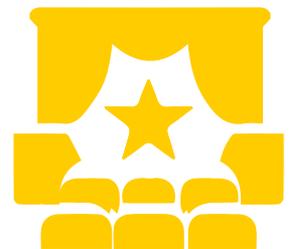
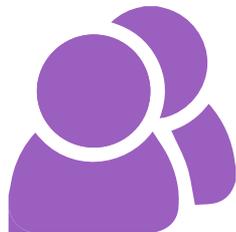


2016 | Opportunity-to-Learn
Standards
for Theatre Education



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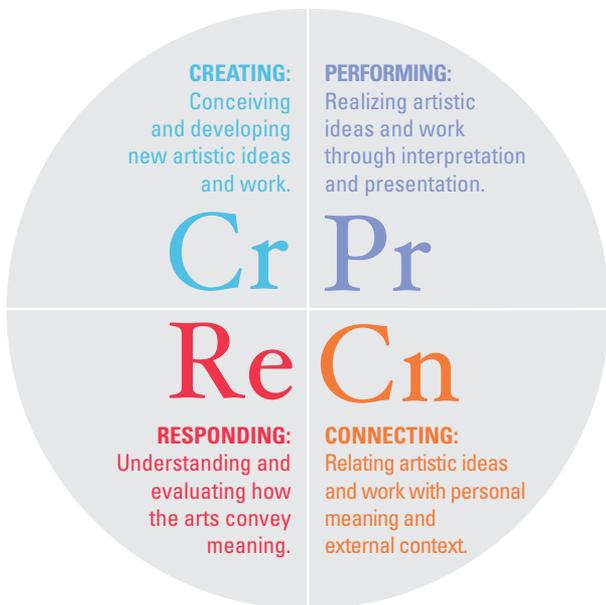


INTRODUCTION

These grades 6-12 Opportunity-to-Learn (OTL) Standards for theatre instruction have been prepared by the Educational Theatre Association. They identify the resources teachers, schools, and districts need to ensure that students can achieve at or above standard aligned to levels suggested in the [2014 National Core Theatre Standards](#).

Given the passage of the 2015 federal education law, the Every Student Succeeds Act (ESSA), it is more important than ever to clearly define the resources required for theatre education. ESSA asks districts what is required to support well-rounded subject areas, including the arts, as part of a needs assessment for Title IV, Part A funding. The OTL Standards can provide the basis for your district's theatre education assessment—the first step toward securing ESSA funding to support better learning experiences for your students.

The OTL Standards do not identify specific curriculum that a theatre educator needs within a theatre program. Rather, they offer guidance on the curriculum and scheduling, staffing, resources and equipment, safety elements, and facilities that must be in place if the theatre standards are to be met and students are to have the opportunity to achieve theatre literacy. To that end, each of these areas are addressed this way:



Curriculum and Scheduling: A sound curriculum document reflects a vision for helping students achieve the desired learning goals. Key to this vision is the scheduling of sufficient time so that students can apply the processes necessary for the rich and varied learning articulated in the 2014 Core Theatre Standards. **The standards' four artistic processes (Creating, Performing, Responding, and Connecting) require that curriculum and associated time in the schedule be devoted to each of the components embedded in these processes.**

In practice, this will mean dedicating more time for students to cultivate their creativity, analysis, and reflection in ways that are similar to the time needed to develop literacy in English Language Arts. To do so requires that a range of courses be available beyond the

introductory level—in performance, technical theatre, management, and more. No scheduling specifications presented here are meant as maximums—a good teacher can always do more with students, given more time—but are rather suggested as reasonable minimums for contact time if the students are expected to achieve the standards.

Opportunity-to-Learn Standards



Staffing: Students cannot achieve standards unless the system for delivering instruction is based on teachers with the requisite qualifications, supplemented in a structured, appropriate way by additional school and community resources. Staffing levels must allow for class sizes similar to that of other curricular classes. This system, in turn, will depend on regular, thoughtful evaluation of the program's theatre teachers and integration of that evaluation into regular, useful professional development.



