

**Technical Theater: Scenic Carpentry**

**Section: CTS96QQB/28**

**Fall 2022**

**2021-2022 School Year**

**Instructor: S. Manas**

**Learning Standards:**

*Course Objective:*

Students will explore their personal voice and individual expression by both understanding and applying the use of sound effects and designs to enhance a radio play. Students will also refine their ability as sound designers to express a point of view and their personal vision, while serving the director's vision .

*New York State Learning Standards for the Arts*

**HS Proficient TH:Cr1.1.HSI**

a. Apply basic research to construct ideas about the visual composition of a drama or theater work.

**HS Proficient TH:Cr1.1.HSI**

b. Explore the effect of technology on design choices.

**HS Proficient TH:Re9.1.HSI**

a. Examine a drama or theater work by using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

b. Critique the aesthetics of technical elements in a drama or theater work.

**HS Proficient TH:Cr3.1.HSI**

c. Refine technical design choices to support the story of a devised or scripted drama or theater work.

**HS Proficient TH:Re7.1.HSI**

a. Respond to what is seen, felt, and heard in a drama or theater work to develop criteria for artistic choices.

**HS Proficient TH:Re9.1.HSI**

a. Examine a drama or theater work by using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

**HS Proficient TH:Cr2.1.HSI**

a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas.

b. Investigate the collaborative nature of the actor, director, playwright, and designers and explain how their roles can be interdependent

**HS Proficient TH:Pr5.1.HSI**

b. Use research to enhance a technical design.

Common Core Standards:

**CCSS.ELA-LITERACY.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Description:

Students will develop their research and sound design skills, using sound design to convey theme and mood. Students will create a sound design for a radio play, using pre-recorded and self-created and recorded sound effects.

Calendar\*\*:

Class Number	Classwork	HW
1.	Scenic Carpentry & general theater safety	Scenic carpentry safety review
2	<b>Scenic Carpentry safety quiz</b> , reviewing safety and protocols as needed; start intro to tape measures if time	
3	Intro to tape measures/Types of lumber-nominal/actual size-relay race for this Have different pieces and they have to measure and say whether is actual nominal	

4	Types of lumber-nominal/actual size-relay race for this continued	
5	how to use drill/Reading a cut list/ gather supplies	
7	Reading plans/Build TV Flat	
8	Build TV Flat	
9	Types of flats	
10.	How to create a cut list/create cut list for theater flat	
11	Gather supplies/Intro to hammers/jigsaw/pneumatics	
12	Build theater flat (also cover with muslin)	
13	Build theater flat (also cover with muslin)	
14	Intro to platforms/intro to chop saw	
17	Create cut list/gather supplies/start cutting	
18 With nick	Cutting wood	
19 With nick	Build platforms	
20	Build platforms	
21	Legging platforms (hogstrough)	

22	Legging platforms (compression, shims)	
23	Intro to door/door flat/window flat	
24	Create cut list/gather supplies/start cutting	
25	Finish cutting/begin building door/door flat/window flat	
26	Finish building door/door flat/window flat	

*\*\*subject to change based on student needs\*\**

#### Materials and Texts:

- drills
- Safety goggles
- screws
- Lumber
- Various tools
- Clipboards
- pencils

#### Grading Policy:

##### Projects -35%

Students will be assigned at least one project every semester. Some will have written components, some a performance/practical component, and some both. Students will be provided a rubric that the teacher will go over to assist them in completing the project to the best of their ability. Students are encouraged to frequently refer back to the rubric when completing projects.

##### Classwork – 25%

Students will first practice sound design and sound technician skills in class. You will either receive a 100% for having completed it with clear effort or a 0 for having not completed. Classwork must show an effort has been made to be considered complete.

#### Projects – 35%

For homework, you will either receive a 100% for having completed it with clear effort or a 0 for having not completed it. Homework must show an effort has been made to be considered complete.

#### Attendance – 20%

You must come to class and you must be on time. You will receive 2 points (100%) for being present and on time, 1 point (50%) for being late, and zero points (0%) for an unexcused absence or cut.

#### Participation – 20%

When you are in class please participate. This is an easy way to boost your grade.