

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

THEATRE TECH I & II

Grades 9-12

Drama Department

2020

Curriculum Writing Team

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Theatre Tech I & II

Property of Trumbull Public Schools

Theatre Tech I & II
Grades 9-12
Table of Contents

Core Values & Beliefs	2
Introduction & Philosophy	2
Course Goals.....	2
Course Enduring Understandings	4
Course Essential Questions.....	4
Course Knowledge & Skills.....	5
Course Syllabus	6
Unit 1: General Space and Safety	7
Unit 2: Script Study and French Scene Design	8
Unit 3: Set Design	9
Unit 4: Set Building	10
Unit 5: Building Props	11
Unit 6: Lighting Design	12
Unit 7: Sound Design	14
Unit 8: Capstone Project	16
Course Credit	18
Prerequisites	18
Current References	18
Assured Student Performance Rubrics	18

The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Anyone who has seen a Broadway musical, a play, a movie, or a concert has likely been impressed by the performance, but might not be aware of all the work that goes on behind the scenes which makes that performance possible. For any performance, teams of people collaborate to create a piece of theatrical art. Theatre Tech I/II offers students a look into that collaboration process as well as the opportunity to use professional grade tools and technology, enabling them to participate in that artistic endeavor.

Theatre Tech I introduces students to the theater space and tools available to them to take the words of a play in a script and participate as a member of a team to transform that text into visual art. Students in Theatre Tech I will learn how to read a script for multiple purposes: for plot and characterization of course, but also for visual elements such as scenery, props, costumes, lighting, and sound cues as well. Students in Tech I will at times and where appropriate act as assistants to the students in Tech II as they work together to complete projects.

Theatre Tech II will offer students who have taken the general survey course Theatre Tech I the opportunity to focus on one particular track, either production or design, to dive deeper into the student's selected area of focus. Students from either class, Tech I or Tech II, will have real-world opportunities to put their new knowledge to practical use as assistants to the designers and technicians for the Fall Play and Spring Musical as well as other opportunities throughout the year operating the equipment for a variety of school functions. In addition, in some cases Tech II students will oversee the progress of Tech I students and mentor them.

COURSE GOALS

The following course goals derive from the 2014 National Core Arts Standards for Theatre.

NCAS.TH:Cr.1.1.Ia Apply basic research to construct ideas about the visual composition of a drama/theatre work.

NCAS.TH:Cr.1.1.Ib Explore the impact of technology on design choices in a drama/theatre work.

NCAS.TH:Cr.1.1.Ic	Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
NCAS.TH:Cr.3.1.IIc	Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
NCAS.TH:Pr.5.1.Ib	Use researched technical elements to increase the impact of design for a drama/theatre production.
NCAS.TH:Re8.1.Ic	Justify personal aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
NCAS.TH:Cn11.2.IIa	Formulate creative voices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

The following course goals derive from the 2014 Connecticut Technology Education Standards.

AVC.03.01	Select equipment required for specific types of audio productions.
AVC.03.02	Describe how an audio mixing console, quality-monitoring equipment, and basic recording equipment are utilized.
AVC.03.10	Identify types and placement and use of lighting fixtures for various lighting effects.
AVC.03.11	Demonstrate lighting techniques used for remote and studio productions.
AVC.03.13	Demonstrate how to maintain equipment.
BC.04	Understand and be able to demonstrate the methods involved in turning materials into useable structures and products.
BC.04.02	Describe and prepare rough drawings and sketches.
EKS.02.01	Model behaviors that demonstrate active listening.
EKS.02.02	Organize oral and written information.
EKS.02.05	Present formal and informal speeches including: discussion, information requests, interpretation, and persuasive arguments.
EKS.05	Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize, and evaluate).
EKS.05.04	Create ideas, proposals, and solutions to problems.
EKS.05.05	Evaluate ideas, proposals, and solutions to problems.

- EKS.06 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
- WM.03 Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.

The following course goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Innovative Designer (Standard 4)	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
ISTE Computational Thinker (Standard 5)	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- any theatrical performance is composed of a variety of disciplines working together to create meaning from a playwright’s text.
- each facet of technical theatre works together to create a greater whole, and that each decision in one area impacts all other decisions.
- there are specialized tools for the different facets of technical theatre, and learning to use those tools properly will enable the student to help bring a script to life.

