

Glendale Unified School District

High School

July 14, 2020

Department: Career Technical Education / Visual and Performing Arts

Course Title: Entertainment Technology and Live Production 7-8 (Honors)

Course Code: 2433V/2434V

Grade Level(s): 11-12

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

UC/CSU Approved  
(Y/N, Subject): Pending; "f" Visual & Performing Arts

Course Credits: 10

Recommended  
Prerequisite: Completion of Entertainment Technology and Live Production 5-6 with a grade of "C" or better.

Recommended  
Textbook: Carter, Paul Douglas, and George Chiang.  
*Backstage Handbook: An Illustrated Almanac of Technical Information*, 3<sup>rd</sup> ed.  
Broadway Press, 2012.

Course Overview: Students will focus on certifications, industry careers and continued post-secondary education/training. Through hands-on interactive learning opportunities, students will be training others in a mentorship style program where they act as mentors and the other level students will job shadow them in order to learn the careers. Students will be responsible for taking lead positions as stage managers, lead carpenter, master electrician, wardrobe head, house manager, prop master, etc. They will act as designers as well for the main productions and products. 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 in the industry. Their final project will include an online website and e-portfolio which they can use for future career interviews and educational interviews.

## 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 Safety Data Sheets (SDS'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-10 hour certification online training course and receive their certification; demonstrate an understanding of how to read SDS's as well as how to locate and update past SDS's; and finally evaluate and update the venue to uphold OSHA standards.
- B. Students will oversee the creation of drills for training others in their department to deal with hazards and disasters. They will lead implementation of the research about 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 be given 2 groups that they will oversee their collaboration as they 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 facilitate "Cross training" 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; SDSs 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**

*[Occurs simultaneously throughout the school year along with other units]*

*(10+ 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 get an internship with a theatre company, production company, design department, lighting house, prop house, rigging company, carpenter shop, etc. They will need to log at least 4-6 hours a week up to at least 60 hours, they can do more provided it is arranged between the school and the internship, so it does not affect school obligations.
- B. Students will scout out and apply for or be placed in an internship related to an aspect of theatre/production that the students are interested in pursuing in the future. They must develop a resume and interview for the position. For students unable to travel for an internship, an on-campus internship program will be used in order to allow students to still learn about the career and industry expectations. Students will need to maintain timecards, a work journal, and write a report about their experiences in the industry. Supervisors will be required to send weekly reports about the intern and their progress in the internship as well as a final evaluation. The teacher will also maintain student work logs and monitor student progress. The three branches of the project will hold an initial meeting in order to meet and greet to setup the internship expectations and set student goals. And then they will meet again at the end of the internship to evaluate student progress on their goal. At that point students and the internship supervisor can discuss whether or not they would like to continue the internship, possibly offer a job or if the entire internship has come to an end. Students will grade themselves, be graded by their instructor and receive an employee review from their supervisor. The three pieces will result in the student grade based off a rubric scoring chart.

Unit 3: **Career training – Educational opportunities**

*[Occurs simultaneously throughout the school year along with other units]*

*(10+ 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 enroll in the GCC dual enrollment course or another dual enrollment course for college credit along with high school credit. They can enroll either semester

depending on their availability and time. Students can take part in the internship one semester and the college course the following if it fits their academic schedule best.

- B. Students will enroll in a dual enrollment course related to the technical theater class. They must earn a B or better in the course in order to get the college credit. Dual enrollment can be through any approved Community College or College that has articulation connections agreed upon between the district and the college. Should students be unable to attend an after-hours approved course they are required to receive either credits through USITT tests and course work available online and/or receive an additional certification of some sort related to the field.

Unit 4: **Setting the Scene – Computer Aided Drafting**

*(6 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 get certified in a computer aided drafting program either AutoCAD, Fusion 360, Vector Works, Sketchup or another certification drafting program. Students will work on creating set designs, props and/or lighting plots in order to show competency.
- B. Students will be given hand drawn scale drawings that they will need to convert into computer drafted models. They will need to incorporate a title block and all parts of the set design/prop design/light plot, etc. and demonstrate competency. This is in conjunction with completion of the certification requirements for the program they are learning. Students will be graded on their models and blueprints based on a rubric that also considers how clearly directions are laid out for the carpenter/electricians/stage manager/etc. Students will need to create a design presentation as if they were the Technical Director presenting to the intended department heads.

Unit 5: **Construction – Building the sets for a production**

*(6 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 workflow; 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 and incorporation of animation/LED lighting and practical lighting of scenic pieces. Students that wish to focus specifically on carpentry and construction will also have the opportunity to earn either their 10-hour OSHA Construction Certification which is intended for the construction industry or they can do the modules and take the certification test for the eSet. Both certifications hold many similarities and significance for students doing construction for theatre, film, concerts, events and theme parks.

- B. Students must construct a scale model of a set that utilizes wood, metal, plastic/foam and fabric in the design of the show. They need to explain what the construction process for the various materials and pieces will be as they are utilized in the set. They will use small motors or other simple machines in order to animate parts of the set and either create virtual drawing or use miniature led lighting to show how that was incorporated into the set design. The sets must be for an actual play (it does not have to be a play that is being produced at the school) but one where the scenic elements fit to the script requirements. Students will photograph their models and/or record the automations and they can include those in their final project (website with e-portfolio).

