

Glendale Unified School District

High School

June 4, 2019

Department: Career Technical Education / Visual and Performing Arts

Course Title: Entertainment Technology and Live Production 3-4 (Honors)

Course Code: 2426V/2427V

Grade Level(s): 10-12

School(s)
Course Offered: Crescenta Valley High School, Hoover High School

Course Credits: 5 or 10

UC/CSU Approved
(Y/N, Subject): Y, "f" Fine Art credits

Recommended
Prerequisite: Completion of Entertainment Technology and Live Production 1-2 with a grade of "C" or better or by teacher recommendation.

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

Course Overview: Entertainment Technology and Live Production 3-4 (Honors) is the concentrator (2nd year) course in the Arts, Media and Entertainment industry sector. Students will focus on deepening their understanding of scenic design, lighting and sound design techniques and of costume and make-up design as these relate to theatrical and live productions. Through hands-on interactive learning opportunities, students will learn how to run a production facility, hold managerial positions within such facilities (designers, house managers, stage manager, etc.), and develop operation procedures and methodologies. They will also learn the ins and outs of a variety of industry relevant technologies: students will learn about scenic and prop creation, construction and installation; lighting and sound support and configurations; costuming and makeup construction

and managerial arts. Students will be responsible for demonstrating their knowledge and understanding by working and running community events and productions. They will receive in-depth training and education about career paths available in Technical theatre; background knowledge on theatre, art fashion in history; and will further develop systems for workplace etiquette, client/venue communication, and managerial arts of a working production house and scenic shop.

First Semester-Course Content

Unit 1: Safety – Theatre, Shop and Audience Safety

(3 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.6; 3.6; 3.7; 4.1-4.6; 5.0-5.4; 6.0-6.7; 8.4, 9.1-9.4 & 10.0-10.3

Pathway Standards: A2.0-2.2; C1.0-1.4 & C4.0

VAPA: Theatre Proficiency: 5.0-5.3 Theatre Advanced: 5.0-5.4

- A. Students will review: safety procedures; major areas of theatre safety; Occupational Safety and Health Administration (OSHA) regulations; how to read Material Safety Data Sheets (MSDS's); evacuation procedures; usher/house crew responsibilities; shop safety; cooperating with emergency responders in an emergency; 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, take notes and pass a safety test with an A; 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 evaluate and update the venue to OSHA standards.

- B. Students will create a location manager's procedure guide. Each student will work in collaborative groups in order to create the procedure guides. Students can choose how they disseminate the information, be it as a video, a PowerPoint or Prezi presentation, a poster, an interactive lecture, a pamphlet, a notebook handed out prior to events, etc. Students must include information about: basic first aid; evacuation procedures; rules and responsibilities; the different jobs and positions available and the hierarchy involved (i.e. House manager, box office, concessions, ushers, etc.); protocols that must be followed during various emergencies; MSDSs for any chemicals in those specific areas; any relevant paperwork for that location and OSHA by-laws for that location. 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: **Career training and client relations – Soft skills & job opportunities**

(3 weeks)

STANDARDS

AME Anchor Standards: 3.0 – 3.9; 8.0 – 8.4; 9.0 – 9.4; 10.0 – 10.4 & 11.0 – 11.2

Pathway Standards: A5.0 – 5.4; C3.1 & C4.0 – 4.3

VAPA: Theatre Proficiency: 5.0-5.3, Theatre Advanced: 5.0-5.4

- A. Students will learn: the management hierarchy in theatre; what jobs are available in the entertainment technology and live entertainment industries; what education and trainings are required for those jobs; how to create a resume as well as an industry resume; interview skills; customer service and client handling; union identification and types and AEA rules concerning work calls, breaks, etc. Students will be required to pass a mock interview, a resume review (by an industry professional), a hierarchy and a union quiz before moving on to becoming a designer, crew head or manager.
- B. Students will do a research-based presentation about a specific career in entertainment technology and live production. They will put together either a PowerPoint, Prezi Presentation or Pecha Kucha about one career. Students will orally present on their chosen career. They must include in their presentation: the full job description; where that position is within the hierarchy and how they connect to the process; 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 and soft skills are needed to be developed for the career; the resume and short biography of someone currently working in the field that they have been able to find and 5 possible internship or job posting opportunities for the career. Students will be graded on a “Meets requirement” or “Does not meet requirement” per category rubric as well as on their presentation and public speaking skills. The other students in class 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 each semester they will be assess their growth within their “declared field of focus.”