Resources and Equipment: Theatre education cannot occur without the proper tools: scripts, books, media, physical space, and production resources that are critical to the success of a program. These need constant attention to ensure they are current and applicable to standards-based learning and teaching.



Safety: Students and teachers require access to training and resources to ensure the creation of a safe environment for physical, emotional, and intellectual expression within the theatre arts. Additionally, students and teachers must have access and training in the safe and appropriate use of tools.



Facilities: Making and learning theatre requires an appropriate space for both classroom instruction and active exercises. Correct design and maintenance of this space is essential to the success of the program and of the students. A dedicated space to which students have scheduled access to rehearse and perform is also key to program success.

OTL Standards for each of the areas of curriculum and scheduling, staffing, resources and equipment, safety, and facilities, are presented in two categories:

1. **A grades 6-8 section** that details the requirements of these grades in order for students to achieve theatre literacy based on the 2014 Core Theatre Standards at a quality and exceptional level.
2. **A grades 9-12 section** that details the requirements of these grades in order for students to achieve theatre literacy based on the 2014 Core Theatre Standards at a quality and exceptional level.

It is important to note that these OTL Standards are designed to provide guidance on what resources are necessary to provide opportunities to learn all areas of the standards for all students through the thoughtful implementation and use of the suggested resources in grades 6-8 and 9-12. Schools and school systems that provide elementary theatre experiences for all students should look to Pre-K-5 Core Theatre Standards to help them prepare students for middle and high school theatre classes.



USING THE OPPORTUNITY-TO-LEARN STANDARDS

Opportunity-to-Learn Standards are intended to help improve student achievement and literacy. Therefore, they should be used by teachers and decision-makers to achieve the student learning targets as spelled out in the 2014 Core Theatre Standards. The overarching goal of theatre literacy is achieved by giving all students meaningful experiences in each of the components of the artistic processes of Creating, Performing, Responding, and Connecting. Teachers and school districts who employ innovative approaches to theatre education may have to integrate the various aspects of the standards, but in all cases every course—both introductory and advanced—should provide opportunity for significant advancement. The standards’ Enduring Understandings and Essential Questions can provide insight as to whether specific learning goals are being met in alignment with the standards and towards literacy. Additionally, the standards’ Model Cornerstone Assessments can be used as an example of reliable measurement of progress towards the learning goals.

Teachers of any given course should plan curricula that address each of the standards’ artistic processes but need not give equal emphasis to each process in every lesson. For example, while an acting class may primarily address Performing in a scene or a play, elements of Creating, Responding, and Connecting aspects of the work should be included. Another class requiring research in historical and cultural context in order to prepare a costume design, might be focused primarily on Connecting, but the teacher should also include some elements of Creating, Performing, and Responding.

Where supervisors, teachers, and all interested parties determine that there are gaps in the achievement of students and in the opportunities to learn underlying that achievement, they can consider doing two things:

1. First, they may “calibrate” the standards to their current situation. For example, some districts may find that scheduling, curriculum, and the associated support is only provided to meet a portion of the 2014 Core Theatre Standards because meaningful theatre instruction only occurs in limited after-school programs or lacks scope and sequence across grades 6-12. Where OTL standards are not met, the system (not the teacher) is very likely failing the students, as students will be highly unlikely able to reach standard under such conditions.
2. Second, they must carefully consider how planning and advocating for providing better opportunities to learn in theatre can result, in a reasonable time frame, in true standards-based learning for students to learn within quality programs. In doing so, note that the theatre OTLs detail specific distinctions between quality and exceptional programs in both the 6-8 and 9-12 grades levels this way:

Quality programs allow students to achieve at and above standard in various aspects of theatre; exceptional programs provide the same aspects noted in the quality programs and additional in-depth and diverse learning opportunities, thus giving more students more varied ways to experience the benefits of accomplishment in theatre.

