Theatre Technology
Program of Study with
Complementary Course Standards

This document was prepared by:

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Nevada State Board of Education

Nevada Department of Education

Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

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Acknowledgements

Standards Development Members

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Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives, or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

The Program standards were validated through active participation of business and industry representatives on the development team.

Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of a high school Theatre Technology program of study. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives. The indicators are followed by designations that reflect the course sequence (e.g., L1 for the first-year course of a two-year program and L2 for the second-year course, C is to designate the indicators to be taught in the complementary course) as referenced in the Core Course Sequence table.

The crosswalks and alignments are located in the Program Supplemental Program Resources document. These will show where the performance indicators support the Nevada Academic Content Standards. For individual course descriptions, please reference the Supplemental Program Resource or the Nevada CTE Catalog.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Theatre Technology program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the skills needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, THTRT is the Standards Reference Code for Theatre Technology. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be THTRT.2.3.4.

Theatre Technology

Program Information

Program of Study:	**Theatre Technology**
Standards Reference Code:	**THTRT**
Career Cluster:	**Arts, A/V Technology, and Communications**
Career Pathway(s):	**Facility & Mobile Equipment Maintenance**
Program Length:	**2-year, completed sequentially**
CTSO:	**SkillsUSA**

Program Structure Required Program of Study Courses

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Theatre Technology II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name
R	Theatre Technology I	THEATRE TECH I
R	Theatre Technology II	THEATRE TECH II
C	Theatre Technology II LAB	THEATRE TECH II L

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Performance Standard 1.1: Explore the History and Organization of CTSOs

1.1.1   Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law (Level 1 (L1), Level 2 (L2), Complementary (C))

1.1.2   Research nationally recognized CTSOs (L1, L2, C)

1.1.3   Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS]) (L1, L2, C)

Performance Standard 1.2: Develop Leadership Skills

1.2.1   Discuss the purpose of parliamentary procedure (L1, L2, C)

1.2.2   Demonstrate the proper use of parliamentary procedure (L1, L2, C)

1.2.3   Differentiate between an office and a committee (L1, L2, C)

1.2.4   Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions (L1, L2, C)

1.2.5   Participate in local, regional, state, or national conferences, events, or competitions (L1, L2, C)

1.2.6   Describe the importance of a constitution and bylaws to the operation of a CTSO chapter (L1, L2, C)

Performance Standard 1.3: Participate in Community Service

1.3.1   Explore opportunities in community service-related work-based learning (WBL) (L1, L2, C)

1.3.2   Participate in a service learning (program related) and/or community service project or activity (L1, L2, C)

1.3.3   Engage with business and industry partners for community service (L1, L2, C)

Performance Standard 1.4: Develop Professional and Career Skills

1.4.1   Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills) (L1, L2, C)

1.4.2   Describe the appropriate professional/workplace attire and its importance (L1, L2, C)

1.4.3   Investigate industry-standard credentials/certifications available within this Career Cluster™ (L1, L2, C)

1.4.4   Participate in authentic contextualized instructional activities (L1, L2, C)

1.4.5   Demonstrate technical skills in various student organization activities/events (L1, L2, C)

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

1.5.1   Make a connection between program standards to career pathway(s) (L1, L2, C)

1.5.2   Explain the importance of participation and completion of a program of study (L1, L2, C)

1.5.3   Promote community awareness of local student organizations associated with CTE programs (L1, L2, C)

CONTENT STANDARD 2.0: INVESTIGATE THEATRE OPERATIONS

Performance Standard 2.1: Explain Theatre Hierarchy

2.1.1   Explain the purpose and duties of the technical director, director, and stage manager (L1)

2.1.2   Describe the different production positions needed for a production (L1)

2.1.3   Describe the role of the creative team in a production (L1)

2.1.4   Explain the duties of the different staff positions related to theatrical business (e.g., producer, operational manager, house manager) (L1)

2.1.5   Discuss the importance of good communication and conflict resolution strategies within the production (L1)

2.1.6   Demonstrate techniques used for communication and conflict resolution strategies within the production (L2)

Performance Standard 2.2: Describe Types of Stages

2.2.1   Compare and contrast types of stages that are used in theatrical and performance venues (e.g., proscenium, thrust, arena, nontraditional) (L1)

