

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. Uses appropriate movement vocabulary. 4. Creates and selects movement qualities and patterns for a specific character. 	<ol style="list-style-type: none"> A. The student work can analyze and prepare a play/scene for performance, focusing on the appropriate physical characteristics, movements, and mannerisms. The students will give consideration to period, style, ethnicity, age, etc. B. 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, 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. (T.H.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. (T.H.B.1.4.1) 9. Uses vocal techniques to express a variety of characterizations. (T.H.A.1.4.1) 10. Uses an understanding of the vocal mechanism to produce and project his/her voice. (T.H.A.1.4.1) 	<ol style="list-style-type: none"> A. The student can use vocal exercises for a personal vocal warm-up including articulation, flexibility, projection, and duration. B. The student can use vocal techniques to create characters. (T.H.A.1.4.1) (T.H.B.1.4.1)

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III Improvisation	<p>11. Experiments with voice and sound in creating a role. (TH.A.1.4.1) (TH.B.1.4.1)</p> <ol style="list-style-type: none"> 1. Uses improvisation for scripted and unscripted materials. 2. Uses improvisation in creating a character. 3. Evaluates the consequences of a character's decisions and actions. 4. Explores interpersonal relationships between characters. 5. Builds creative characterizations based on past experiences. 6. Maintains spontaneity in performance. 7. Demonstrates flexibility and adaptability through imaginative responses to sounds, language, and actions. 8. Uses creativity in character development. 	<ol style="list-style-type: none"> A. The student can use improvisational skills to develop a role in a play through playing unscripted circumstances. B. The student can perform improvisationally, using a scenario or plot outline.
IV Acting	<ol style="list-style-type: none"> 1. Utilizes biographical background in character analysis. 2. Analyzes the psychological, physical, social, and spiritual characteristics of a role she/he is playing. 3. Develops a role through analysis and application of character motivations. (TH.B.1.4.1) 4. Analyzes relationships between characters. 5. Explores resolutions to dramatic problems and evaluates the consequences and implications. (TH.D.1.4.1) 6. Adapts observations to imagined circumstances in the context of a play. 	<ol style="list-style-type: none"> A. The student can demonstrate analysis skills when creating characters in plays, scenes, and monologues. (TH.B.1.4.1) B. The student can create and sustain believable characters in the performance of a play. (TH.A.1.4.1)

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<p>V Literature/Playwriting</p>	<ol style="list-style-type: none"> 7. Understands and responds to elements of technical theatre as they affect the actor. (TH.A.3.4.4) 8. Uses creativity in character development. 9. Maintains and reacts with spontaneity. 10. Uses the entire body to express emotions and feelings. 11. Uses and develops concentration, observation, sensory recall, visualization, substitution, and emotional memory skills. 12. Interprets a variety of characters using appropriate physical and vocal qualities. (TH.A.1.4.1) 13. Integrates the external and internal qualities of a character in performance. 14. Executes stage business appropriate to character and given circumstances. (TH.B.1.4.1) 15. Examines and manages personal emotions both as actor and character in dramatic situations. <ol style="list-style-type: none"> 1. Identifies the elements of plot. 2. Determines the theme. 3. Identifies the elements of style. 4. Analyzes the plot and theme of a play. 5. Demonstrates a knowledge of writing styles and techniques. (TH.C.1.4.2) 	<ol style="list-style-type: none"> A. The student can write an original play for performance. (TH.B.1.4.1) B. The student can apply Aristotle's Poetics to his/her playwriting. (TH.E.1.4.2)

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VI Directing	<ol style="list-style-type: none"> 6. Reads, discusses, and/or performs scenes from a variety of dramatic literary works. (TH.C.1.4.1) (TH.C.1.4.2) 7. Analyzes dialogue to determine character development. (TH.A.1.4.1) 8. Explains the role of the playwright. (TH.D.1.4.1) 9. Summarizes the plot of a play. 10. Reads and writes theatre and/or film reviews. (TH.E.1.4.1) (TH.D.1.4.1) (TH.D.1.4.3) 1. Analyzes the effect of a director on a production. (TH.D.1.4.1) 2. Understands the criteria for script selections and suitability. (TH.C.1.4.1) 3. Understands or develops a prompt book. (TH.A.3.4.4) 4. Explains rehearsal techniques. (TH.E.1.4.4) (TH.A.2.4.1) 5. Uses motivated blocking techniques to move actors on stage. (TH.B.1.4.1) 6. Effectively communicates stage directions. 7. Demonstrates an understanding of the emotional and visual impact of stage compositions. (TH.A.3.4.4) 	<ol style="list-style-type: none"> A. Students can discuss the selection of a script for a senior high school performance and justify their criteria. (TH.C.1.4.1) B. Students can effectively direct a performance of their peers. (TH.E.1.4.4)