All theatre teachers can use these Opportunity-to-Learn standards to work for curricula that bring students to greater capacity, and everyone concerned with the education of our young people can use the OTL standards to work toward theatre literacy for all students.

GRADES 6–8

Well-organized standards-based grade 6-8 theatre programs feature one or more curricular classes in general theatre that address the artistic processes of Creating, Performing, Responding, and Connecting.

CURRICULUM AND SCHEDULING

Curriculum

Quality

1. The curriculum offers standards-based scaffolded general instruction in the four artistic processes of Creating, Performing, Responding, and Connecting that allows students the opportunity to achieve at or above standard as articulated in the 2014 Core Theatre Standards.
2. The curriculum comprises a balanced foundation for sequential instruction that continues in the high school grades. The curriculum includes coursework that is aligned to the grade-level specific performance standards as contained in the 2014 Core Theatre Standards.
3. Although portions of the curriculum may emphasize the Performing process, all curricular offerings also provide experiences in Responding, Creating, and Connecting to enable students to understand and integrate all four processes into their learning.
4. The curriculum includes at least one teacher-guided attendance at a live theatre event so students can learn and reflect, refine theatre etiquette, and gain a better understanding of play structure, playwright intent, and production elements.
5. Teachers emphasize physical and emotional safety in all aspects of the curriculum.
6. Theatre curriculum includes instruction in:
 - a. Theatre practices, protocols, and vocabulary
 - b. How to read a script
 - c. Historical and cultural context and connections to plays and playmaking
 - d. Collaborative ensemble work and shared leadership
 - e. Storytelling through theatre
 - f. Playmaking and devising theatre works



- g. Fundamental acting skills, including movement, voice, and characterization
 - h. Responding to theatre works
 - i. Analyzing theatre works and recognizing artistic choices
 - j. Incorporating music, dance, art, and/or media and technology into a theatre work
 - k. Technical theatre basics
 - l. Informal and formal performance opportunities.
7. The program provides all students the opportunity to achieve at levels consistent with their individual abilities, aligned with the theatre performance standards.
8. For students with special needs, adaptation tools are provided to maximize their participation in classroom and production activities.

Exceptional

1. The curriculum includes in-depth age-appropriate specialized instruction in directing, acting, playwriting, technical theatre, and design.
2. The curriculum provides students several teacher-guided opportunities to attend and respond to a broad spectrum of live performances.
3. The curriculum provides students several performance opportunities each year, including at least one fully staged formal production supported by trained professionals across all production elements.

Scheduling

Quality

1. At least forty-five minutes of theatre instruction are available during the school day to every student in the school for at least one semester each school year.
2. Pullouts from theatre classes for school assemblies, test preparation, or other non-theatre education activities are arranged to minimally impact theatre learning.
3. Rehearsals are scheduled to allow the full participation of all students engaged in both performance and technical theatre.
4. Classes in theatre are no larger than classes in other subjects of the curriculum.
5. Theatre teachers carry course loads no larger than teachers in other subjects of the curriculum.
6. Every middle school theatre educator has a block of time of at least thirty minutes for preparation and evaluation each day, excluding time for lunch and travel from room to room and/or building to building.

Opportunity-to-Learn Standards

7. For students with special needs:
 - Their placement is determined on the same basis as placement for students without special needs.
 - Theatre educators are involved in placement decisions and are fully informed about the needs for each student.

Exceptional

1. Theatre classes are scheduled to allow all students the opportunity to participate in at least one curricular period of instruction weekly for the entire school year.
2. All theatre classes meet during the regular school day, and after-school rehearsals and production work serve to supplement the learning that takes place within the school day.

STAFFING

Teacher Qualification and Load

Quality

1. Instruction is provided by certified theatre teachers with specific training in middle school pedagogy.
2. Every school has at least one available certified theatre educator, regardless of the school or district size.
3. On average, one theatre educator should be available for every 400 students enrolled in the school, though it is understood that this number must be adjusted based on individual school enrollment and the number of students who elect to participate in theatre classes.
4. Theatre classes are scheduled with the same teacher/pupil ratio as general education classes.
5. Teacher aides are provided for special-education students in theatre if they are provided for these students in other classes.
6. Every theatre educator working with special-education students has received in-service training in special education and has access to these students' IEP or 504 records. Educators also have convenient access to trained professionals in special education.