2.2.2   Examine historical influences on theatre venues (L1)

Performance Standard 2.3: Understand Stage Geography

2.3.1   Identify the nine stage positions within the theater (L1)

2.3.2   Interpret plan drawings for the architectural elements in a theater (e.g., proscenium arch, gridiron, vestibules, catwalks and beams, fly system) (L2)

CONTENT STANDARD 3.0: DEMONSTRATE THEATER SAFETY

Performance Standard 3.1: Explain General Safety Regulations and Procedures

3.1.1   Evaluate safety hazards in the theater (L1)

3.1.2   Discuss the local and state regulations for fire safety (L1)

3.1.3   Demonstrate the proper care of the shop and stage areas (e.g., fly system, lighting and sound equipment, electrical distribution, and safety) (L1)

3.1.4   Demonstrate safe and efficient use and care of all personal protection equipment (e.g., safety glasses and shields, ear protection, welding gloves and apron) (L1)

3.1.5   Locate and identify fire protection, escape routes, and alarm equipment (L1)

3.1.6   Identify the locations and proper uses of the rinse sink, eye wash station, and first aid kit (L1)

3.1.7   Describe the procedures for reporting and treating an accident in the theater (L1)

Performance Standard 3.2: Utilize Tools and Equipment Safety

3.2.1   Identify the tools and equipment used in the theater (L1)

3.2.2   Demonstrate proper use of all tools and backstage equipment (L1)

Performance Standard 3.3: Practice Rigging Safety

3.3.1   Demonstrate safe usage and storage of ladders and scaffolding (L1)

3.3.2   Demonstrate safe and appropriate use of the theater's overhead rigging system (L2)

3.3.3   Demonstrate safe usage and storage of personnel lifts (L2)

3.3.4   Demonstrate safe and correct knot and wire rope installation used in theater rigging (L2)

3.3.5   Demonstrate proper arbor loading and counterweighting (L2)

Performance Standard 3.4: Practice Lighting and Electrical Safety

3.4.1   Demonstrate proper care and storage of cable including cleaning and coiling, plug repair and replacement, and storage (L1)

3.4.2   Identify faulty or defective lighting and electrical equipment (L1)

3.4.3   Demonstrate proper safe practices when hanging and circuiting lighting instruments and equipment (L1)

Performance Standard 3.5: Practice Paint, Dye, and Chemical Safety

3.5.1   Classify items that are required to be placed in the yellow hazardous chemicals cabinet (L1)

3.5.2   Identify different hazards of paints, thinners, cleaners, solvents and other basic chemicals and compounds that are used in the theater and shops (L1)

