Technical Production Section Two+ Syllabus

General Goals: to introduce or expand their technical training, introduce or expand technical artistry, and ultimately instruct on what it takes to produce a show from the technical standpoint.

Skills Introduced: (skills must be mastered before running Give to Gallatin)

- Successfully complete projects related to Advanced Topics
- Focus on Advanced Topics related to the following skills
- Turn on soundboard & lightboard
- Identify parts of sound system
- Set front and back line
- Patch soundboard
- EQ the mics
- Program cues and scenes on boards

- Troubleshooting
- Navigate live panel
- Navigate editor panel
- Create a scene
- Create a show
- Focus lights
- Begin Integrating Several Sound Elements Simultaneously
- Move Forward with Practical Application
- Program buttons

- Describe lights, rows, and purpose
- Describe what colors convey emotion
- Describe different lighting techniques
- Describe and apply advanced lighting theory
- The role of a director, assistant director, stage manager, music director, stagehand, sound designer, & lighting designer
- Knots
- Basic rigging

Classroom Etiquette to Introduce and Reinforce:

- Entering Class Ready to go with computer and notebook
- Using the bathroom before class only

- Raising their hands before sharing with the teacher or the class
- Trying all new skills introduced in class

Structure of Class:

The first 5-10 minutes of each class is dedicated to answering any questions the students may have, reviewing the material from the previous class, and discussing the lesson for the day. The next 15-30 minute section focuses on the lesson itself; here, we will discuss the theory of the lesson, as well as a step-by-step process of how to implement the lesson. Discussion will also take place here. During the last 10 minutes of class, students will participate in a challenge that incorporates the lesson taught that day or the integration of new material with that which has already been taught. It is important for our students to build the skills of integrating what they have learned and actively practice problem-solving and "troubleshooting" (explained further in the next section). Give to Gallatin is considered the end-of-year project, in which students will run all technical aspects of a show where the teachers are the performers. Though each student will not be able to fill every role, they should be prepared to step into any role discussed throughout the year. The last 4-6 weeks before Give to Gallatin, instructors may choose to shorten the lesson portion, or omit it, in order to practice different roles or situations.

Emphasis on Problem-Solving and Troubleshooting:

This area of theatre relies heavily on the concept of problem-solving; just as theatre is a live performance, so is technical theatre. Even with all of the planning in the world, unexpected issues can arise. In order to become a strong "techy", students must be able to assess a situation, analyze all current mitigation plans, and proceed with a plan that uses all resources efficiently. The best way to build this skill is through information-gathering (focused on through lesson-work) and practical experience (achieved through daily challenges).

Emphasis on Practical Application:

As previously stated, Give to Gallatin serves as the class's end-of-year project. It also serves as an amalgamation of all elements that students have focused on throughout the year. As elements can be interrelated, it is important that students understand each element and can successfully participate in the challenges. During class, students will have the opportunity to participate in the challenge in groups or individually, to assess what the student knows and what they need to work on. A student's knowledge and execution of their routine will also affect their role for Give to Gallatin (i.e.: students without a firm understanding of Lighting concepts will not run lights for the show). This is for their own comfort ability. Ultimately though, it is our goal that each student can fill any role.

Reinforcement:

We emphasize positive reinforcement in class, using high fives, clapping/cheering, giving a hug/pat on the back, and offering praise to encourage good behavior and knowledge retention. If a student displays good behavior or work, we will often use them as an example for the class. This is a class that focuses on preparing students as working professionals. Therefore, we will treat students as such, with the respect that we would show any colleague. If the student does not wish to participate in class activities, the instructor will attempt to discuss the reasoning. If this becomes a recurring issue, the instructor will ask to speak to the parent after the class.

Future Placement:

Students will move to a higher section of this course when the instructor assesses that they have mastered all the curriculum and are responsible for knowing each element listed in the syllabus.