Every school has at least one available certified theatre educator, regardless of the school or district size.



Exceptional

1. In-depth instruction in specialized course work is provided by certified theatre teachers with specific content training and/or demonstrated industry experience as well as middle school pedagogy.
2. Additional offerings from community arts providers (cultural organizations, community arts organizations, and teaching artists) are used primarily when these offerings are directly linked to a sequential standards-based theatre curriculum delivered by a certified theatre teacher.

Professional Development

Quality

1. Each school or district provides a regular program of in-service education that includes at least two paid days for professional development activities arranged by the district or school each year for every theatre educator. In addition, every theatre educator is permitted at least one additional paid day of leave each year for professional development activities proposed by the teacher and approved by the school.
2. Theatre staff members are encouraged and supported to participate in state and national professional development events.
3. Theatre staff who assume leadership roles in state and national theatre organizations are supported and encouraged.

Theatre staff members are encouraged and supported to participate in state and national professional development events.

Exceptional

1. Time is provided for collaborative theatre teacher work groups/ professional learning communities and is scheduled district-wide for coordination and articulation of the curriculum and common assessments.

Evaluation

Quality and Exceptional

1. Teacher evaluation is carried out in a way consistent with that of teachers in other subjects and includes, notably, the use of student outcome assessments and performance data in measures of student achievement in theatre.

2. Teacher evaluation is conducted by individuals fully qualified in both evaluation and in theatre instruction.
3. Teacher evaluation includes a balanced, comprehensive assessment of the teacher's contributions to student learning through multiple measures. These measures can and should collect indicators such as:
 - a. teacher practice, planning, and preparation
 - b. the teacher's role in maintaining a productive classroom environment
 - c. instruction designed to reach specified theatre goals related to the standards-based artistic processes of Creating, Performing, Responding, and Connecting
 - d. teacher contribution to the school or district, as well as to the profession of teaching at large.

RESOURCES AND EQUIPMENT

Literary Resources

Quality

1. Every theatre class has access to grade-appropriate scripts, textbook, and/or resources that reflect diverse theatre genres and support instruction in the four artistic processes.
2. Every student has their own script, textbook, and/or other print resource or equivalent digital access to the content.
3. Classes are taught using recognized theatre education textbooks/resources that allow for scaffolded standards-based learning in what students should know and be able to do in theatre at each grade level.
4. The annual school and/or district budget includes an allocation for purchasing production rights to copyrighted scripts, consistent with a planned production schedule.

Exceptional

1. Theatre classes have access to specialized resources in acting, musical theatre, technical theatre, playwriting, directing, and production management.
2. Theatre is included in the district's schedule of textbook/resource adoption and updates for purchasing specialized resources.



Technology

Quality and Exceptional

1. Every theatre class has convenient and consistent access to appropriate classroom technology that allows for scaffolded standards-based learning.
2. Teachers have consistent access to email, online storage, a school-sanctioned web portal, and other online services for professional and curricular development and research.
3. Teachers have quality projectors and/or interactive boards, and other technologies consistent with the tools provided for other well-rounded academic content area classrooms.

Teachers have quality projectors and/or interactive boards, and other technologies consistent with the tools provided for other well-rounded academic content area classrooms.

Production Elements

Quality

1. Every theatre class has access to basic set, lighting, sound and properties resources in support of the production and technical theatre curriculum as articulated in the four artistic processes of Creating, Performing, Responding, and Connecting.
2. All production equipment is regularly inspected and maintained and supplies are replenished.