3.5.3   Demonstrate appropriate protective gear and clothing for safe use of paints, dyes, and chemicals (L1)

3.5.4   Demonstrate appropriate handling, cleanup and storage of all paints, dye, chemicals, and equipment (L1)

3.5.5   Explain the importance of proper ventilation of shops and stage (L1)

3.5.6   Demonstrate proper use of masking and containment of paints and solvents (L1)

3.5.7   Locate and explain the contents of Safety Data Sheets (SDS) (L1)

3.5.8   Research local and state regulations related to disposal of hazardous material (L1)

CONTENT STANDARD 4.0: DEMONSTRATE SET CONSTRUCTION

Performance Standard 4.1: Apply Scenic Materials and Hardware

    4.1.1   Compare and contrast different materials and their uses (L1)

    4.1.2   Verify the actual measurements of lumber (i.e., 1"x3", 1"x4", and 2"x4") (L1)

    4.1.3   Describe the various uses and sizes of different types of materials and hardware (L1)

Performance Standard 4.2: Construct Scenic Elements

    4.2.1   Practice proper procedures for measuring materials (L1)

    4.2.2   Demonstrate proficiency in use of non-powered tools used for the stage (L1)

    4.2.3   Demonstrate proper paint application techniques (L1)

    4.2.4   Demonstrate proficiency in use of powered tools used for the stage (L1)

    4.2.5   Explain the importance and requirement of fire proofing scenic elements (L2)

    4.2.6   Select appropriate materials for a scenic element (L2)

    4.2.7   Demonstrate correct construction techniques (L2)

Performance Standard 4.3: Build Basic Units of Scenery

    4.3.1   Explain the purpose of a wagon in a theatrical production (L1)

    4.3.2   Describe how to build a theatrical wagon (L1)

    4.3.3   Describe the different parts of a theatrical flat (L1)

    4.3.4   Describe the different parts of a stair unit (i.e., stringer, kickboard, and tread) (L1)

    4.3.5   Analyze the different types of flats used in set construction (L1)

    4.3.6   Identify the term platform as it relates to the stage (L1)

    4.3.7   Demonstrate how to build a stair unit for the stage (L2)

    4.3.8   Demonstrate how to build a 4' x 8' platform for the stage (L2)

    4.3.9   Demonstrate how to build a standard flat used in set construction (L2)

   4.3.10   Demonstrate how to build and install window and door units (L2)

Performance Standard 4.4: Assemble Flats

    4.4.1   Analyze the advantages and disadvantages of hard and soft coverings (L1)

    4.4.2   Demonstrate how to hard and soft cover a flat (L1)

    4.4.3   Explain how to join two flats together at various angles (L1)

    4.4.4   Describe the term "Dutchman" as it relates to set construction (L1)

    4.4.5   Demonstrate sizing and repair of a muslin/cotton flat (L1)

Performance Standard 4.5: Understand Production Load In/Out

    4.5.1   Define the terms strike, load out, and load in as they relate to the theater (L1)

    4.5.2   Describe the needs of a specific load out (L1)

    4.5.3   Explain the process required for a specific load out (L1)

CONTENT STANDARD 5.0: UNDERSTAND LIGHTING DESIGN

Performance Standard 5.1: Explain Lighting Theory

5.1.1   Describe the basic function of stage lighting (i.e., visibility, directional, practical, background, effect) (L1)