COURSE ESSENTIAL QUESTIONS

- How does a theatrical production team use the tools available to them to create a work of art and bring a script to life?
- How do the different facets of theatrical design work together to produce one show?
- How does a technician safely and creatively solve problems presented by the text?
- How does a technician troubleshoot problems that arise in the course of a production?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- the proper specialized theatrical terminology.
- how to properly and safely use the various tools available to them in the design process.
- how to conduct the appropriate research necessary to learn new techniques and to gain inspiration.
- how to collaborate as a member of a theatrical design team.

Students will be able to . . .

- properly and safely operate a variety of tools (including, but not limited to, power tools, lighting instruments, lighting console, sound equipment, sound mixer, etc.) to produce or assist in a show setting.
- creatively solve problems that the script presents.
- successfully troubleshoot different problems that may arise during a production.
- execute a theatrical design which moves from the script, to research, to design, and finally to production, collaboratively creating a work of theatrical art.

COURSE SYLLABUS

Course Name

Theatre Tech I / Theatre Tech II

Level

Grades 9-12

Prerequisites

for Theatre Tech II: Theatre Tech I or approval of instructor

Materials Required

None

General Description of the Course

Theatre Tech I: Theatre Tech I will introduce students to the various disciplines of technical theatre: set, props, costume, lights, sound, safety, and script analysis. Students will have the opportunity to apply these disciplines practically in conjunction with the drama performance schedule at Trumbull High School.

Theatre Tech II: A deeper investigation of the principles studied in Theatre Tech I, Theatre Tech II will enable students to focus on one or two of the various disciplines of technical theatre: set, props, costume, lights, sound, safety, and script analysis. Students will have the opportunity to be responsible for the practical execution of a design plan in conjunction with the drama performance schedule at Trumbull High School.

Assured Assessments

- Written assessments (Units 1, 4)
- French Scene Breakdown (Unit 2)
- Designing scenes from selected play (Unit 3)
- Completion of one flat or compatible piece (Unit 4)
- Creation of props list or prop (Unit 5)
- Analyzing lighting in a painting, and discussing how to recreate it (Unit 6)
- Creating show file for a song (Unit 6)
- Creating sound cue list for “Jabberwocky” (Unit 7)
- Creating show file for presentation to class (Unit 7)
- Completing show design in one selected area of technical theatre, with presentation (Unit 8)

Core Texts

- Selected scripts
- Tools, materials, instruments, and related software

UNIT 1

General Space and Safety

Unit Goals

At the completion of this unit, students will:

EKS.06 Implement safety rules and regulations to maintain safe and healthful working conditions and environments in the technical theatre environment.

EKS.02.01 Model behaviors that demonstrate active listening.

Unit Essential Questions

- How do theatre technicians act in order to ensure their own safety and the safety of those around them?
- What are the specific and specialized terms used in a theatre space?
- Where can the tools and equipment needed to create theatrical art be found?

Scope and Sequence

1. Tour of the space with an overview of what will be learned
2. Introduction of terms unique to the space and the equipment
3. General safety review

Assured Assessment

- Written assessment based on the specific terms and safety procedures for the class

Resources

Core

- Handout of theatre safety/terminology

Time Allotment

- Approximately 1 week

UNIT 2

Script Study and French Scene Design

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------|--|
| NCAS.TH:Cr.1.1.Ia | Apply basic research to construct ideas about the visual composition of a drama/theatre work. |
| NCAS.TH:Cr.1.1.Ic | Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work. |
| NCAS.TH:Cn11.2.IIa | Formulate creative voices for a devised or scripted drama/theatre work based on theatre research about the selected topic. |
| EKS.02.02 | Organize oral and written information. |

Unit Essential Questions

- How does a script guide the design process?
- How does a designer use a French Scene Breakdown to organize all of the different elements either required or suggested by a script?

Scope and Sequence

1. Whole-class study of script for plot and characterization
2. How to create a French Scene Breakdown of script
3. Script analysis for initial important details: scene, props, costumes, sounds

Assured Assessment

- French Scene Breakdown
 - General breakdown into beats including character entrances and exits; general mood or purpose of beat; props; and costumes, sounds, or light cues explicitly called for in script.
 - Breakdown as called for above, but with additional detail in areas of selected focus (Tech II)

Resources

Core

- Sample French Scene Breakdown
- Google Sheets
- Chromebook
- Selected script

Time Allotment

- Approximately 1 week

UNIT 3

Set Design

Unit Goals

At the completion of this unit, students will:

NCAS.TH:Cr.1.1.Ia	Apply basic research to construct ideas about the visual composition of a drama/theatre work, in particular its set design.
BC.04.02	Describe and prepare rough drawings and sketches for set design.
ISTE Empowered Learner (Standard 1)	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Unit Essential Questions

- How does research help to inspire or inform set design?
- How does the designer communicate that design to the builders in the form of a set of drawings?
- How does the designer design sets that are functional as well as artistic?

