

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Arts, A/V Technology & Communications**

**Program Name: Technical Theatre/Theatre Design and Technology CIP: 500502**

**Effective 9/2017\***

National: National Coalition for the Core Arts Standards (NCCAS)

<b>Competencies</b> (statement that provides the overview and defines the instructional area)  Learner can:	<b>Performance Indicators</b> ( examples of what educators may see in performance tasks when learners demonstrate their increasing understanding and use of the competencies)  Learner can:	<b>Rating Scale:</b> (1) No Exposure (2) Novice (3) Proficient (4) Mastery				
1. Demonstrate understanding and apply the safety practices, techniques, rules, and regulations specific to theatrical environments. ELA: 2, 6, 7-9 M:2,	<ul style="list-style-type: none"> <li>Identify and qualify all areas and equipment in the theatre that have the potential to cause significant harm, leading to serious injury or fatality.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Identify and analyze safety precautions present in the theatre.                             <ul style="list-style-type: none"> <li>Use proper safety equipment and personal protective equipment (PPE).</li> </ul> </li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Research, compare, and contrast the history of famous theatre fires, synthesizing the resulting fire codes of the present day.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Demonstrate basic safety procedures for the proper and safe maintenance and storage of items used during set construction.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
<ul style="list-style-type: none"> <li>Express and justify reasoning behind safety procedures regarding work area, personal space, and collaborative space.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Observe and relate best practice protocols and safety guidelines for strike/striking the set.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Correctly express verbal safety commands for situations involving movement of set pieces, battens, electrics, etc.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
2. Demonstrate understanding of how technical theater affects the presentation and interpretation of the dramatic works or performance. ELA:1,2,7-9 M:2	<ul style="list-style-type: none"> <li>Ascertain the aesthetic impact that the level of technical proficiency has on a play and production, taking such contextual factors into account as the performance space, performance intent, scale of production, target audience , budget, etc.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
<ul style="list-style-type: none"> <li>Identify, define, and compare components and disciplines of theatrical technologies.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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\*Effective at the conclusion of the pilot year

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3. Demonstrate understanding of the different theatre performance spaces, common parts of each theatre, and the benefits of each type. ELA:2,6-9 M:2	<ul style="list-style-type: none"> <li>Identify and define the properties of different theatrical performance spaces: i.e.; proscenium stage, Amphitheatre, thrust (3/4) stage, arena stage (theatre-in-the-round), black box space, and outdoor theatre.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
4. Demonstrate understanding of the processes, techniques, and skills of lighting design, sound, costuming, set design, construction and properties, and the implementation to support a variety of performances. ELA:1,2,56-9 M:2,4,5,7,8	<ul style="list-style-type: none"> <li>Identify and categorize components of a lighting system.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
<i>Lighting System</i>	<ul style="list-style-type: none"> <li>Create a basic lighting design for a performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Demonstrate the proper repair, maintenance, and safe use of lighting equipment, including storage.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<ul style="list-style-type: none"> <li>Apply lighting techniques to a performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
<ul style="list-style-type: none"> <li>Operate a theatrical lighting system, including planning, setup and performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Participate on a lighting crew (leader).</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<i>Sound Design</i>	<ul style="list-style-type: none"> <li>Create and read a basic lighting plot using Vectorworks.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Identify and categorize components of a sound system.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
<ul style="list-style-type: none"> <li>Create a basic sound design for a performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Demonstrate the proper repair, maintenance, and safe use of audio equipment, including storage.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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<i>Costuming</i>	<ul style="list-style-type: none"> <li>Operate a theatrical sound system, including planning, setup and performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Participate on a sound crew (leader).</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Identify and categorize components of costuming.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Demonstrate basic skills in sewing, (hand and machine) and using patterns etc.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
<ul style="list-style-type: none"> <li>Create a costume design for a performance (measurement, actor plots, and historical research).</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Demonstrate the proper repair, maintenance, and safe use of costumes, including storage.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Manage the use of costumes for a performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<i>Set Design &amp; Construction Properties</i>	<ul style="list-style-type: none"> <li>Participate on a costuming crew (leader).</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Identify and categorize elements of scenic design.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Create a basic set (CAD) rendering or model for a performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
	<ul style="list-style-type: none"> <li>Demonstrate the proper and safe use of tools and equipment, including storage.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4		
<ul style="list-style-type: none"> <li>Construct scenic components for a performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Participate on a performance set crew.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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<ul style="list-style-type: none"> <li>Identify and categorize a variety of set dressings, and assign to the appropriate crew member.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Identify and select the appropriate techniques and materials in scenic art design, including proper clean up and disposal of materials.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Identify and categorize a variety of props.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4			
<ul style="list-style-type: none"> <li>Create a props list appropriate for a performance.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	<ul style="list-style-type: none"> <li>Demonstrate the proper and safe use of props, including storage and return.</li> </ul>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
	<ul style="list-style-type: none"> <li>Demonstrate the process of obtaining props via procurement, creation, and repurposing, including of borrow props.</li> </ul>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
	<ul style="list-style-type: none"> <li>Participate on a prop/stage crew.</li> </ul>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
5. Demonstrate understanding of the roles, responsibilities, and interpersonal demands of a production crew. ELA:2,6-9 M:2,5	<ul style="list-style-type: none"> <li>Discuss the roles and responsibilities of production crews.</li> </ul>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	<ul style="list-style-type: none"> <li>Demonstrate the related collaborative skills when involved in a production.</li> </ul>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
6. Demonstrate understanding of the necessary employability and career readiness skills in order to achieve success in today’s workplace. AAI:1-9 CRP: 1-13 <a href="http://www.education.nh.gov/career/career/documents/aai_crp_emp.pdf">http://www.education.nh.gov/career/career/documents/aai_crp_emp.pdf</a>	<ul style="list-style-type: none"> <li>Identify and explain all aspects of the industry (employer expectations, occupational information, current and projected employment, job options, roles, and work conditions, etc.).</li> </ul>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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