

Spanish Fork High School 2014-15

Unit Topics and I Can Statements

Technical Theater

Safety

- ❖ I can demonstrate correct first aid response for falls, blunt trauma, lacerations, shock, concussion, and more extreme injuries.
- ❖ I can locate all fire extinguishers and first aid kits in the theatre department.
- ❖ I can pass off both a written and practical certification exam before operating the ladders, electrical elements, power tools, or any other equipment.
- ❖ I can regularly adhere to department safety procedures.

Carpentry

- ❖ I can use accurate vocabulary to describe parts of the stage & scenic elements.
- ❖ I can read and hand draft floorplans, sectionals, front & rear elevations, thumbnail sketches, and isometric projections.
- ❖ I can select appropriate materials to frame and face scenic platforms/flats.
- ❖ I can prepare a cut list from a thumbnail sketch or isometric projection.
- ❖ I can safely operate a panel saw, compound miter saw, jigsaw, and drill/impact driver.
- ❖ I can employ shape, line, color, texture, and motion to design an original set.

Rigging

- ❖ I can label a detailed diagram of a single purchase counterweight system.
- ❖ I can safely fly in & out open battens, soft goods, and electric linesets according to the "SPOTTERS" acronym.
- ❖ I can select the appropriate materials and methods to hang curtains, drops, flats, and other scenic elements.
- ❖ I can calculate the working load limit of rigging items with a safety factor of 1:8.
- ❖ I can demonstrate consistent use of the 4 "Ks" of rigging safety.

Lights

- ❖ I can identify the source, load, and circuit of an electrical system, then calculate a load limit using the "West Virginia" formula.
- ❖ I can use accurate vocabulary to describe the various parts of codas, striplights, PAR-4s, Altman fresnels, ellipsoidals, spots, and other lighting elements.
- ❖ I can appropriately hang & focus all aforementioned lights.
- ❖ I can communicate lighting ideas through the use of gels, gobos, shutters, rotators, ERS lenses, and other media.
- ❖ I can rewire various plugs for Eddys and twistlocks.

- ❖ I can draft & focus a light plot, taking into account the hot spot, beam & field angles.
- ❖ I can power up dimmers from both the rack and the Element lighting console.
- ❖ I can operate the boomerang, trombone & iris of a spotlight.
- ❖ I can program and freestyle operate the Technobeam & Martin smart lights.

Sound

- ❖ I can calculate and graphically display the frequency and amplitude of a sound wave.
- ❖ I can explain how both microphones and speakers work to transduce sound.
- ❖ I can recognize the appropriate uses for condenser, dynamic, ribbon, piezo, LAV, and boundary microphones.
- ❖ I can accurately read the specifications sheet for acoustical equipment, including the frequency response and polar pattern diagrams.
- ❖ I can design the layout of speakers & monitor systems in order to minimize feedback.
- ❖ I can utilize elements of theatre acoustics (such a free & diffuse/reverberant fields) to design my own theatrical performance space.
- ❖ I can demonstrate the appropriate use of handheld mics, lav/bodypacks, other input sources, antenna distribution systems, consoles, amplifiers, and speakers.
- ❖ I can compare and contrast the advantages of XLR, RCA, 1/4", 1/8", BNC, speakon, firewire and other connectors, both balanced and unbalanced.
- ❖ I can setup my own portable audio system, from input to output device.
- ❖ I can operate both an analogue and a digital sound mixer, demonstrating the appropriate use of input devices, signal processing, and routing procedures.

Costumes, Makeup & Properties

- ❖ I can recognize costume silhouettes throughout historical periods and accurately label specific clothing elements in each era.
- ❖ I can thread and operate the sewing machines and serger.
- ❖ I can complete a makeup sketch with detailed instructions, then assemble a morgue demonstrating my artistic abilities to create old age, glamour, and fantasy designs.
- ❖ I can create original properties from cloth/paper mache and other found items.
- ❖ I can extrapolate a properties list from a script, then organize a properties table.

Life Skills

- ❖ I can advocate for the importance of theatre in education.
- ❖ I can explain how the study of theatre creates compassionate problem-solvers who feel for others and think for themselves.
- ❖ I can demonstrate cooperation skills through the support of others and their ideas.
- ❖ I can articulate personal goals, then regularly reflect on my progress in achieving those goals.
- ❖ I can use the skills I learn in the theatre classroom to cope with life challenges, clearly communicate my viewpoints, and respectfully explore the situations of others.