

COMPONENT	OBJECTIVES	COMPETENCY
I Movement	<ol style="list-style-type: none"> 1. Moves about on the stage using natural movement. 2. Applies the principles of stage movement appropriate to his/her character. 3. Creates and selects movement qualities and patterns for a specific character. 4. Uses appropriate movement vocabulary. 5. Analyzes a script using historical environmental, physical, and emotional basis for character movement. 6. Uses his/her body to communicate without the use of sounds or properties. 7. Uses his/her body to communicate through the integration of music and literature. 	<ol style="list-style-type: none"> A. The student can analyze a script, select a character, and create the appropriate physical characteristics, movements, and mannerisms. The students will give consideration to period, style, ethnic origin, age, etc. B. The student can integrate a piece of music or literature using pantomime. C. The student can demonstrate spatial awareness and body coordination through a variety of exercises and activities.
II Voice	<ol style="list-style-type: none"> 1. Demonstrates relaxation, breath control, coordination, and flexibility through vocal warm-up techniques. 2. Uses appropriate breathing, tone, and pitch. 3. Develops his/her vocal range. 4. Uses appropriate voice vocabulary. 5. Develops his/her range of vocal variety. (TH.A.1.4.1) 6. Pronounces, articulates, and enunciates all words clearly. 7. Analyzes his/her own vocal characteristics. 8. Uses language and sounds to express mood, feeling, and emotion. (TH.B.1.4.1) 	<ol style="list-style-type: none"> A. The student can use vocal exercises for a personal vocal warm-up. B. The student can use vocal techniques to create contrasting characters. (TH.A.1.4.1) (TH.B.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Improvisation</p>	<ol style="list-style-type: none"> 9. Uses vocal techniques to express a variety of characterizations. (TH.A.1.4.1) 10. Uses an understanding of the vocal mechanism to produce and project his/her voice. (TH.A.1.4.1) 11. Experiments with voice and sound in creating a role. (TH.A.1.4.1) (TH.B.1.4.1) 12. Evaluates personal vocal strengths and weaknesses. 1. Improvises within a defined style, applying knowledge of body position, vocal clarity, and subtext. 2. Responds to stimuli when acting out a situation given by the teacher or other students. 3. Examines various behaviors through role playing and role reversal. 4. Evaluates the consequences of a character's decisions and actions. 5. Demonstrates a character's qualities through improvisation. 6. Creates extemporaneous dialogue with others. 7. Responds to stimulus and side coaching. 8. Develops scenes by making up dialogue and action. 9. Creates improvised scenes based on personal or imagined experiences. 10. Explores a variety of characters from life in imagined situations. 11. Uses improvisation for scripted and unscripted materials. 12. Uses improvisation in creating a character. 	<ol style="list-style-type: none"> A. The student can use improvisation for character creation and exploration for different styles and periods. B. The student can use improvisational skills to develop a role in a play which encompasses different historical eras. C. The student can demonstrate knowledge and control of improvisational techniques in an unscripted performance based on suggestions from the teacher and other students. D. The student can improvise dramatic scenes using the structural components of exposition, conflict, climax, resolution, and conclusion.

COMPONENT	OBJECTIVES	COMPETENCY
IV Acting	<p>13. Explores interpersonal relationships between characters.</p> <p>14. Maintains spontaneity in performance.</p> <p>15. Demonstrates flexibility and adaptability through imaginative responses to sounds, language, and actions.</p> <p>16. Uses creativity in character development.</p> <p>1. Maintains and reacts with spontaneity.</p> <p>2. Uses the entire body to express emotions and feelings.</p> <p>3. Uses and develops concentration, observation, sensory recall, visualization, substitution, and emotional memory skills.</p> <p>4. Interprets a variety of characters, using appropriate physical and vocal qualities. (TH.A.1.4.1)</p> <p>5. Integrates the external and internal qualities of a character in performance.</p> <p>6. Executes stage business appropriate to character and given circumstances.</p> <p>7. Examines and manages personal emotions both as actor and character in dramatic situations.</p> <p>8. Recognizes and utilizes shades of emotional expression.</p> <p>9. Uses creativity in character development.</p> <p>10. Acknowledges his/her similarities to and differences from others.</p> <p>11. Utilizes biographical background in character analysis. (TH.D.1.4.3)</p>	<p>A. The student can create and sustain contrasting believable characters in the performance of a play, scene, or monologue. (TH.B.1.4.1)</p> <p>B. The student can demonstrate analysis skills when creating characters in scenes and monologues. (TH.B.1.4.1)</p> <p>C. The student can demonstrate ensemble acting skills. (TH.B.1.4.1) (TH.E.1.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Literature/Playwriting</p>	<p>12. Analyzes the psychological, physical, social, and spiritual characteristics of a role she/he is playing.</p> <p>13. Develops a role through analysis and application of character motivations. (TH.B.1.4.1)</p> <p>14. Analyzes relationships between characters.</p> <p>15. Explores resolutions to dramatic problems and evaluates the consequences and implications. (TH.B.1.4.1)</p> <p>16. Adapts observations to imagined circumstances in the context of a play.</p> <p>17. Understands and responds to elements of technical theatre as they affect the actor. (TH.A.3.4.4)</p> <p>1. Explains how a playwright develops and resolves dramatic problems.</p> <p>2. Analyzes the contributions of playwrights to the theatre. (TH.E.1.4.5)</p> <p>3. Determines the theme of dramatic literature.</p> <p>4. Identifies the details that support the theme of a play.</p> <p>5. Writes realistic dialogue.</p> <p>6. Uses personal experience as the basis for playwriting.</p> <p>7. Examines the process of editing in playwriting.</p> <p>8. Identifies the elements of plot.</p> <p>9. Identifies the elements of style.</p>	<p>A. The student can write a monologue, scene, or play utilizing dialogue appropriate to the characters, situations, style, and historical period. (TH.B.1.4.1)</p> <p>B. The student can analyze a play and determine plot, theme, style, and period.</p>

