

Theatre Basics Unit

Subject: Technical Theatre

Duration: 12 Classes (1 hour 20 minutes to 1 hour)

Teacher: Taylor Fornwald
Teacher Mentor: Sharon Peat

Grade Level: Grade 10-12

Curricular Outcomes

Costumes:

1. Demonstrate understanding of the purpose of costumes.
2. Recognize the importance of illusion in costume design.
3. Recognize the importance of artistic unity in costume design.
4. Demonstrate knowledge of appropriate safety procedures.
5. Demonstrate understanding of symbolism and psychological implication of colour, texture, line and shape.
6. Demonstrate understanding of the value of the sketch as a tool in creating and communication ideas in costume design.
7. Demonstrate understanding of techniques of costume organization care, maintenance, cleaning and storage.
8. Prepare rough costume plot based on a script.

Lighting:

1. Demonstrate understanding of the purpose of stage lighting.
2. Recognize the importance of illusion in lighting design.
3. Demonstrate understanding of the importance of artistic unity in lighting design.
4. Demonstrate knowledge of appropriate safety procedures.
5. Demonstrate understanding of functions of standard lighting instruments flood, Fresnel, ellipsoidal, follow spotlight, border lights.
6. Demonstrate understanding of functions of gels, barn doors, gobos, c-clamps, shutters.
7. Demonstrate understanding of basic functions of lighting control systems.
8. Demonstrate understanding of symbolism and psychological implication of colour, angle, intensity and timing in creating mood.
9. Demonstrate understanding that gels affect the way colour is perceived in scenery costume, and makeup.
10. Demonstrate safe and proper care in handling and maintaining available lighting instruments.

Make Up:

1. Demonstrate understanding of the purpose of makeup.
2. Recognise the importance of illusion in makeup design.
3. Demonstrate understanding of the importance of artistic unity in makeup design.
4. Show awareness of need for safety and cleanliness when working with makeup.
5. Examine physical structure of the face.
6. Compile a makeup morgue.
7. Identify basic make up supplies: bases, highlights, shadows, liners, powders, cleaners, brushes, sponges, crepe hair, adhesives.
8. Differentiate between abstract, straight and character make ups.
9. Demonstrate understanding of symbolism and character makeups.
10. Prepare a makeup chart for a specific character.

Management (Business):

1. Demonstrate understanding of the duties of business management staff.
2. Recognize the importance of and procedures for script ordering and royalty payment.
3. Demonstrate understanding of the importance of record keeping and box office procedures.

4. Recognize the importance of effective publicity techniques/procedures.
5. Demonstrate understanding of appropriate audience development techniques.

Management (House):

1. Demonstrate understanding of the duties of house manager and house management staff.
2. Demonstrate knowledge of appropriate safety procedures.

Management (Stage):

1. Demonstrate understanding of the purpose and duties of the stage manager.
2. Recognize and use basic technical theatre/design terminology.
3. Demonstrate understanding of the duties of technical crews: costumes, lighting, make up, stage, props, set, sound.
4. Demonstrate knowledge of appropriate safety procedures.
5. Demonstrate understanding of the need for continuous communication between the stage manager and technical crews during performance.

Props:

1. Demonstrate understanding of the purpose of stage properties.
2. Recognize the importance of illusion in properties design.
3. Recognize the importance of artistic unity in properties design.
4. Demonstrate knowledge of appropriate safety procedures.
5. Recognize different types of properties: set properties, hand properties, rehearsal properties.
6. Demonstrate understanding of symbolism and psychological implication of colour, texture, and shape.
7. Develop a properties list for a specific script.
8. Recognize the need for developing and maintaining properties inventories.
9. Identify external sources for property loan/rental.

Set:

1. Demonstrate understanding of the purpose of stage scenery.
2. Recognize the importance of illusion in set design.
3. Recognize the importance of artistic unity in set design.
4. Recognize and use theatre terminology related to the proscenium stage.
5. Demonstrate knowledge of appropriate safety procedures.
6. Recognize different types of stages: proscenium, thrust, arena, flexible.
7. Demonstrate understanding of symbolism and psychological implication of colour, texture, line, mass and form.
8. Recognize different types of scenery: bare stage, curtain set, drop and wing set, box set, unit set, suggestive or selective set, flats, projections, scrims, cyclorama.
9. Demonstrate understanding of and use scale.
10. Demonstrate understanding of and use ground plans.
11. Demonstrate understanding of proper placement of stage scenery: balancing, angling, masking sight line, backdrops, scrims.

Sound:

1. Demonstrate understanding of the purpose of stage sound.
2. Recognize the importance of illusion in sound design.
3. Recognize the importance of artistic unity in sound design.
4. Demonstrate knowledge of appropriate safety procedures.
5. Demonstrate understanding of the basic advantage and limitation of sound equipment.
6. Demonstrate understanding that the acoustics of a space affect sound.
7. Create live sound effects.