5.1.2   Research different theories of stage lighting (e.g., McCandless) (L2)

Performance Standard 5.2: Compare and Contrast Instruments and Equipment

5.2.1   Compare and contrast features and uses of different types of lighting instruments (L1)

5.2.2   Describe accessories used in stage lighting equipment (L1)

Performance Standard 5.3: Demonstrate Hanging and Focusing Lighting Systems

5.3.1   Describe and demonstrate the process of safely installing lighting systems (L1)

5.3.2   Explain the purpose of lamp optimization within a non-LED or conventional fixture's reflector (L1)

5.3.3   Describe and demonstrate the process of focusing various lighting instruments (L1)

5.3.4   Demonstrate how to install color medium (i.e., gel) and a lighting pattern (gobo) in a lighting instrument (L1)

Performance Standard 5.4: Program A Lighting System

5.4.1   Explore different lighting control systems (i.e., console and computer based) (L1)

5.4.2   Determine when lighting cues are needed according to the script/director (L2)

5.4.3   Demonstrate correct patching of a stage lighting system (L2)

5.4.4   Determine the timing of the lighting cues according to the script/director (L2)

5.4.5   Demonstrate the keystrokes needed to properly create and save a stage lighting look (L2)

5.4.6   Demonstrate proficiency in operating the school's theater lighting console and software (L2)

Performance Standard 5.5: Create a Light Plot

5.5.1   Discuss the importance of given circumstances in a play as it informs light design (L2)

5.5.2   Explain the effect of color used in lighting (L2)

5.5.3   Read a light plot and instrument schedule (L2)

CONTENT STANDARD 6.0: DEMONSTRATE AUDIO ENGINEERING

Performance Standard 6.1: Explain the Components of a Sound System

   6.1.1   Compare and contrast a live source versus a playback source (L1)

   6.1.2   Identify the components of a sound system (L1)

   6.1.3   Demonstrate how to set up a basic sound system (L1)

   6.1.4   Describe the signal path as it travels through the sound system (L1)

   6.1.5   Demonstrate the sequence to power up and power down the sound system (L1)

   6.1.6   Identify the different parts of speaker, microphone, and patching cables (L2)

   6.1.7   Illustrate and label the equipment that is needed in a basic sound system (L2)

   6.1.8   Describe mix and signal processing as it relates to audio engineering (L2)

Performance Standard 6.2: Compare and Contrast Microphones

   6.2.1   Compare and contrast different types of microphones and their set up (L1)

   6.2.2   Define phantom power and describe its use in certain microphones (L1)

   6.2.3   Demonstrate the setup of wired and wireless microphones (L2)

   6.2.4   Practice proper handling, general maintenance, and proper care of all types of microphones and cables (L2)

   6.2.5   Communicate to performers the proper handling of microphones (L2)

Performance Standard 6.3: Apply Various Signal Levels

   6.3.1   Explain the difference between line level and mic level inputs (L2)

   6.3.2   Demonstrate the use of the gain and equalization (EQ) control in correcting microphone levels (L2)

Performance Standard 6.4: Demonstrate Recording and Playback

   6.4.1   Demonstrate the skills and techniques that are needed to play back sound through various devices (L1)

   6.4.2   Research various copyright rules and regulations as related to audio (L1)

   6.4.3   Demonstrate the skills and techniques needed to record and store sound to various devices (L2)

Performance Standard 6.5: Describe the Function of Amplifiers and Speakers

   6.5.1   Describe the function of amplifiers and how they fit into a basic sound system set up (L1)

   6.5.2   Explain the function of different types of speakers (L1)

   6.5.3   Describe the importance of proper speaker placement for the stage, audio engineer, and audience (L2)

CONTENT STANDARD 7.0: PRACTICE STAGE MANAGEMENT

Performance Standard 7.1: Create a Prompt Book

7.1.1   Identify the elements of a stage manager's prompt book (L2)

Performance Standard 7.2: Describe Performance Duties and Processes

7.2.1   Identify the role and duties of stage managers (L1)

7.2.2   Create a stage manager's kit (L2)

7.2.3   Practice taping the floor using a ground plan (L2)

7.2.4   Distinguish between the types and purposes of technical rehearsals (L2)

7.2.5   Demonstrate the process of taking down blocking notation in a rehearsal (L2)

7.2.6   Discuss troubleshooting strategies during a production (L2)

7.2.7   Demonstrate the preset process that must occur during a production (L2)

Performance Standard 7.3: Demonstrate Effective Communication

7.3.1   Demonstrate the types and styles of communication that a stage manager can use (L2)

7.3.2   Demonstrate and describe proper set up and usage of an intercom system (L2)

CONTENT STANDARD 8.0: UNDERSTAND HOUSE MANAGEMENT AND RELATED BUSINESS FUNCTIONS

Performance Standard 8.1: Explain House Staff Responsibilities

    8.1.1   Identify the term house manager as it pertains to the theater (L1)

    8.1.2   Explain the duties of ushers (L1)

Performance Standard 8.2: Develop a Promotion Plan

    8.2.1   Explain the different methods of advertising for a theatrical performance (e.g., posters, news media, social media) (L1)

    8.2.2   Describe the role of social media in promoting a production (L1)

    8.2.3   Analyze the different parts of a standard theatrical program (L2)

Complementary Courses

State Complementary Skill Standards

State complementary skill standards are designed to clearly state what the student should know and be able to do upon completion of a **one-year** complementary course related to their career and technical education (CTE) program of study. **Completion of the qualifying Program of Study is required prior to enrollment in a complementary course.**

Employability Skills for Career Readiness Standards

Students have completed all program content standards and will pursue advanced study through investigation and in-depth research.

Complementary Course Standards Contributing Members

Course Contribution(s)	Name	Occupation/Title	Stakeholder Affiliation	School/Organization
Set Design	Dena Demman	Instructor	Secondary Educator	Palo Verde High School, Clark County School District
Set Design	Rebecca Fahning	Instructor	Secondary Educator	Sunrise Mountain High School, Clark County School District
Set Design	Jeanine Hoskins	Instructor	Secondary Educator	Elko High School, Elko County School District
Set Design	Gary Sessa	Instructor	Secondary Educator	Bonanza High School, Clark County School District
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The Set Design complementary standards for Theatre Technology program of study were validated through active participation of business and industry representatives on the development team.

Complementary Course Information for
Theatre Technology

Program Information

        Qualifying Program of Study: **Theatre Technology**

        Career Cluster: **Arts, A/V Technology, and Communications**

        Career Pathway(s):   **Performing Arts**

        CTSO: **SkillsUSA**

        Grade Level: **11-12**

Program Structure for Complementary Courses

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary courses** (except labs that are done concurrently with the second-year course). A program does not have to utilize the complementary courses for students to complete their program of study.

