



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400410

Technical Theatre: Design and Production 1

Course Title: Technical Theatre: Design and Production 1

Course Number: 0400410

Abbreviated Title: TECH THE D/P 1

Number of Credits: 1.0

Course Length: Year

Course Level: 2

Graduation Requirements: PF

PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description:
		Course Description: Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.
A,B	P1	TH.912.C.2.7 Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
A,B	P1	TH.912.C.2.8 Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
A,B	CP1	TH.912.F.1.1 Synthesize research, analysis, and imagination to create believable characters and settings.
A,B	P1	TH.912.H.2.5 Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
A	P1	TH.912.O.1.3 Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
A	CP1	TH.912.O.3.5 Design technical elements to document the progression of a character, plot, or theme.
A	CP1	TH.912.O.3.6 Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
A	CP1	TH.912.S.1.8 Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
A	CP1	TH.912.S.2.1 Create one or more technical design documents for a theatrical production.
A	CP1	TH.912.S.2.9 Research and defend one's own artistic choices as a designer.

Key: Responding

Performing

Creating

Best Assessed in the Classroom



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400410

Technical Theatre: Design and Production 1

NOTE: This document was developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.

Prepared Performance I - Task A (Design)

COURSE	Technical Theatre: Design and Production 1
BENCHMARK #(S)	TH.912.C.2.7, TH.912.C.2.8, TH.912.F.1.1, TH.912.H.2.5, TH.912.O.1.3, TH.912.O.3.5, TH.912.O.3.6, TH.912.S.1.8, TH.912.S.2.1, TH.912.S.2.9
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	<p>TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p> <p>TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>TH.912.H.2.5 - Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p> <p>TH.912.O.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p> <p>TH.912.O.3.5 - Design technical elements to document the progression of a character, plot, or theme.</p> <p>TH.912.O.3.6 - Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.</p> <p>TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.</p> <p>TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.</p>
BENCHMARK CLARIFICATION	Research a dramatic text. Choose and defend artistic choices of dramatic genres and historical periods in order to create a production design using standard theatrical and drafting conventions. Improve the project through feedback from others and self-assessment tools and present the design choices made.
ITEM TYPES	Prepared.

- Key:**
- Responding
 - Performing
 - Creating
 - Best Assessed in the Classroom

Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400410

Technical Theatre: Design and Production 1



CONTENT LIMITS	Dramatic text selected from predetermined list.
CONTEXTS (Student's Role)	Students create and present a design project within the context stimulus attributes given.
DEPTH OF KNOWLEDGE	DOK 2
STIMULUS ATTRIBUTES	Copy of selected dramatic text, information on selection sent out six weeks before testing date, creation of a project following benchmark guidelines.
RESPONSE ATTRIBUTES	Creation of the technical project and justification of choices during a presentation. Presentation evaluation will be based on the rubric.
TIME ALLOTMENT	Six Weeks for Design process; Three minutes for presentation.
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	See front matter.

SAMPLE QUESTION: Prepared Performance I - Task A (Design)

Six weeks before the testing date, use the selected dramatic text to research, create, and present a technical theatre project in the area of design (costume, lighting, makeup, props, publicity, scenery, or sound) for a classroom presentation. Following feedback and self-reflection, revise the project for final presentation on the testing date in a maximum of three minutes. Students will keep

Item Specific Scorer's Rubric: Prepared Performance I - Task A (Design)

4-point sample answer:

	1	2	3	4
Incorporation of Play	The play is not used as a stimulus for the design.	The play is minimally incorporated into the design.	The play is incorporated in the design.	Aspects of the play are incorporated throughout the design.
Design Concept	Concept and design elements do not express the intent of the designer.	Concept is not clear and/or design elements do not clearly express the intent of the designer.	Concept is not clear or design elements do not clearly express the intent of the designer.	Concept is clearly established. Design elements clearly show the point of view of the designer.
Required Design Elements	Several elements are missing.	All but 1 of the required elements are included in design.	The design includes all required elements.	The design includes all required elements appropriate for the type of design plus additional information.