Scope and Sequence

1. Reading and researching the script
2. Introduction to drafting basics
3. Working with SketchUp (Tech II)
4. One-point perspective

Assured Assessments

- Designing one scene from selected play (Tech I)
- Designing all scenes from selected play using SketchUp (Tech II)

Resources

Core

- Selected script
- Drafting videos
- Previous set examples

Supplemental

- SketchUp (Tech II)

Time Allotment

- Approximately 1-2 weeks

UNIT 4 Set Building

Unit Goals

At the completion of this unit, students will:

- BC.04 Understand and be able to demonstrate the methods involved in turning materials into useable theatre set structures and products.
- EKS.05 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize, and evaluate).
- WM.03 Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.

Unit Essential Questions

- How does a builder select and use the proper materials needed (tools, lumber, fasteners) to safely execute the set designer's plan?
- How does the builder finish a set piece to give it the appropriate look which communicates meaning to an audience?

Scope and Sequence

1. Power tool safety
2. Building a flat and/or platform (or compatible piece)
3. Painting techniques

Assured Assessments

- Written assessment based on the power tool safety procedures
- Completion of one flat or compatible piece

Resources

Core

- Access to tools necessary to build a flat, including, but not limited to, drill, circular saw, fastening hardware, tape measure
- Access to lumber necessary to build a flat
- Access to paint and painting materials
- *Power Tool Institute, Inc. Safety Videos.* <https://www.powertoolinstitute.com/pti-pages/ed-safety-videos.asp>. Accessed September 14, 2020. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 5

Building Props

Unit Goals

At the completion of this unit, students will:

NCAS.TH:Cr.1.1.Ia	Apply basic research to construct ideas about the visual composition of a drama/theatre work, in particular its props.
EKS.05	Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize, and evaluate).
ISTE Knowledge Constructor (Standard 3)	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How does the props master decide which props are going to be required for a scene?
- How does the props master acquire or build the necessary props for a scene?
- How does the props master organize all the props?

Scope and Sequence

1. Reading and researching the script
2. Creating a props list
3. Building a prop: process and safety (Tech I)
4. Organizing the props table (Tech II)

Assured Assessments

- Creation of props list
- Creation of one significant prop from selected play (Tech II)

Resources

Core

- Selected script
- Materials for creating a prop (Tech II)

Time Allotment

- Approximately 2 weeks

UNIT 6

Lighting Design

Unit Goals

At the completion of this unit, students will:

NCAS.TH:Pr.5.1.Ib	Use researched technical elements to increase the impact of design for a drama/theatre production.
NCAS.TH:Cr.1.1.Ib	Explore the impact of technology on lighting design choices in a drama/theatre work.
AVC.03.10	Identify types and placement and use of lighting fixtures for various lighting effects.
AVC.03.11	Demonstrate lighting techniques used for remote and studio productions.
AVC.03.13	Demonstrate how to maintain lighting equipment.
EKS.05	Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize, and evaluate).
ISTE Innovative Designer (Standard 4)	Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
ISTE Computational Thinker (Standard 5)	Develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Unit Essential Questions

- How do different instruments and tools create different lighting and color effects?
- How does the lighting designer use these tools to focus the audience's attention, to communicate time and place, and to evoke the appropriate emotional response from the audience?
- What paperwork is necessary to properly communicate the lighting design to the master electrician?
- How does the lighting technician troubleshoot problems that arise in the course of a production?

Scope and Sequence

1. Introduction to instruments and safety
2. Introduction to different jobs/roles of the lighting crew
3. Principles of electricity and electrical safety

4. Introduction to lighting design elements and color mixing
5. Research and inspiration for lighting design
6. Instrument hanging and hookup
7. Creating paperwork
8. Instrument focusing techniques
9. Introduction to the lighting console / Nomad software
10. Introduction to DMX control (Tech II)
11. Introduction to Vectorworks / Plot Design (Tech II)
12. Introduction to the iRFR (Radio Focus Remote) (Tech II)
13. Advanced console programming (Tech II)

Assured Assessments

- Analyzing lighting in a painting, and discussing how to recreate it
- Creating show file for a song, including necessary cues, color and focus palettes, magic sheet, and anything else the design calls for
- Creating paper light plot for one scene, with accompanying paperwork (Tech II)

