a hat. They must then design their word. For example: if the word one got was “sunset” then they must figure out with (no more than 5 lights) how to design a sunset. Once they plot out the design, they give it to whomever is the M.E. who will hang their plot. They will also create a programing cheat sheet for the Board Op who will work with the M.E. to program the design. The L.D. will check through the design, and then the class (on a graphic organizer) will record what they think the word or phrase was that

the L.D. was designing. They will give 1 praise and 1 constructive critique that can be improved upon. Students are graded on their graphic organizer, and by their collaborative group and how they did in each position (all rubric based).

First Semester Final - **Cumulative Final**

(1 week)

### **Second Semester-Course Content**

Unit 8: **Sound Safety & Sound Theory – Purpose, protection & acoustics**

(2 weeks)

#### STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: the purposes for sound (tone/suggestion of the unseen/bring life to objects/etc.); how to set up a space acoustically; how to be safe in the sound areas (electricity, hearing protection); how to set up a basic sound system.
- B. Students will watch a series of clips and have to identify what the purpose for the sound was and explain their reasoning for their decision. They will then only listen to sounds and try to decide what they think the purposes are and again reflect on their reasoning. They will then be shown the sounds with the video clip they came from and they will reflect on whether they were correct or if the visual now changes their opinion. Finally, they will watch video clips that have no sound, and they will have to decide what sounds they think need to be included or played alongside the visual clip. They will again explain their reasoning and they will then watch the same clips with the sound and compare and contrast their design ideas against those of the actual clip. Once they gather all their findings on their graphic organizer, they will write about how this exercise tested their designer brain and explain how visual and audio collaborate to create a more realistic and accurate experience for the audience.

Unit 9: **Live Sound Manipulation – Mixers, mics, compressors & limiters**

(2 weeks)

#### STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to set up microphones; different types and purposes of microphones; how to use the mixer; how compressors and limiters work and how to set them for live shows; troubleshooting; and creating sound plots (microphone tracking etc.)

- B. Students will work in collaborative groups of 3. Each will get the chance to do every position – Sound Reinforcement Technician (S.R. Tech), Board Operator (Board Op) and Sound Designer (S.D.). Each person in the group will draw a word or phrase from a hat. They must then design their word. For example: if the word one got was “echo” then they must figure out with (no more than 2 microphones) how to create an echo effect. Once they plot out the design, they give it to whoever is the S.R.Tech who will set up their plot. They will also create a programming cheat sheet for the Board Op who will work with the S.R.Tech to program the design. The S.D. will check through the design, and then the class (on a graphic organizer) will record what they think the word or phrase was that the S.D. was designing (the “performer” will be the S.R.Tech). They will give 1 praise and 1 constructive critique that can be improved upon. Students are graded on their graphic organizer, and by their collaborative group and how they did in each position (all rubric based).

Unit 10: **Recorded Sound Manipulation – Computers & tech recorded sound** (3 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: Audacity; open source music; Foley work; how to record sound; how to cut and manipulate sound with compressors, limiters, gates, fades, etc.; how to loop and turn mono into stereo sound; how to use other sound programs like “Garageband” to edit and create sound FX and sound scapes; and how to build and use a soundproof room for clean recording.
- B. Students will create a 5-7-minute sound story. They will need to incorporate a recorded piece they create, an open source music piece, 5 sound FX, overlapping sounds, fade in and fade out, something that’s manipulated for an echo or other effect, and it should have a storyline. We will listen to each and students will record their ideas. As a whole class discussion, we will critique that day’s soundscapes and share feedback with students. Students are graded on their participation in the discussion, their notes and on a rubric of completed/not completed for their soundscapes.

Unit 11: **Sound Design & Sound Plotting – How to build a sound plot** (2 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: speaker types and placements; how to track and place microphones; creating a sound plot and cue sheet; reading a play for sound cues and creating the design.
- B. Students will receive a short 10-minute play (they can pick between 10 different options) and they will design a sound plot based off the ground plan included. They must include directional speakers, localized sound, tonal sound, microphone tracking and a sound track. They will generate a sound plot, a cue sheet, write cues in the script, and provide the instructor with a CD or a Google file of the required sounds, labeled for cues. They will also load everything into a QLab cue sheet and save the file and email it to the instructor. Students will be graded on a “meets” or “does not meet” for each category style rubric.

Unit 12: **Safety & the Costume Shop – Protection, tools, fabrics & purpose** (1 week)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to keep themselves safe in the shop; how to tend to slight burns & small cuts; the different tools in the costume shop; the purposes for costuming; and the different types of fabrics and their difficulties/benefits.
- B. Students will create safety posters for the costume shop. The posters must include the proper name of the equipment/tool; the purpose of the tool/equipment; how it could harm someone; how to use it correctly in order to avoid harm; any maintenance procedures; a graphic; and colors. The posters will be critiqued and graded and one from each class will be voted for as the safety poster that will be hung in the corresponding area. It will be laminated and posted for the entire next school year, until this assignment occurs again.