Exceptional

1. Every theatre class has a convenient dedicated space that provides climate-controlled storage for set, lighting, sound, properties, costume, and makeup resources.
2. Every theatre class has access to dedicated space, tools and materials that allow students to experience the full spectrum of theatrical production. (i.e. build sets and costumes, manipulate different kinds of lighting and audio equipment, and/or apply makeup in a production environment).
3. Replacement schedules for equipment ensure that students have continued access to state-of-the-art production equipment and supplies.

SAFETY

Quality and Exceptional

1. Teachers and students are trained in safe tools and materials use and handling.
2. All theatre instruction in technical theatre includes stage, fire protection, and shop safety protocols based on guidelines from the Occupational Safety and Health Administration (OSHA).
3. An annual school and/or district budget is provided to check and service all electrical, rigging, fire equipment, and tools, performed by certified technicians.
4. Every student engaged in hands-on technical theatre activities has ready access to goggles, earplugs, dust masks, respirators, and gloves.
5. Every theatre production space features a regularly reviewed safety kit and fire extinguishers. All students and teachers are aware of their location and how to operate them.

Teachers and students are trained in safe tools and materials use and handling.

FACILITIES

Quality

1. The grade 6-8 theatre program has access to a dedicated classroom, with sufficient space to accommodate the largest class group and provide ample space for physical movement and small-group work as well as storage for materials and props used in classroom instruction.
2. Suitable space is available for at multiple computers with appropriate power and internet connection.
3. Students have scheduled access to a space dedicated to theatrical performance that allows them to produce, rehearse, and stage formal and informal presentations for an audience.

Exceptional

1. Theatre teachers are provided with dedicated, climate-controlled and easily accessible storage space for all supplies and equipment required for a full scale production.



2. Students have scheduled access to a high-quality handicapped accessible dedicated performance space to accommodate actors, technicians, technical elements, and an audience size appropriate to the school population. The space includes:
 - dressing rooms with appropriate lighting and mirrors
 - a rigging system
 - a high-quality sound system, including a control console capable of using current audio recording technology and adequate microphones to support production needs
 - state-of-the-art lighting that includes a control console and lighting units suitable to the size and depth of the performance space
 - access to climate controls for HVAC systems.

GRADES 9–12

Well-organized standards-based grade 9-12 theatre programs feature curricular classes in general theatre and a range of specialized areas that address the artistic processes of Creating, Performing, Responding, and Connecting.

CURRICULUM AND SCHEDULING

Curriculum

Quality

1. The curriculum offers standards-based scaffolded general instruction in the four artistic processes of Creating, Performing, Responding and Connecting that allows students the opportunity to achieve at or above standard as articulated in the 2014 Core Theatre Standards.
2. Although portions of the curriculum may emphasize the Performing process, all curricular offerings also provides experiences in Responding, Creating, and Connecting to enable students to understand and integrate all four processes into their learning.
3. The curriculum includes teacher-guided attendance at live theatre events so students can learn and reflect, refine theatre etiquette, and gain a better understanding of play structure, playwright intent, and production elements.
4. Teachers emphasize physical and emotional safety in all aspects of the curriculum.
5. Teachers educate students on the elements and importance of intellectual property, copyright, and licensing fees.
6. The program provides all students the opportunity to achieve at levels consistent with their individual abilities aligned with the performance standards listed in the 2014 Core Theatre Standards.
7. The curriculum provides regular and meaningful opportunities for students to produce and perform scenes, one-acts, or full-length plays in school and community presentations.
8. For students with special needs, adaptation tools are provided to maximize their participation in classroom and production activities.
9. The curriculum incorporates music, dance, visual art, and/or media to strengthen the meaning of a theatrical work.



10. At the Quality level, the curriculum includes coursework that is aligned to the three levels of high school achievement (proficient, accomplished, advanced) as articulated in the 2014 Core Theatre Standards. The curriculum features instruction in:

- Theatre vocabulary and terminology
- Analyzing a script/dramatic work
- Historical and cultural components
- Research
- Theatrical genres from global and diverse cultures
- The collaborative and ensemble nature of theatre
- Career and college readiness connection (ie. auditioning skills, résumé writing)
- Response and critical analysis of theatrical works
- Devising theatre
- Playwrights and playwriting
- Methods and styles of acting
- Directing
- Characterization
- Movement and physicality
- Vocal technique
- Technical theatre and design
- Intellectual property
- Rehearsal process
- Production processes (including pre and post production).

