Glendale Unified School District

High School

August 13, 2019

Department:	Career Technical Education / Visual and Performing Arts
Course Title:	Entertainment Technology and Live Production 5-6 (Honors)
Course Code:	2428V/2429V
Grade Level(s):	10-12
School(s) Course Offered:	Hoover High School, Crescenta Valley High School
UC/CSU Approved (Y/N, Subject):	Yes, "f" Visual & Performing Arts / Interdisciplinary Arts with honors designation
Course Credits:	10
Recommended Prerequisite:	Completion of Entertainment Technology and Live Production 3-4 with a grade of "C" or better.
Recommended Textbook:	Carter, Paul Douglas, and George Chiang. *Backstage Handbook: an Illustrated Almanac of Technical Information.* 3rd ed., Broadway Press, 2012.
Course Overview:	Entertainment Technology and Live Production 5-6 (Honors) is the capstone course for the Arts, Media and Entertainment industry sector, Production and Managerial Arts Pathway. Students will further their training in the technical fields and develop a professional resume and portfolio. Through hands-on interactive learning opportunities, students will be training in management, budgeting and scheduling. Students will also get the opportunity to be the scenic lighting, sound, costume and make-up and prop designers as well as the house and stage managers. Students will also be instrumental in developing operation procedures and methodologies. They will demonstrate their knowledge and understanding by working and running community events and productions throughout the year. All while receiving in-depth training and education about career paths available in Technical theatre;

background knowledge on theatre, art and fashion history; and they will further develop systems for workplace etiquette, client/venue communication, and managerial arts of a working production house and scenic shop. Beyond developing their resumes and portfolios students are eligible for the dual enrollment college classes and have the opportunity to gain college credit and prepare for a job in Entertainment Technology and Live Production and they will complete a "legacy project" which will help ensure that future students in the program benefit from the knowledge and skills developed throughout this program pathway.

Course Content-First Semester

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 drills for training others in their department to deal with hazards and disasters. They will research local laws concerning fire codes, crowd control, emergency response, first-aid, CPR and will be required to get their CPR hands only certification. Each student will work in collaborative groups in order to create the procedure guides. Students will be required to run these drills periodically and make certain that their departments are properly certified and trained. They will then conduct "Cross trainer" days when one department focuses on teaching and training the rest of the department so that

by the end of the unit everyone has received proper training for all areas and departments. Students must include information about: basic first aid; evacuation procedures; rules and responsibilities; 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 "B" 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 safe during an emergency and have their CPR hands only certification.

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 review: 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 have to find 5 job listings that they would consider applying for in the future. They must develop a resume and a slide presentation which suggests a portfolio (this is not yet their portfolio). Students will then be required to interview for one of the jobs before the instructor and a small panel of industry professionals. Students must dress for the part, come prepared with their resume and be able to either demonstrate or answer questions from the interviewers. Students will be graded on a "Meets requirement" or "Does not meet requirement" per category rubric as well as on their interviewing skills and mock portfolio. The other students in class will take notes (on a teacher provided graphic organizer) on interview. Upon completion of all the interviews, students will give constructive feedback along with the interviewers in order to best prepare students for the process of getting a job in the Entertainment Industry.

Unit 3: **Setting the Scene – Drafting, rigging, plotting and construction**   (*4 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 Fusion 360, SketchUp and 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). They will also learn about different formulas in order to help figure out angles, weight distribution, tinsel strength, etc. in order to best learn how to construct or breakdown someone else's design like a Technical Director.

  B. Students will be given a scene design created by a professional scenic designer. They will have to create a model of the set based off the design provided and they will need to create scale blueprints for carpenters to use to construct the set. This allows for creativity, critical thinking, engineering and visual communication skills to be demonstrated. Students will be graded on their models and blueprints based on a rubric that also considers how clear it the directions for the carpenter are laid out. Students will need to create a design presentation as if they were the Technical Director presenting to the lead carpenter so the set could be constructed for the scenic designer.

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 strengthen their construction skills by 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 research a specific carpentry style or focus such as cabinetry, lathe work, slip joints, etc. They will learn about the process and then they will need to create a piece using the newly learned and researched process. Students must write a short 5-page research paper that includes their attempt at the specific focal area and a critiquing of their attempt. Students will be graded on the quality of their research, their paper, writing skills and on their final product. They will be given a rubric prior to completion in order to prepare and organize their research papers.

Unit 5: **The Story of Sound – Production, recording & live reinforcement**   (*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; 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 continue to learn about how sound reacts through space, time, with different materials and how to best reinforce sound in various situations. Students will learn how to think like an acoustician and as a studio recording engineer and they will learn various resources they can use for creating and manipulating sounds. They will work with Qlab, Audacity, AVID and live reinforcement (the sound console).

B.   Students will have to create a 3-minute sound story using a mixture of pre-recorded sounds and music, live recordings and live reinforcement. Students may ask for another person or people to be involved in order to include the live reinforcement. They will be given 5-minutes to setup, 3-minutes to present and 2-minutes of critique/feedback. Each student must design a story with a beginning, middle and end and they must present. The live reinforcement should blend with the recorded material and help the story telling process.