Key: ■ Responding

■ Performing

■ Creating

Best Assessed in the Classroom



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400410

Technical Theatre: Design and Production 1

Written Communications	Items are not labeled. There are many capitalization or punctuation errors.	Some items are clearly labeled. There are many capitalization and/or punctuation errors.	Most items are clearly labeled. There are a few capitalization and/or punctuation errors.	All required items are clearly labeled. Capitalization and punctuation are correct throughout.
Research/Citations	No examples of research are included.	Many facts/drawings displayed are not accurate, or sources are not cited.	Some facts/drawings displayed are not accurate, and/or sources are not cited.	All facts/drawings displayed are relevant and accurate. Sources are cited.
Presentation/Justification	Student's presentation lacks clarity and is disorganized and confusing. And doesn't justify choices.	Student's presentation displays some organization but lacks clarity. There is some justification of choices.	Student's presentation is clear and organized for much of the time, and justifies choices.	Student's presentation is clear and well organized in a logical sequence and completely justifies choices.

Key: Responding
 Performing
 Creating
 Best Assessed in the Classroom



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400410

Technical Theatre: Design and Production 1

Prepared Performance I – Task B (Research/Feedback Journal)

COURSE	Technical Theatre: Design and Production 1
BENCHMARK #(S)	TH.912.C.2.7, TH.912.C.2.8, TH.912.F.1.1, TH.912.H.2.5, TH.912.S.1.8, TH.912.S.2.1, TH.912.S.2.9
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	<p>TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p> <p>TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>TH.912.H.2.5 - Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p> <p>TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p>
BENCHMARK CLARIFICATION	Research a dramatic text. Create artistic choices of dramatic genres and historical periods in order to create a production design. Keep a research and design journal to track your design progress and improvements through feedback from others and self-assessment tools.
ITEM TYPES	Prepared.
CONTENT LIMITS	Dramatic text selected from predetermined list.
CONTEXTS (Student’s Role)	Student creates and presents a research and design journal within the context stimulus attributes given.
DEPTH OF KNOWLEDGE	DOK 2
STIMULUS ATTRIBUTES	Copy of selected dramatic text, information on selection sent out six weeks before testing date, creation of a journal following benchmark guidelines.
RESPONSE ATTRIBUTES	Creation of the journal, written self-reflection. Presentation of journal could be associated with design task.
TIME ALLOTMENT	Six Weeks for research and design process.
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	See front matter.

- Key:**
- Responding
 - Performing
 - Creating
 - Best Assessed in the Classroom



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400410

Technical Theatre: Design and Production 1

SAMPLE QUESTION: Prepared Performance I – Task B (Research/Feedback Journal)

Six weeks before the testing date, use the selected dramatic text to research, create, and present a technical theatre project in the area of design (costume, lighting, makeup, props, publicity, scenery, or sound) for a classroom presentation. Create a research and design journal to track your design process and improvements made through feedback from others and self-assessment tools. The student will submit the design and journal for assessment.

Item Specific Scorer’s Rubric: Prepared Performance I – Task B (Research/Feedback Journal)

4-point sample answer:

	1	2	3	4
Incorporation of Play	The play is not used as a stimulus for the design.	The play is minimally incorporated into the design.	The play is incorporated in the design.	Aspects of the play are incorporated throughout the design.
Design Concept	Concept and design elements do not express the intent of the designer.	Concept is not clear and/or design elements do not clearly express the intent of the designer.	Concept is not clear or design elements do not clearly express the intent of the designer.	Concept is clearly established. Design elements clearly show the point of view of the designer.
Required Design Elements	Several elements are missing.	All but 1 of the required elements are included in design.	The design includes all required elements.	The design includes all required elements appropriate for the type of design plus additional information.
Written Communications	Items are not labeled. There are many capitalization or punctuation errors.	Some items are clearly labeled. There are many capitalization and/or punctuation errors.	Most items are clearly labeled. There are a few capitalization and/or punctuation errors.	All required items are clearly labeled. Capitalization and punctuation are correct throughout.
Research/Citations	No examples of research are included.	Many facts/drawings displayed are not accurate, or sources are not cited.	Some facts/drawings displayed are not accurate, and/or sources are not cited.	All facts/drawings displayed are relevant and accurate. Sources are cited.
Feedback and self-assessment	No examples of self-assessment or feedback are included.	There are very few examples of self-assessment or feedback from others..	Some examples of self-assessment and feedback from others are included.	Many examples of self-assessment and feedback from others are included.

Key: Responding

Performing

Creating

Best Assessed in the Classroom