Unit Timeline				
Day	Time	Focus	Handouts/Supplies	Assessments S = Summative F = Formative
Thursday, Sept. 3	1 hr. 20 min.	Goal: The Stage Lesson: Course Outline, Class Exercises, Stage Configurations, Theatre Pirate Ship	- Course Outline	
Tuesday, Sept. 8	1 hr. 20 min.	Goal: House & Box Office Management Lesson: Theatre Pirate Ship, Theatre Roles, House & Box Office Management Overview, Student Questionnaire	- Theatre Roles and Diagram - Theatre Roles Activity - Student Questionnaire	Theatre Roles Diagram (F)
Thursday, Sept. 10	1 hr. 20 min.	Goal: Stage & Business Management Lesson: Stage and Business Management Overview, Management Assig. Chat	- Management Duties - Prompt Scripts - Management Assignment - Assig. Scripts	
Friday, Sept. 11	1 hour.	Goal: Finish Assignment Lesson: Work period for assignment, Set due date	- Script Breakdown Template - Computers	Management Assignment (S)
Tuesday, Sept. 15	1 hr. 20 min.	Goal: Media Centre Lights Lesson: Tour Media Centre, Light Board Tutorial, Light Examples, Types of Lights	- Types of Lights	Types of Lights (F)
Thursday Sept. 16	1 hr. 20 min.	Goal: Colour Mixing Lesson: Gels and Gobos, Colour and Mood, Colour and Costumes, Lighting Assignment.	- Gels and Gobos - Two Projectors - Costume Pieces - Movie/Play videos - Lighting Assig.	Lighting Assignment (S)
Tuesday Sept. 22	1 hr. 20 min.	Goal: Sound Basics Lesson: Listen Sound Effects, Listen Soundscape, Acoustics, Sound Discussion	- Sound Listen Sheet - Sound effects - TYA soundscape and movie sound	
Thursday Sept. 24	1 hr. 20 min.	Goal: Set and Props Basics Lesson: Set and Props Terminology, Ground Plans and Scale, Stage Types and Set.	- Stage diagrams - Ground Plan exemplars - Terminology Sheet	- Stage Diagrams (F)

Friday Sept. 25	1 hour	Goal: Sound, Set and Props Assignment Lesson: Explain assignment, Work Period	- Assignment - Computers	- Sound, Set, and Props Assig. (S)
Tuesday Sept. 29	1 hour 20 min.	Goal: Costumes and Make Up Lesson: Types of Make Up, Make Up exemplars, Costume and Colour, Costume exemplars	- Make Up and Costume exemplars - Make Up and Costume Checklist	
Thursday Oct. 1	1 hour 20 min.	Goal: Costume and Make Up Assig. Lesson: Explain assignment, Work Period	- Assignment - Make Up Morgue Template - Computers	- Costume and Make Up Assig. (S)
Sometime Oct. 5-9	1 hour 20 min.	- Students attend <i>The Hudson Bay Epic</i> at New West Theatre Sept. 30 to Oct. 10 - We will then dedicate one class to discussing performance and writing design critique on performance.	- Figure out show details. - Design Critique Assig.	- Design Critique (S)

Assessments (Total 15%)

Design Script Breakdown (3%):

Students will be asked to perform a script breakdown for the play *Little Sister* by Joan MacLeod. Their Breakdown must include scene number, page numbers, characters part of each scene and any design aspects that are mentioned in script for Props, Set, Sound, Lighting, and Costume. A template will be provided for students to work from.

Lighting Assignment (2%):

Students will be asked to use the play *Little Sister* by Joan MacLeod and design the lights for three scenes. Students must choose at least two different gel colours for each scene, one gobo and explain why they chose the gels and gobos they did. Template for assignment will be provided to students.

Sound Assignment (2%):

Students will be asked to use the play *Little Sister* by Joan MacLeod and design sound effects. Students must create four stand alone sound effects and one soundscape where atleast three sound effects are mixed together.

Set and Props. Assignment (3%):

Students will be asked to use the play *Little Sister* by Joan MacLeod to create a set and props design for one scene from the play. Students will be asked to find images of all set and props pieces they choose to use in their design and ground plan showing the placement of their set pieces. A short explanation of why they chose set and prop pieces chosen must also be provided.

Costume and Make Up Assignment (3%):

Students will be asked to use the play *Little Sister* by Joan MacLeod to create a costume and make up morgue for two characters in the play. The costume morgue can consist of drawings or images found on internet. Make Up morgue must be coloured and created by students, template will be provided. A short explanation of why costume and make up choices were made for each character must also be provided.

The Hudson Bay Epic Design Critique (2%):

Student will be asked to attend the play *The Hudson Bay Epic* at New West Theatre. They will then write a critique paper outlining two aspects of the design of the show that they really enjoyed and why and one aspect that they would change and why. Students should try to focus on at least two different realms of design.