First Semester Final - Cumulative Final   *(1 week)*

Course Content-Second Semester

Unit 6: **Lighting the event – rigging and lighting combos & tricks of the trade**   (*6 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 use lighting and rigging in order to help create the right tone and movement for various types of productions from concerts, to orchestral presentations, to theatrical performances. Students will learn about different lighting techniques, equipment, trusses, rigging, etc. Students will learn how to use lighting architecture as scenic elements and how to incorporate lighting into traditional scenic elements.

B.   Students will work in groups of 4 (designer, rigger/flyman, master electrician, programmer/board op) and they will create designs for two different pieces of music provided by the instructor. The music will vary in type for instance a song from a musical like Rent coupled with an orchestral piece or a choral piece paired with a heavy metal piece. They will work together to create a comprehensive light plot that can be used for both pieces, then they will hang it, focus it, and present it along with the music. The rest of the class will critique based off a critiquing rubric provided by the instructor. Students will be graded on their designs, the connection to the music and their work in their departments.

Unit 7: **Costuming – Patterning, changing the silhouette & making costumes**   (*6 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 how to create their own costume pieces, make muslin mock-ups that they then can create out of the intended fabric and how to make ready to wear clothing. Students will work with machine and hand sewing, a variety of fabrics and types of needles, closures, grommets, zippers, etc. Students will learn how to work leather, how to create a new body silhouette, working with batting, thick felts, denim, etc. Students will learn how to create costume pieces using non-traditional materials (metals, beads, plastics, etc.) and even large scale puppets.

B.   Students will make a "found object" piece. They will create their own character (super human or a character from a play/TV show) and they will use found objects to create their costumes. Example: I.T. Woman with her rubber insolated circuit board armor; or Utensil Man with a thick felt padding, forks, spoons and butter knives attached like feathers. Students will need to follow a rubric in order to complete their costumes. They must first find the objects, then design the costumes, create the character back story or origin and then structure it so they can wear it. The last day of the project will have the class doing a run way fashion show in which their character blurb is read aloud as they model their

costumes. The class will critique one another on their construction and "realization" of their costume pieces.

Unit 8: **Make-up – Fashion/fantasy/wounds/old age design & application**   (*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 work every week on different make-up techniques: fashion, fantasy, scars/bruises/cuts/burns and old age make-up. Students will learn about historical contexts and techniques, how to apply the make-up to themselves and others and how to properly clean and maintain their make-up kits. Students will learn how to design, implement and research make-up trends and get the opportunity to try them out.

   B.   Each week students will design for that week's learned make-up skill. For example: the week that fantasy is the focus they will research different fantasy make-up through youtube tutorials, google searches, Instagram make-up artists and such. They will create a design for that week that they will attempt the last day of the week in class. They will apply it to themselves. The instructor will photograph each student in their make-up and the following start of the week will begin with a critiquing of the make-up. This gives everyone an opportunity to try the style, receive feedback and move on with their next week's design. Student work will be critiqued off a rubric each week.

Unit 9: **Legacy Project (Honors Final 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 in small (2 or 3 people) collaborative groups in order to identify an area of need one of the school venues. It can be the auditorium, quad (outdoor) space or black box theatre. Students will write up a proposal for how they can improve this troubled area.   For instance: Lobby beautification; restroom management; instrument cleaning and maintenance; etc. They must submit a written proposal which the instructor must approve. They will then plan and implement the proposed plan. They will record visual proof of their work from beginning to end. They will create a group Legacy Project paper, slide show or display piece. They will share their projects with the class along

with how the progress of the project went and how future students will benefit from their particular legacy project.

B. Project Contents:
   a. Students will work in groups of 2 or 3 to identify an area of need for one of the performance venues and to create a proposal as to how they can help fix this "need."
      i. Example: the lighting area of the auditorium needs to be organized/cleaned. Students must identify a plan for organization, how they intend to implement and enforce the proposed plan.
      ii. 2nd example: the lobby is uninviting and needs to be a greeting entry way for all events. Students must identify a plan for organization, how they intend to implement and enforce the proposed plan.
   b. Each student in the group will be responsible for a particular aspect:
      i. Researcher
         1. They are in charge of gathering all research and compiling a comprehensive flow to the research for their presentation.
      ii. Historian
         1. They are responsible for recording/documenting the work being done.
      iii. Organizer (only in groups of 3)
         1. They are responsible for organizing the paper, proposal and putting together the order of the presentation.
   c. Each student within the group helps with all aspects of the project.
   d. Students research various solutions for their area of need.
      i. Example: Creating more hang positions and pegs for cables so equipment has a place. Or creating a cart that has room for cables, gobos, gels, gel frames, etc. that can move in and out of the lighting area with ease.
      ii. 2nd example: Window treatments, backing on the display boards, working with the departments on campus to create show case displays that change monthly so everyone gets exposure.
   e. Each group will have time in the venue to work on their proposal, implementation and recording of their progress.
   f. Upon completion of their project, students need to create a presentation in order to convey information about their project to their class.
   g. Each group will present their projects to the class and tour groups through their area to show in person the changes made to the location and how the area should be maintained.
   h. Students will receive a grade for their portion, the group presentation, and the group proposalk. Rubrics will be given for each graded section.

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