Unit 3: **Architecture & Design – Architectural history & Computer drafting**

(3 weeks)

STANDARDS

AME Anchor Standards: 4.0 - 4.4; 10.0; 10.3 & 11.0 – 11.2

Pathway Standards: A1.0 – 1.3; A1.5; A2.1 – 2.3; A2.6; A3.0; B3.2; B3.3; B6.4; B7.0 & B7.1

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

- A. Students will learn: how to use basic drafting programs like “Drafty” in order to create computer ground plans and elevations. They will receive a basic overview of architectural design through history (including architectural vocabulary, historical identification and significance as well as theatrical growth and significance).
- B. Students will be given a scene from a play placed within a significant era and they will design a one-location set for that scene using historical information from that time period. They will need to incorporate crucial architectural elements and/or significant art elements into their computer-drafted set. For example: a student designing a set for *Oedipus Rex* would include Greek architectural elements (columns, relief sculptures, etc.), Greek theatre structural needs (amphitheater, Deus ex Machina, cyclorama, etc.), significant artistic elements (proportion, light and shadow, realism, etc.), and they would draft an elevation of their set on the computer using the “Drafty” program. They would then create a 2-3 paragraph designer’s “blurb” explaining their rationale for the architectural elements included within their design. Students will be graded using a 3-point per category rubric in which they show either their Mastery, Applying or Exploring levels of understanding of the architecture, historical and graphic elements involved within the scene and their design.

Unit 4: **Construction – Building the sets for a production**

(4 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; A2.6; B6.3; B6.4; B9.3; 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 to: build scenic pieces; organize the shop for optimum work flow; create stock scenery for quick setup sets for the auditorium and the little theatre; explore woodworking, basic plastics and foams, basic metal works and fabrics. There will be an emphasis on set dressing, interior design and the “live ability” of the space in order to increase realism.

- B. Students will work in collaborative teams in order to create flats, stairs, platforms and doors for future productions. Students will paint, set dress and focus on interior design details such as molding, crown molding, chair rails, window trim, window treatments, doors, pictures, wall paper, etc. for the pieces constructed. They will hone their carpentry skills while developing their understanding of working with foams, plastics, metals and cloth in order to create and craft these scenic pieces. Students will be graded on a “completed” or “not completed” by category rubric that focuses on both individual and group collaborations and contributions. The class will verbally critique the scenic pieces and as a group decide the safest way to store and maintain the work flow of the shop, preserve the scenic elements, and dispose of used/unsafe old materials.

Unit 5: **Sound Equipment Maintenance – Protection & live reinforcement**

(3 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3 & 5.2, Theatre Advanced: 2.3; 5.3 & 5.4

- 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 and mic for live reinforcement. They will learn about the different types of sound reinforcement; about different sound systems; how to set up effects; mic placements; computer boards; setting live levels and mixing.
- B. Students will work in pairs and have to mic and reinforce various different scenarios in an attempt to get the best live sound. For instance: one group may have to figure out how to best mic a drum kit, while another has to figure out how to mic a 3-4 part acapella choir and another group might have to mic 3 tap dancers for a number. They will be graded against a 3-point per category rubric and look into how their understanding of the microphone system, console and live reinforcement enhanced the acoustic experience.

Unit 6: **Combining the elements – How to mix a live band (large vs small)**

(3 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3 & 5.2, Theatre Advanced: 2.3; 5.3 & 5.4

- A. Students will learn how to live mix multiple instruments and vocals in order to create the best sounding production. They will work on combining elements first from a small “garage” type band, and then work their way up to a larger jazz or swing style band. They will learn about the differences in techniques and how to anticipate what will be needed for the future when preparing for a production.

Students will be responsible for setting up the microphones and sound system, mixing and reinforcing during the performances, and for striking all equipment for the end of the semester choir, jazz and band concerts. They will work in small groups to complete the tasks above. Each group must record the performances so they can be critiqued by the class afterwards. Groups will be assessed at all stages of the setup, performance and strike, and then will undergo a critique with the class. Their final grade for the project is an accumulation of all 4 parts.

First Semester Final - Cumulative Final

(1 week)

Course Content-Second Semester

Unit 7: **Lighting Equipment & Maintenance – Cleaning, fixing and updating**

(3 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3 & 5.2, Theatre Advanced: 2.3; 5.3 & 5.4

- A. Students will learn how to disassemble, service, clean and re-assemble lights; how to solder and repair cables; how to create a maintenance schedule for instruments, lamps, gels, etc. and they will hang a general plot and program all sub-masters and generate all paperwork.
- B. Students will take turns working the “cable desks” where they have to evaluate and service/repair “bad cables” or “bad instruments” before allowing them to re-enter circulation. Over the course of a few days students will work to evaluate the issue with the cable or light, how best to go about fixing the issue, solder if needed, replace pieces if needed, etc. Students will fill out and complete work orders and be responsible for testing cables after they have been fixed. Students will be graded on accuracy, rate of repair, paperwork completion and success rate. If there are no cables or equipment needing repairs, students will work on circuits boards brought in by the instructor to practice their soldering skills and they will be graded on the quality of their work based off a rubric.