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VII Technical Theatre	<ol style="list-style-type: none"> 1. Explains the responsibilities of the technical staff. (TH.A.2.4.1) (TH.A.3.4.4) (TH.E.1.4.3) 2. Identifies the set pieces used for set construction. (TH.A.3.4.4) 3. Reads and draws a ground plan using scale. (TH.A.3.4.4) 4. Reads the play in preparation for the design. (TH.A.3.4.1) (TH.A.3.4.4) 5. Describes the functions of a set design and their effects on the play. (TH.A.3.4.4) 6. Can execute a ground plan. (TH.A.3.4.1) (TH.A.3.4.4) 7. Can give 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) 8. Can describe 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) 9. Draws a rendering or constructs a model. (TH.A.3.4.4) 10. Defines and uses set design vocabulary. 11. Lists sources for stage sound. (TH.A.3.4.3) (TH.A.3.4.4) 12. Identifies the electronic sound equipment and its uses in the theatre. (TH.A.3.4.2) (TH.A.3.4.4) 13. Demonstrates the ability to operate various sound sources. (TH.A.3.4.2) (TH.A.3.4.3) (TH.A.3.4.4) 	<ol style="list-style-type: none"> A. The student can design a set for a play which has multiple settings using a rendering or a model. (TH.A.3.4.4) B. The student can lead a technical staff or crew. (TH.A.3.4.4) (TH.E.1.4.4) C. The student can create a sound plot for a play. (TH.A.3.4.3) (TH.A.3.4.4)

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VIII Theatre History	<p>14. Creates sound effects. (TH.A.3.4.3) (TH.A.3.4.4)</p> <p>15. Creates a sound plot for a play. (TH.A.3.4.3) (TH.A.3.4.4)</p> <p>16. Executes a sound cue sheet for a production. (TH.A.3.4.3) (TH.A.3.4.4)</p> <p>1. Identifies the major periods of theatre from primitive man to the present. (TH.D.1.4.1) (TH.E.1.4.2)</p> <p>2. Names representative plays of the major periods of theatre. (TH.E.1.4.2)</p> <p>3. Compares and contrasts plays of different periods. (TH.C.1.4.1)</p> <p>4. Compares and contrasts plays of the same period. (TH.C.1.4.1) (TH.E.1.4.5)</p> <p>5. Identifies major playwrights. (TH.E.1.4.5)</p> <p>6. Analyzes representative plays to determine the effect of their historical setting. (TH.C.1.4.1)</p>	<p>A. The student can identify a play from each major period of theatre history and write a paragraph describing the theme of each selection. (TH.E.1.4.5)</p> <p>B. The student can list three major playwrights from different periods of theatre history and write a short essay describing each playwright's style and contrasting elements. (TH.D.1.4.1) (TH.E.1.4.2) (TH.E.1.4.5)</p>

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IX Roles/Careers	<ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> A. <i>The student can discuss the requirements for a career in theater management.</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)
IX Aesthetic Response	<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. 	<ol style="list-style-type: none"> A. The student can apply his/her knowledge of theatre as a collaborative art form by writing critiques of live amateur, professional, or student performances. (TH.D.1.4.3)

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XI Musical Theatre	<ol style="list-style-type: none"> 1. Identifies the collaborative discipline in a musical. (TH.E.1.4.4) 2. Identifies the major musicals in the evolution of musical theatre. (TH.C.1.4.1) 3. Identifies major influences. (TH.E.1.4.5) 4. Compares and contrasts a story musical and thematic musical. 5. Identifies major contributors. (TH.E.1.4.5) 6. Recognizes the various styles of songs. 7. Uses and defined appropriate musical theatre vocabulary. 	<ol style="list-style-type: none"> A. The student can identify major contributors to musical theatre, discuss their style, influence, and works. (TH.E.1.4.5) B. The student can direct peers in a musical theatre selection using appropriate vocabulary, style, and attitude. (TH.E.1.4.4) C. The student can perform a representative piece from musical theatre. (TH.A.1.4.1)
XII Artistic Discipline	<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) 	<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)

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	<ul style="list-style-type: none"> 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) 	<p>D. The student can demonstrate responsible behavior when participating as a member of an audience.</p>