Complementary Courses

Required/ Complementary	Course Title	Abbreviated Name
C	Set Design	SET DESIGN
C	Theatre Technology Advanced Studies	THEATRE TECH AS
C	Industry-Recognized Credential – Theatre Technology	IRC THEATRE TECH
C	CTE Work Experience – Arts, A/V Technology, and Communications	WORK EXPER TECH

Complementary Course Standards
Set Design

CONTENT STANDARD 1.0: INVESTIGATE THEATRE OPERATIONS

Performance Standard 1.1: Explain Theatre Organizational Structure

1.1.1   Describe the duties of a producer

1.1.2   Explain the function of the director in a production

1.1.3   Explain the duties of the stage manager in a production

CONTENT STANDARD 2.0: DEMONSTRATE THEATRE SAFETY

Performance Standard 2.1: Practice Rigging Safety

2.1.1   Explain the proper usage of harness and working at height

2.1.2   Inspect all aspects and ratings of a rigging system (i.e., hardware, purchase lines, wire rope, batten, blocks, and grid)

CONTENT STANDARD 3.0: DEMONSTRATE SET CONSTRUCTION

Performance Standard 3.1: Apply Scenic Materials and Hardware

3.1.1   Explain terminology related to metallic materials (i.e., pipe, flat bar, truss)

3.1.2   Demonstrate the application of different types of hardware and materials

CONTENT STANDARD 4.0: UNDERSTAND LIGHTING DESIGN

Performance Standard 4.1: Explain Lighting Theory

4.1.1   Discuss what it means to properly light the stage

Performance Standard 4.2: Demonstrate Hanging and Focusing Lighting Systems Instruments

4.2.1   Demonstrate how to install a lighting pattern (gobo) in a lighting instrument

Performance Standard 4.3: Create a Light Plot

4.3.1   Determine lighting needs and placement based on a given light plot

4.3.2   Explain how to use the instrument key on a given light plot

Performance Standard 4.4: Apply the Design Process to Lighting

4.4.1   Create Read a light plot and instrument schedule

4.4.2   Explain the psychological/emotional impact of light direction on the subject onstage

4.4.3   Explain the difference between "motivated" and "motivating" light sources

4.4.4   Compare and contrast lighting for various set designs and performance venues

4.4.5   Analyze challenges when parameters of the performance venue are changed

CONTENT STANDARD 5.0: DEMONSTRATE AUDIO ENGINEERING

Performance Standard 5.1: Apply Various Signal Levels

5.1.1 Demonstrate the use of the gain and EQ control in correcting microphone levels

5.1.2 Demonstrate proper troubleshooting techniques in audio engineering

CONTENT STANDARD 6.0: PRACTICE STAGE MANAGEMENT

Performance Standard 6.1: Create a Prompt Book

6.1.1 Build a stage manager's prompt book

Performance Standard 6.2: Demonstrate Effective Communication

6.2.1 Explain the communication responsibilities of the stage manager at the production meetings

Performance Standard 6.3: Describe Performance Duties and Processes

6.3.1 Demonstrate the cue calling process during a production

CONTENT STANDARD 7.0: APPLY SCENIC DESIGN

Performance Standard 7.1: Understand Concepts of Scenic Design

7.1.1 Identify the purpose and history of scenic design

7.1.2 Research the elements of scenic design

7.1.3 Utilize industry standard terms related to scenic design

7.1.4 Compare and contrast the types of scenic design (e.g., box set, unit set)

7.1.5 Demonstrate the importance of sightlines in a set design and how it affects the audience

Performance Standard 7.2: Analyze Scenic Designs

7.2.1 Explain the use of levels and planes in a scenic design

7.2.2 Discuss the use of flats, wagons, platforms, and ramps in scenic design

7.2.3 Analyze the different styles of scenic design (e.g., representational, presentational sets, realism, selective realism)