Exceptional

1. At the Exceptional level, the curriculum provides increased opportunities, time and resources for more in-depth and diverse study of theatrical elements. Instruction is available to students interested in specialized experiences.
2. The curriculum offers more courses to support the mission of the Exceptional level, including consideration of facilities, staffing, scheduling, and teacher development.

Scheduling

Quality

1. The course of study in all 9-12 schools includes theatre education opportunities.
2. The schedule for theatre classes is equivalent to that of other academic classes.
3. The class size of theatre classes does not exceed the average of other academic classes in the school.
4. All students are enrolled in theatre classes based on their strengths, skill level, and theatre teacher recommendation.
5. Theatre teachers carry course loads no larger than teachers in other subjects of the curriculum.
6. Rehearsals are scheduled to allow the full participation of all students engaged in both performance and technical theatre.
7. Scheduled time in rehearsal, construction, and performance spaces is ample enough to meet the needs of theatre performances, production and/or technical coursework.
8. Pullouts from theatre classes for school assemblies, test preparation, or other non-theatre education activities are arranged to minimally impact theatre learning.

Pullouts from theatre classes for school assemblies, test preparation, or other non-theatre education activities are arranged to minimally impact theatre learning.

Exceptional

1. All theatre classes are offered at times designed to allow participation by the maximum number of participants.
2. Theatre classes meet during the regular school day, and after-school rehearsals and production work serve to supplement the learning that takes place within the school day.



STAFFING

Teacher Qualification and Load

Quality

1. Instruction is provided by certified theatre teachers with specific training in high school pedagogy.
2. Every school has at least one available certified theatre educator, regardless of the school or district size.
3. On average, one theatre educator should be available for every 400 students enrolled in the school, though it is understood that this number must be adjusted based on individual school enrollment and the number of students who elect to participate in theatre classes.
4. Theatre classes are scheduled with the same teacher/pupil ratio as general education classes.
5. Teacher aides are provided for special-education students in theatre if they are provided for these students in other classes.
6. Every theatre educator working with special-education students has received in-service training in special education, has access to these students' IEP or 504 records. Educators also have convenient access to trained professionals in special education.

Exceptional

1. Additional offerings from community arts providers (cultural organizations, community arts organizations, and teaching artists) are used primarily when these offerings are directly linked to a sequential standards-based theatre curriculum delivered by a certified theatre teacher.
2. Class loads for theatre teachers are not higher than other academic areas. Ratios are established to ensure additional theatre teachers are hired to ensure equitable theatre instruction for all students.
3. One theatre educator or district arts coordinator in every district or school is designated as coordinator or administrator to provide leadership for the theatre program.

Professional development

Quality

1. Each school district or school provides a regular program of in-service education that includes at least two paid days for discipline-appropriate professional development activities arranged by the district or school each year for every theatre educator. In addition, every theatre educator is permitted at least one additional paid day of leave each year for professional development activities proposed by the teacher and approved by the school.
2. Theatre staff members are encouraged and supported to participate in state and national professional development events.
3. Theatre staff who assume leadership roles in state and national theatre organizations are supported and encouraged.

Exceptional

1. Time is provided for collaborative theatre teacher work groups/ professional learning communities and is scheduled district-wide for coordination and articulation of the curriculum and common assessments.

Evaluation

Quality and Exceptional

1. Teacher evaluation is carried out in a way consistent with that of teachers in other subjects and includes, notably, the use of student outcome assessments and performance data in measures of student achievement in theatre.
1. Teacher evaluation is conducted by individuals fully qualified in both evaluation and in theatre instruction.
2. Teacher evaluation includes a balanced, comprehensive assessment of the teacher's contributions to student learning through multiple measures. These measures can and should collect indicators such as:
 - teacher practice, planning, and preparation
 - the teacher's role in maintaining a productive classroom environment
 - instruction designed to reach specified theatre goals related to the standards-based artistic processes of Creating, Performing, Responding, and Connecting
 - teacher contribution to the school or district, as well as to the profession of teaching at large.