COMPONENT	OBJECTIVES	COMPETENCY
VI Technical Theatre	<p>10. Analyzes the plot and theme of a play.</p> <p>11. Examines the writing styles of well-known playwrights. (TH.E.1.4.5)</p> <p>12. Demonstrates a knowledge of writing styles and techniques. (TH.C.1.4.2)</p> <p>13. Reads, discusses, and/or performs scenes from a variety of dramatic literary works. (TH.C.1.4.1) (TH.C.1.4.2)</p> <p>1. Explains the responsibilities of the technical staff. (TH.A.2.4.1) (TH.A.3.4.4) (TH.E.1.4.3)</p> <p>2. Describes the functions of costume design on a play. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>3. Explains the significance of silhouette in costume design. (TH.A.3.4.4)</p> <p>4. Explains the positive and negative attributes of the different types of costume acquisitions. (TH.A.3.4.4)</p> <p>5. Identifies the effect of fabric on character. (TH.A.3.4.4)</p> <p>6. Describes the process of costume design from drawings through production. (TH.A.3.4.4)</p> <p>7. Lists historical sources for costume design. (TH.A.3.4.4) (TH.E.1.4.2)</p> <p>8. Executes costume figure drawings. (TH.A.3.4.4)</p>	<p>A. The student can participate as a part of a technical design staff or crew. (TH.A.2.4.1) (TH.A.3.4.4) (TH.E.1.4.3) (TH.E.1.4.4)</p> <p>B. The student can design a unit set for a play using a rendering or a model. (TH.A.3.4.4)</p> <p>C. The student can design a publicity campaign for a play. (TH.A.3.4.4) (TH.E.1.4.3) (TH.E.1.4.4)</p> <p>D. The student can design costumes for a play. (TH.A.3.4.2) (TH.A.3.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 9. Identifies the set pieces used for set construction. (TH.A.3.4.4) 10. Reads and draws ground plans using scale. (TH.A.3.4.4) 11. Reads the play in preparation for the design. (TH.A.3.4.1) (TH.A.3.4.4) 12. Describes the functions of a set design and their effects on the play. (TH.A.3.4.4) 13. Executes a ground plan. (TH.A.3.4.1) (TH.A.3.4.4) 14. Gives examples of the effect of color and line on the mood created by a set design. (TH.A.3.4.1) (TH.A.3.4.4) 15. Describes the process of set design from the first reading to the final product (rendering or model). (TH.A.3.4.4) (TH.D.1.4.1) 16. Draws a rendering or constructs a model. (TH.A.3.4.4) 17. Defines and uses set design vocabulary. 18. Estimates the cost of materials needed for a specific set design. (TH.E.1.4.3) 19. Explains the purpose of publicity. (TH.A.3.4.4) (TH.E.1.4.3) 20. Defines and explains the purpose of the target audience in a publicity campaign. (TH.E.1.4.1) 21. Creates a poster for a specific play. (TH.E.1.4.1) 	