7.2.4 Analyze a given script for scenic design

7.2.5 Analyze the purposes of designing for directorial composition

7.2.6 Examine drops and drapery in scenic design

7.2.7 Identify the utilization of a unified color palette in all theatrical designs

Performance Standard 7.3: Utilize Scale Drawings and Ground Plans

   7.3.1   Identify the term rendering as it relates to scenic design

   7.3.2   Identify the term ground plan as it relates to scenic design

   7.3.3   Demonstrate the use of scale in a drawing using ¼"=1' and ½"=1'

   7.3.4   Analyze the purpose of the centerline and plasterline in a ground plan for the stage

   7.3.5   Define the elements of a scenic plan

   7.3.6   Demonstrate how to draw elements of a scenic plan (i.e., walls, doors, archways, windows, stairs, and platforms)

   7.3.7   Describe the use of a section view

   7.3.8   Research new advances in technology that can be applied to scenic design

Performance Standard 7.4: Create Elevations and Models

   7.4.1   Explain the purpose of elevations in a scenic design

   7.4.2   Demonstrate the steps in building a scale model for a scenic design for the stage

   7.4.3   Create a scale model using a ground plan and elevations in either ¼" or ½" scale

CONTENT STANDARD 8.0: UNDERSTAND COSTUMING

Performance Standard 8.1: Explain the Functions of Costuming

   8.1.1   Research time period, location, and historical references

   8.1.2   Explain the role of costuming in a production

   8.1.3   Describe costuming for a particular personality, age, gender, role, or status

   8.1.4   Explain how costuming reflects the development of a character

Performance Standard 8.2: Examine Elements and Principles of Costume Design

   8.2.1   Compare and contrast the elements of design (i.e., line, shape, color, and texture)

   8.2.2   Analyze the principles of design (i.e., movement, balance, contrast)

   8.2.3   Explain the functionality of a costume within a given production

   8.2.4   Examine the unity of costumes within a production

   8.2.5   Analyze the script for the author's theme and mood

   8.2.6   Evaluate how the director's concept and style affects the design

Performance Standard 8.3: Demonstrate Wardrobe Maintenance

   8.3.1   Describe the importance of wardrobe maintenance

   8.3.2   Facilitate the cleaning, upkeep, and storage of costumes

   8.3.3   Demonstrate proper costume repair and alterations

   8.3.4   Create and demonstrate a quick change procedure

CONTENT STANDARD 9.0: UNDERSTAND HOUSE MANAGEMENT AND RELATED BUSINESS FUNCTIONS

Performance Standard 9.1: Explain House Staff Responsibilities

9.1.1   Discuss concession and promotional sales during a production

9.1.2   Explain the need of a house manager to communicate with other members of the production

9.1.3   Describe intermission procedures for the house staff of a theater

9.1.4   Create a contact list in case of emergencies in the theater

9.1.5   Describe and demonstrate closing procedures for the house staff in a theater

9.1.6   Create evacuation, security, and safety procedures for the theater

Performance Standard 9.2: Develop a Promotion Plan

9.2.1   Explain how a theatrical box office operates

9.2.2   Identify timeline in creating a promotion plan for a theater's season

9.2.3   Research the process of licensing shows, including renting materials, and paying royalties

9.2.4   Analyze the purpose of a promotion plan for the theater

9.2.5   Describe methods to gain community/financial support and sponsors

9.2.6   Analyze different ticket distribution methods

9.2.7   Create a promotion plan

9.2.8   Create a mock program for a given theatrical production

Performance Standard 9.3: Prepare a Budget

9.3.1   Analyze the differences between an amateur and professional theatre company as it pertains to licensing rights

9.3.2   Explain appropriate box office accounting and reporting

9.3.3   Analyze fixed vs. variable costs for the theatre budget

9.3.4   Create a budget for a production

CONTENT STANDARD 10.0: RESEARCH CAREERS IN THEATRE

Performance Standard 10.1: Describe Employment Opportunities

10.1.1   Research careers in traditional and nontraditional theatre venues

10.1.2   Identify the terms regional, touring, and repertory as it relates to the entertainment industry

10.1.3   Analyze the difference between professional theatre and educational theatre

10.1.4   Discuss the pros and cons of freelance work

Performance Standard 10.2: Research Theatre Companies

10.2.1   Identify the term shareholders as it relates to a theatrical producer

10.2.2   Evaluate different outlets for investing in plays

10.2.3   Compare and contrast commercial and non-profit/community theatres

10.2.4   Research the unique aspects of working in theatre in New York City

Performance Standard 10.3: Examine Theatrical Unions

10.3.1   Examine different crafts within theatrical unions

10.3.2   Research requirements and benefits of different theatrical unions

10.3.3   Examine state employment laws as they relate to union membership and employment

10.3.4   Research local houses/venues to determine union status