

TECHNICAL THEATRE LESSON PLAN

Lesson Focus: Introduction to Technical Theatre

Educator: Zachary Dunlap

Date: Spring 2025

Target Group/Level: 9-12th

Approximate Length: 90 Minutes

Materials/Resources: Journals and pencils, smartboard or whiteboard with projector, PowerPoint presentation, Worksheet for student engagement with *Charlotte's Web*, YouTube video pulled up for viewing the play.

National/State Curriculum Standards:

Anchor Standard 2: I can design and use technical elements for improvised and written scenes

Benchmark T.CR NL.2: I can identify technical elements

Benchmark T.CR IL.2: I can analyze stories, scripts, and performances to identify essential technical elements

Pre-Assessment:

Students will be given two questions to answer in their daily journal entries:

1. What does technical theatre mean to you?
2. What are the different technical elements of theatre?

Learning Objectives:

1. The student will be able to identify the technical elements of theatre
2. The student will be able to comprehend the definitions of basic technical elements.
3. The student will analyze *Charlotte's Web* by Joseph Robinette to obtain information on technical elements for the show.

Instructional Procedures:

1. Warm-Up
 - a. Students will begin the class period by answering the two questions for their daily journal. The prompts will include: What does technical theatre mean to you? What are the different technical elements of theatre? This will last about 10 minutes. We will then gather in a circle and discuss, in an open forum style, the two questions that were asked as part of the pre-assessment.
2. Introduction to Technical Theatre and its Elements
 - a. Students will be gathered around the smartboard for a PowerPoint presentation on the different elements of technical theatre, including costume, makeup, lighting, sound, scenery, and props.
3. Let's Watch a Play!
 - a. Students will watch a production of *Charlotte's Web* by Joseph Robinette and answer questions about the different elements of technical theatre and how they feel each technical element helps play a part in the overall story and production. Please see the attached questionnaire sheet that will be handed out to students.

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b. Link: <https://www.youtube.com/live/guMr9UZFT8c?si=vfIPM0KDITauNCzo>

Assessment of each objective:

1. Can the students identify the different technical elements in *Charlotte's Web*?
2. Did the students learn new elements of technical theatre?
3. Did the students understand the vocabulary for each element of technical theatre?

Closure:

Round of applause for a job well done in class today. The students will continue to watch the production of *Charlotte's Web* to continue filling out their questionnaire sheet. Questionnaire sheets will be due by the end of the next class period after finishing the production.

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CHARLOTTE'S WEB QUESTIONNAIRE

1. What do you notice about the costumes being used in the show?
2. How does the costuming help tell the overall story of the play?
3. What makeup effects stood out to you with the different animals?
4. What props do you notice are being used in the show? Why are they important?
5. How does the scenery help with telling the story? Where are we?

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References

Glossary – by letter – Theatrecrafts.com. (n.d.).

https://www.theatrecrafts.com/pages/home/glossary-of-technical-theatre-terms/letter/?search=C&submit3=Search#google_vignette

Koch, A. (2024, October 2). *The basics of good stage lighting design.* Dramatics Magazine

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WSCC presents: Charolette's Web. (n.d.). YouTube.

<https://www.youtube.com/live/guMr9UZFT8c?si=zX4Mv6xKbxB3qOxQ>