COMPONENT	OBJECTIVES	COMPETENCY
<p>VII Theatre History</p>	<p>22. Writes a publicity release. (T.H.E.1.4.1) (T.H.E.1.4.3)</p> <p>23. Lists possible contacts for publicity releases. (T.H.E.1.4.3)</p> <p>24. Creates a time line for a publicity campaign. (T.H.A.2.4.1) (T.H.E.1.4.4)</p> <p>1. Identifies the major periods of theatre from primitive man to the present. (T.H.D.1.4.1) (T.H.E.1.4.2)</p> <p>2. Names representative plays of the major periods of theatre. (T.H.E.1.4.2)</p> <p>3. Compares and contrasts plays of different periods. (T.H.C.1.4.1)</p> <p>4. Compares and contrasts plays of the same period. (T.H.C.1.4.1) (T.H.E.1.4.5)</p> <p>5. Identifies major playwrights. (T.H.E.1.4.5)</p> <p>6. Analyzes representative plays to determine the effect of their historical setting. (T.H.C.1.4.1)</p> <p>7. Names representative designers of major theatre periods. (T.H.E.1.4.5)</p> <p>8. Identifies the theatre structures throughout the history of theatre.</p> <p>9. Analyzes the relationship with science and industry with theatre design. (T.H.C.1.4.1)</p>	<p>A. The student can identify at least one of the major plays for each major period in the history of theatre. (T.H.E.1.4.5)</p> <p>B. The student can identify at least one significant influence and/or change in technical theatre design for each major period in the history of theatre.</p>

COMPONENT	OBJECTIVES	COMPETENCY
VIII Musical Theatre	10. Identifies significant dramatic works. (TH.E.1.4.5) 11. Compares and contrasts styles of production. (TH.C.1.4.2) 1. Identifies the major musicals in the evolution of musical theatre. (TH.C.1.4.1) 2. Recognizes the various styles of song. 3. Uses and defines appropriate musical theatre vocabulary. 4. Identifies the collaborative disciplines in a musical. (TH.E.1.4.4) 5. Identifies major influences. 6. Identifies major contributors. (TH.E.1.4.5) 7. Compares and contrasts a story musical and a thematic musical.	A. The student can prepare and perform a song from a musical and justify his/her interpretation. (TH.A.1.4.1) B. The student can identify six major contributors to musical theatre and discuss their style, influence, and works. (TH.E.1.4.5)
IX Roles/Careers	1. <i>Explores theater arts opportunities.</i> (TH.E.1.4.3) 2. <i>Lists factors to be considered in choosing a career.</i> (TH.E.1.4.3) 3. <i>Analyzes the discipline, knowledge, and skills requisite for career preparation in the theater.</i> (TH.E.1.4.4) 4. <i>Explains the function of theater unions, agents, placement services, and contracts.</i> (TH.E.1.4.3)	A. <i>The student can discuss the requirements for a career in technical theater.</i> (TH.E.1.4.3) B. <i>The student can complete a research project about her/his theater career interest.</i> (TH.E.1.4.3)

COMPONENT	OBJECTIVES	COMPETENCY
<p>X Artistic Discipline</p>	<ol style="list-style-type: none"> 1. Recognizes that theatrical collaboration respects artistic compromise. (TH.E.1.4.4) 2. Identifies ways in which mastery of craft in theatre production contributes to personal satisfaction. (TH.A.3.4.4) 3. Explores how all aspects of a production are interpreted through the director's concept. (TH.D.1.4.1) 4. Recognizes the hierarchy and delegation of responsibility in a theatre company. (TH.E.1.4.3) (TH.E.1.4.4) 5. Focuses on the material being discussed, experienced, viewed, etc. 6. Interacts with peers in activities fully, imaginatively, and reflectively. (TH.E.1.4.4) 7. Works alone and in groups. (TH.E.1.4.4) 8. Respects group decisions. (TH.E.1.4.4) 9. Recognizes the importance of being punctual, honoring personal commitments, and meeting deadlines. (TH.E.1.4.4) 10. Sets personal and group goals and strives to meet them. (TH.E.1.4.4) 11. Demonstrates knowledge of audience etiquette. 12. Rehearses with others with or without direct supervision. (TH.E.1.4.4) 13. Supports and appreciates all aspects of our collaborative art. (TH.A.3.4.4) (TH.E.1.4.4) 	<ol style="list-style-type: none"> A. The student can explain, verbally and in writing, the qualities that make theatre a collaborative art (e.g., art, design, music, dance, etc. all contribute to a theatre experience.) (TH.E.1.4.4) B. The student can demonstrate discipline in artistic endeavors by working on projects and productions with others in a shared, decision-making environment. (TH.E.1.4.4) C. The student can identify and discuss the responsibilities and the duties of the various technical crews on a production. (TH.A.1.3.4) D. The student can demonstrate responsible behavior when participating as a member of an audience.

COMPONENT	OBJECTIVES	COMPETENCY
<p>XI Aesthetic Response</p>	<ol style="list-style-type: none"> 1. Attends live theatrical performances. 2. Discusses his/her theatrical experiences. 3. Establishes criteria for evaluating theatre. (TH.E.1.4.1) 4. Develops awareness of aesthetic criteria for evaluating performances. (TH.A.3.4.4) 5. Contributes constructive criticism. 6. Uses constructive criticism to improve his/her work. 	<p>A. The student can apply his/her knowledge of theatre as a collaborative art form by writing critiques of live amateur, professional, or student performance. (TH.D.1.4.3)</p>