Resources

Core

- Lighting instruments
- Color gels
- Gobos
- Lighting console / Nomad software
- Vectorworks software
- iPad
- iRFR app
- Selected script

Supplemental

- ETC Ion Tea Break tutorials (Tech II)
- Vectorworks tutorials (Tech II)

Time Allotment

- Approximately 2-3 weeks

UNIT 7

Sound Design

Unit Goals

At the completion of this unit, students will:

NCAS.TH:Cr.1.1.Ib	Explore the impact of technology on sound design choices in a drama/theatre work.
AVC.03.01	Select equipment required for specific types of audio productions.
AVC.03.02	Describe how an audio mixing console, quality-monitoring equipment, and basic recording equipment are utilized.
AVC.03.13	Demonstrate how to maintain sound equipment.
EKS.05	Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize, and evaluate).
ISTE Innovative Designer (Standard 4)	Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
ISTE Computational Thinker (Standard 5)	Develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Unit Essential Questions

- How does the sound designer determine which sounds the script calls for and how to acquire those sounds?
- How does the sound designer use the tools available to create a show that evokes the proper emotional response from the audience?
- How does the sound designer troubleshoot problems that arise in the course of a production?

Scope and Sequence

1. Types of mics
2. Sound reinforcement system
3. Wired vs. wireless mics
4. Introduction to mixer
5. Troubleshooting
6. Script work
7. Cue sheet and cues
8. Introduction to QLab, Go Button, or comparable show control software
9. Basic EQ – feedback suppression (Tech II)

Assured Assessments

- Creating sound cue list for Lewis Carroll’s “Jabberwocky,” including music and FX
- Creating show file on QLab or comparable show control software for presentation to class
- Creating sound cue list with all required cues for sound design of entire play (Tech II)
- Programming soundboard with mic cues for show (Tech II)

Resources

Core

- Mics (wired and wireless)
- Yamaha LS9-32 mixer (or comparable sound mixer)
- Selected script
- QLab, Go Button, or comparable show control software

Supplemental

- Video tutorials for Yamaha LS9-32 operation

Time Allotment

- Approximately 2-3 weeks

UNIT 8

Capstone Project

Unit Goals

At the completion of this unit, students will:

NCAS.TH:Cr.1.1.Ia	Apply basic research to construct ideas about the visual composition of a drama/theatre work.
NCAS.TH:Cr.1.1.Ib	Explore the impact of technology on design choices in a drama/theatre work.
NCAS.TH:Cr.3.1.IIc	Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
NCAS.TH:Re8.1.Ic	Justify personal aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
EKS.02.05	Present design results for an entire show to one's classmates.
EKS.05.04	Create ideas, proposals, and solutions to problems.
EKS.05.05	Evaluate ideas, proposals, and solutions to problems.
ISTE Creative Communicator (Standard 6)	Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Unit Essential Question

- What is the process for designing an entire show from script to stage in any one aspect of technical theatre?

Scope and Sequence

1. Selecting one-act play
2. Selecting area of focus
3. Conducting appropriate research
4. Designing complete show according to best practices
5. Presenting results to class

Assured Assessments

- Completing show design in one selected area of technical theatre
- All required paperwork, including research
- Slide presentation of the process and the product

Resources

Core

- Google Slides
- Appropriate materials for project completion

Time Allotment

- Approximately 3-4 weeks

COURSE CREDIT

One-half credit in drama
One class period daily for a half year

PREREQUISITES

for Theatre Tech II: Theatre Tech I or approval of instructor

CURRENT REFERENCES

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- Campbell, Drew. *Technical Theater for Nontechnical People*. 3rd ed. New York: Allworth, 2016. Print.
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- LS9 Training Guides*. Yamaha, 2020.
<https://usa.yamaha.com/products/proaudio/mixers/ls9/training.html#product-tabs>. Accessed September 14, 2020. Web.
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<http://commav.com/consultation/training/yamaha-ls9-training-videos/>. Accessed September 14, 2020. Web.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric (attached)
- Trumbull High School School-Wide Social & Civic Expectations Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Theatre Tech I & II Project Rubric (attached)

Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task.	Student demonstrates sufficient understanding of the problem and most of the complexities of the task.	Student demonstrates some understanding of the problem but requires assistance to complete the task.	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal.	Student gathers sufficient information from multiple sources including digital, print, and interpersonal.	Student gathers some information from few sources including digital, print, and interpersonal.	Student gathers limited or no information.
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies.	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies.	Student demonstrates some critical thinking skills to develop a plan integrating some strategies.	Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21 st -century technology skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21 st -century technology skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21 st -century technology skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21 st -century technology skills.

