

# Technical Theatre Learning Targets

## *Spanish Fork High School*

### **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.