Unit 8: **Lighting Design & Programing – Intelligent, LEDs & historic lighting**

(5 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A3.0 – 3.6; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3; 3.0; 3.3 & 5.2, Theatre Advanced: 2.3; 3.0; 3.2; 3.3; 5.3 & 5.4

- A. Students will learn: about the history of lighting in theatre (including angles, reflectors, etc.); they'll also learn how to program LEDs and intelligent lights for general lighting, effects and productions. They will learn how to embed practicals and use LEDs as part of the scenic design for color changing walls, stars and water effects, etc.
- B. Students will work in collaborative groups wherein they will be given an historic scene and they will have to create a ½" = 1' scale or a 1" = 1' scale model with embedded LEDs or historic lighting. They will program all cues for the scene and find ways to put LEDs or intelligent lights into the set. They can opt to stylize the lighting to fit the lighting abilities of the time period in which the scene is set. Students will then present a cue-to-cue to the class along with quick reasoning for the design/cue. Students will be graded on their paperwork, cues, model and presentation. There will be a rubric for each portion of the project.

Unit 9: **Costuming – Stitch review, closures, & fashion history**

(4 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A3.0 – 3.6; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3; 3.0; 3.3 & 5.2, Theatre Advanced: 2.3; 3.0; 3.2; 3.3 & 5.3

- A. Students will review different alteration stitches, machine stitching, ways of creating garments, different closures and how they developed over time, and the progression of fashion over time and how art, architecture and fashion affected and advanced one another throughout history.
- B. Students will create costume designs for an historic scene. They must design within the fashion of the time using the colors, fabrics and stitching abilities during that era. Students will create a design presentation board which includes each character, swatch and color pallet. Students will be graded using a rubric looking for cultural and historical accuracy.

Unit 10: Costume production – Pattern, and construction of garments

(4 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A3.0 – 3.6; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3; 3.0; 3.3 & 5.2, Theatre Advanced: 2.3; 3.0; 3.2; 3.3; 5.3 & 5.4

- A. Students will learn: to create their own patterns for costumes using a dress form, muslin, and other techniques such as onion paper, modification of original patterns, and mixing of pieces.
- B. Students will construct one or two (depending on the complexity of the design) costumes from their previous costume designs. They will also develop a cleaning and maintenance schedule for the garments. These garments will be worn by a model and have a “mini” fashion shoot done for the class in which students explain their costumes. They will be graded for historical accuracy, design effectiveness, fit on the model, and how the construction worked.

Honors Final Project –Final Design Project

(4 weeks)

STANDARDS

AME Anchor Standards: 2.0-2.5; 3.1; 4.0-4.5; 5.0 – 5.4; 7.0-7.6; 9.7; 10.3; 11.1 & 11.5

AME Pathway Standards: A1.2; A2.2; A3.0 – 3.6; A4.0; A4.2; A4.6; A5.2; A5.7 & A8.2, B1.0; B3.0-3.3; B5.4; B6.6; B7.4; B8.1 & B8.3, C2.0-C2.3; C3.0; C3.1; C4.0 – 4.5 & C5.0-5.2

VAPA: Theatre Proficient: 2.3; 3.0; 3.3; 5.2 & 5.3, Theatre Advanced: 2.3; 3.0; 3.2; 3.3; 5.3 & 5.4

- A. Students will work collaboratively to create the production design for a production. This is a cumulative final project that ties together elements from the entire year.
- B. Project contents:
 - a. Students will work in groups of 3 or 4. Each will be responsible for their department:
 - i. Scenic
 - ii. Lighting
 - iii. Costume
 - iv. Sound (if it's a group of 3 this department can be combined with lighting)
 - b. Each student within the group will receive a copy of the script.
 - i. Each script must be set in a specific era
 - ii. Each script needs to have multiple design opportunities for each design department.
 - iii. Each script must be annotated and dissected by the designers

- c. Each group will collaboratively read through the entire script. They will be focusing only on the section of script as determined by the instructor. For example: if the play a group is working on is William Shakespeare's *Hamlet*, the instructor would have the group focus only on Act 3 (all scenes in Act 3) for the designs.
- d. Each designer must do their own research pertinent to their department.
 - i. Scenic – Architecture, art of the era, etc.
 - ii. Lighting – How lighting was used during this era and special effects, etc.
 - iii. Costumes – Fashion of the era, art of the era, etc.
 - iv. Sound – How were sound effects handled during the era, how can they be incorporated into a production now, etc.
- e. Each designer will create sketches, costume designs, light plots, soundscapes, etc. for their department. They must include all that are necessary for that Act.
- f. Each designer will generate any cue sheets, plots, ground plans, etc. necessary for their departments.
- g. Each designer will include an artist statement explaining their process and what they learned from this project.
- h. Then as a group they will combine their pieces together as a prompt book.
- i. Finally, they will create a 9 - 12 minute design presentation as if they were presenting their designs to the director and producer. They will present on the day of the final to the class. The presentation needs to include the following:
 - i. A one minute synopsis of the play
 - ii. A 1-2 minute explanation from each designer about their design and reasoning for their design.
 - iii. A one minute explanation as to how the design team combined all elements into a cohesive vision
 - iv. A 1-2 minute question and answer portion.
- j. Students will receive a grade for their portion, the group prompt book, and the group presentation. Rubrics will be given for each graded section.

Additional Recommended Materials - *Must be approved by Board of Education.*