RESOURCES & EQUIPMENT

Literary resources

Quality

1. Every theatre class has access to grade-appropriate scripts and textbooks/resources that reflect diverse theatre genres and support instruction in the four artistic processes.
2. Every student has their own script, textbook and/or other print resource, or equivalent digital access to the content.
3. Classes are taught using recognized theatre education textbooks/resources that allow for scaffolded standards-based learning in what students should know and be able to do in theatre at each grade level.
4. The annual school and/or district budget includes an allocation for purchasing production rights to copyrighted scripts, consistent with a planned production schedule.

Exceptional

1. Theatre classes have access to specialized resources in acting, musical theatre, technical theatre, playwriting, directing, and production management.
2. Theatre is included in the district's schedule of textbook/resource adoption and updates for purchasing specialized resources.

Technology

Quality and Exceptional

1. Every theatre class has convenient and consistent access to appropriate classroom technology that allows for scaffolded standards-based learning.
2. Teachers have consistent access to email, online storage, a school-sanctioned web portal, and other online services for professional and curricular development, and research.
3. Teachers have quality projectors and/or interactive boards, and other technologies consistent with the tools provided for other well-rounded academic content area classrooms.

Production Elements

Quality

1. Every theatre class has access to set, lighting, sound, properties, costume and makeup resources, theatre software, hardware, and tools in support of the theatre curriculum as articulated in the four artistic processes of Creating, Performing, Responding and Connecting.
2. All production equipment is regularly inspected and maintained and supplies are replenished.
3. Every theatre class has access to dedicated space, tools and materials to support the full spectrum of theatrical production.

Exceptional

1. Every theatre class has a convenient dedicated space that provides climate-controlled storage for set, lighting, sound, properties, costume, and makeup resources.
2. Every theatre class has convenient access to state-of-the-art lighting, sound and other media as required to address production and technical theatre as articulated in the four artistic processes.
3. Replacement schedules for equipment ensure that students have continued access to state-of-the-art production equipment and supplies.

SAFETY

Quality and Exceptional

1. Teachers and students are trained in safe tools and materials use and handling.
2. All theatre instruction in technical theatre includes stage, fire protection and shop safety protocols based on guidelines from the Occupational Safety and Health Administration (OSHA).
3. An annual school and/or district budget is provided to check and service all electrical, rigging, fire equipment, and tools, performed by certified technicians.
4. Every student engaged in hands-on technical theatre activities has ready access to goggles, earplugs, dust masks, respirators, and gloves.
5. Every theatre production space features a regularly reviewed safety kit and fire extinguishers. All students and teachers are aware of their location and how to operate them.



FACILITIES

Quality

1. Teachers and students have access to a classroom space dedicated to theatre instruction and adequate in size to accommodate the largest group of students taught and adaptable to serve as a rehearsal or performance venue.
2. Suitable space is available for multiple computers with appropriate power and internet connection.
3. Teachers and students have scheduled access to a handicapped accessible high-quality performance space to produce, rehearse, and stage several formal and informal presentations before an audience during the school year.

Exceptional

1. Theatre teachers are provided with dedicated, climate-controlled and easily accessible storage space for all supplies and equipment required for a full-scale production.
2. A handicapped accessible dedicated performance space to accommodate actors, technicians, technical elements, and an audience size appropriate to the school population. The space includes:
 - dressing rooms with appropriate lighting and mirrors
 - a rigging system
 - a high-quality sound system, including a control console capable of using current audio recording technology and adequate microphones to support production needs
 - state-of-the-art lighting that includes a control console and lighting units suitable to the size and depth of the performance space
 - access to climate controls for HVAC systems.



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