Unit 13: **Beginning costuming – Stitches, seams, alterations, designing** (2 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: different types of stitches (e.g., whipstitch, tacking stitch, backstitch, etc.); different types of seams and how to sew them by hand; how to make alterations to clothing and the best stitches for each type of alteration; and how to take an existing garment and alter it to fit a design.



- B. Students will be given a piece of clothing (a button-down shirt, t-shirt, pants or skirt) and they will need to alter the garment to meet certain measurements, and a design. For example: someone might get a t-shirt, but they'll need to tack the sleeves up, so they stay rolled, cut the neckline so it can hang off the shoulder, and cut the bottom into tassels. The teacher will generate the list of alterations and sizes, etc. and pin them to the garments that the students select. Students will be graded on how accurately they manage to make their measurements, copy of the design, their use of stitches, the strength of the stitching, and neatness of the stitching.

Unit 14: **Costume Design & History – The design process & history**

(3 weeks)

STANDARDS:

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 3.1 & 3.3, Theatre Advanced: 3.1 & 3.4

- A. Students will learn: how a designer creates their design; how prosthetics and makeup affect and become part of a costume; how costume props can hide special effects; a brief history of fashion through the ages; understanding fashion trends through understanding eras and history.
- B. Students will work in small collaborative groups to do a research project and presentation on an era in fashion. They will have to gather images or draw what men and women in the era typically wore for each social class. They will include written descriptions of the clothing and a brief description about what was happening in history during this era. They will need to explain how this fashion trend evolved from the previous fashion trend and how factors such as economy, socio-economic factors, occupations, etc. affected the garments. Each group will present their findings to the class. Students will track each period on their graphic organizer in order to create a full "history of fashion" cheat sheet. Students will be graded on their presentations, research, accuracy, graphic organizer and each group member will receive a grade from their fellow group members on the amount of work they contributed.

Unit 15: **Makeup & Safety – Tools, tips, safety and general makeup**

(1 week)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: about different tools and applicators as they relate to makeup; different tips and techniques for applications, blending and setting makeup; proper cleaning and care of makeup and applicators; the purposes of makeup; safety in the makeup area and how to avoid cross-contamination.

- B. Students will have a practical quiz where they demonstrate the proper way to construct a simple makeup kit. They will label what needs to be included and what the purpose is for each. They will also demonstrate an understanding of how to clean and maintain the makeup kit. They must pass with a “B” or higher in order to move on with the makeup portion. Since kits are expensive it is important for students to maintain theirs.

Unit 16: **Makeup Design A – Scars, bruises & prosthetics**

(2 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3 & 9.7

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 ; A8.4 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to create scars and bruises both with only makeup and with pre-fabricated prosthetics; how to make a prosthetic; special effect makeup; how to apply prosthetics and skin safety.
- B. Students will create a prosthetic and apply it with blending. They will photograph it and submit it to the class Padlet wall. Students must provide constructive criticism in the form of a comment on 5 classmates’ posts. The teacher will create a bracketed voting selection either by using Polltab, another app, or their own system. The 1st place winner gets a reward: either extra credit or an applicator (teacher’s discretion). 2nd and 3rd places also receive rewards. Students will identify what helped make these applications the winners. By using academic language and constructive critiquing skills students will learn how to discuss makeup as an art and skill.

Unit 17: **Makeup Design B – Old age, fantasy & fashion**

(3 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3 & 9.7

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 ; A8.4 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: how to create old age affects; how to design and create fantasy makeup; and how to do “high fashion” or “runway” style makeup. They will learn one a week and the last two days of each week students will apply their design to another individual, so they get used to working with others and learn about techniques that they might not have learned otherwise. This will help them learn how to communicate with clients.

- B. Students will work in partners each week; the partners can switch and are encouraged to do so. Students will learn about techniques for creating old age makeup, fantasy makeup and high fashion makeup. During the week students will design a makeup design in that style. On day 1 Partner A will apply their design to Partner B's face. The teacher will photograph every partner B's design. Day 2 Partner B will apply their designs to Partner A's face. Once again, the teacher will photograph the Partner A's faces. The teacher will post all the pictures from day 1 and day 2 and students must share constructive criticisms (1 complement and 1 improvement) on 3 students' photos for day 1 and on 3 students' photos for day 2. The CANNOT comment on their own design or their partner's design.

Second Semester Final – **Cumulative Final**

*(1 week)*