Trumbull High School School-Wide Social & Civic Expectations Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> • Highly self-directed • Consistently displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> • Self-directed • Displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> • Occasionally self-directed • At times displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> • Rarely self-directed • Seldom displays ethical conduct in the classroom and on campus
Respects Others X_____	<ul style="list-style-type: none"> • Sensitive and considerate to others 	<ul style="list-style-type: none"> • Considerate to others 	<ul style="list-style-type: none"> • At times considerate to others 	<ul style="list-style-type: none"> • Insensitive to others
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> • Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner 	<ul style="list-style-type: none"> • Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted 	<ul style="list-style-type: none"> • At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions 	<ul style="list-style-type: none"> • Demonstrates intolerance and lacks social interaction skills
Cultural Understanding X_____	<ul style="list-style-type: none"> • Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> • Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> • Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> • Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

THEATRE TECH I & II PROJECT RUBRIC

Name _____ Project _____

	Above Mastery	Mastery of Grade-Level Standards	Approaching Mastery	Novice
Interpretation and Design (Planning)	<ul style="list-style-type: none"> • Exceptional organization in demonstration of given tasks • Designs show a precise, clear, cohesive and meaningful concept appropriate for the production • Designs show excellent research which goes beyond the expectations • Original artist concept which enhances and embraces the vision of the design team 	<ul style="list-style-type: none"> • Solid organization in demonstration of given tasks • Mostly cohesive and meaningful design concept appropriate for the production • Intention clearly depicted • Designs demonstrate an appropriate amount of research • Concept partially enhances and embraces the vision of the design team 	<ul style="list-style-type: none"> • Lacks organization of given tasks • Sometimes a cohesive and meaningful design concept appropriate for the production • Intent lacks accuracy and quality • Designs demonstrate some appropriate research • Lacking concept does not enhance and embrace the vision of the design team 	<ul style="list-style-type: none"> • Missing several important elements • Missing a cohesive and meaningful design concept appropriate for the production • Intent missing • Designs demonstrate little or no research • No concept
Aesthetics and Execution, Safety (Process)	<ul style="list-style-type: none"> • Project is completed with an artistic vision and justification in collaboration with a design team and/or director • Precise and clear designs • Complete descriptive elements included • Dramatic elements perfectly work to establish character, time, and location, and to enhance the mood of the piece • Accurate details • All safety protocols are met and student takes leadership role in implementation of safety measures for others 	<ul style="list-style-type: none"> • Project is completed with an artistic vision and justification for design • Descriptive elements included, but not expanded upon • Dramatic elements work to establish meaning (i.e., character, time, location, and mood of the piece) • Accurate details are mostly present • All safety protocols are met 	<ul style="list-style-type: none"> • Project is completed without an artistic vision or justification • Lack of descriptive elements • Dramatic elements occasionally work to establish meaning (i.e., character, time, location, and mood of the piece) • Accurate details are rarely present • Minor safety protocols are not followed 	<ul style="list-style-type: none"> • Project is completed without an artistic vision and justification • Dramatic elements rarely work to establish meaning (i.e., character, time, location, and mood of the piece) • Accurate details are not present • Major safety protocols are not followed
Presentation (Product)	<ul style="list-style-type: none"> • Final product demonstrates a comprehensive understanding of the play • Demonstrates the practice of all elements of technical work (i.e., design elements and principles, collaboration, production concept, detail, and descriptive elements) in a creative and professional manner • Final product is ready for addition to a theatrical production 	<ul style="list-style-type: none"> • Final product demonstrates an understanding of the play through multiple facets • Demonstrates the practice of major elements of technical work (i.e., design elements and principles, collaboration, production concept, detail, and descriptive elements) • Final product needs minor adjustments or revisions to be part of a theatrical production 	<ul style="list-style-type: none"> • Final product demonstrates a lack of understanding of parts of the play • Partially demonstrates the practices of technical work (i.e., design elements and principles, collaboration, production concept, detail and descriptive elements) • Final product needs major adjustments or revisions to be part of a theatrical production 	<ul style="list-style-type: none"> • No understanding of the play demonstrated • Little demonstration of technical work (i.e., design elements and principles, production concept, detail and descriptive elements) • Final product would not be part of a theatrical production