**Unit 6: 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 be focusing on sound recording for film and television. They will work with iMovie, Vegas, AVID or any other approved film editing computer-based technology. They will also need to use garage band, audacity, or other sound capturing technology in order to record the actor dialogue and prepare and edit Foley work or other sound aspects. They will work on layering sound, syncing with dialogue and enhancing a scene.
- B. Students will get a soundless film clip along with a script of the scene and a synopsis of the play, so they understand how the scene fits into the rest of the show. They must create a sound scape, record the dialogue and do any necessary Foley work for the clip. After they create everything, they will need to sync it to the video clip in order to create a cohesive film moment. Students may ask for another person or people to be involved in order to act as voice actors. The students will preview their clips for the class and be critiqued by their peers. They will be looking for high quality sound with little additional background noise, a soundscape that fits the tone of the scene and Foley work that adds to the atmosphere of the clip. They will also be looking for the syncing up of

the voice with the actors on screen and the overall cohesiveness of the piece. Students will be graded based off a point rubric which looks at all parts including class feedback.

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

#### **Unit 7: Lighting board programming – ETC EOS lighting console levels 1-3 (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 program the ETC EOS family software for the lighting console. They will take part in the modules online and practice with the technology on the class laptops. They will also have the opportunity to spend 4 days training at the ETC campus in Burbank. Students will receive their certificate of completion and training upon completion of the modules. They can also opt to study and take the USITT eSET Lighting and Electrics examination for certification in the Essential Skills for Entertainment Technicians – lighting.
- B. Students will work in groups of 4 (designer, rigger/fly man, 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 8: Costumes and Puppeteering – Creating patterns and various puppets (6 weeks)**

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 also learn how to use foam and other materials to create shadow puppets and a “Muppet” style puppet which they will also have to design a costumes for by practicing their design and draping skills.

- B. Students will work in groups to film short 5 to 7-minute puppet shows. They will write their own scripts and must include both Muppet style puppets and shadow puppets in some way of another. For instance, a shadow play could occur as a memory of a past event. These short films will be viewed and critiqued by the class. Students will be graded using a rubric which includes the difficulty of the puppets, the puppeteering and the effectiveness of creating a wholistic character.

Unit 9: **Make-up – Prosthetics & application**

(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; 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 learn how to mold and create prosthetic facial pieces, scars, wounds, and other special FX make-up. They will learn how to properly apply prosthetics, clean and maintain, mass produce, protect skin from irritation and chaffing due to continual use of prosthetics for longer productions and how to color and blend prosthetics. Students will learn how to apply the make-up to themselves and others and how to properly clean and maintain their make-up kits.
- B. After creating a mold for prosthetic piece and creating 3-5 duplicates of the pieces, students will apply, color and blend the prosthetic on a model in order to make the effect look seamless and realistic. This means incorporating textures, blending, and different techniques in order to get the best results. Students will have their work photographed with an HD camera critiqued by a make-up professional.

Unit 10: **Website & e-Portfolio (Honors Final Project)**

(5 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 add to their portfolios from their 5-6 level class and develop it into a web-based e-portfolio. They will research other web portfolios and artist websites to gain ideas and a deeper understanding into what is expected from an artist's e-portfolio. They will need to capture images and work from previous productions. They may need to work with photographers and cinematographers in order to best present their work. Students will need to show growth in their development as an artist/technician through their e-portfolio and website.

B. Project contents: Students will create a website and a e-portfolio.

- a. Each student will develop a website which must include the following:
  - i. Resume – current up-to-date information about the student and their production related work experience.
  - ii. A brief biography – Information about themselves
  - iii. An artist statement – Information about their artist influences, styles, process and body of work in general terms.
  - iv. A section for each job of interest (stage management, scenic design, lighting design, etc.) – a brief description to begin the page and photos/videos of their work. The pictures should look clean, professional and highlight elements of the art being shown.
  - v. A section for sketches/planning – a brief look at the planning and sketching of various pieces by the artist.
  - vi. Any additional sections for each additional job of interest – again a brief description to begin the page and photos/videos of their work.
  - vii. A portfolio section – this e-portfolio should show case the artists growth and how their work has evolved and how their skills and techniques have grown throughout their years in the program. They should be able to speak about any of the work they included in their digital e-portfolio and explain why it was included, how it ties into the curated portfolio and any additional portfolio requirements.
  - viii. A logo and a business card – the logo should be designed by the student and appear on both the website and business cards. The business card can be used when applying for work/colleges/training programs/internships. The website URL needs to be included on the business card.
- b. Students will develop their self-promotional websites and learn how to maintain, update and curate the work they have online.
- c. Students will be required to share their websites with 2 classmates who will provide them with constructive criticism and feedback.
- d. Students will edit their websites based on their peers' comments.
- e. A panel of industry professionals and arts educators will review each students' e-portfolio and provide feedback and conduct mock interviews in order to help students self-promote.
- f. Students will conduct a final edit of their e-portfolio, website, artist statement, and biography and then they will publish their websites/e-portfolios.
- g. Students will be graded by the instructor on all parts of the required project, their incorporation of feedback, panel interview/critique and incorporation therein of any additional comments. A rubric will be used to keep track of student progress and grading.

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