

COMPONENT	OBJECTIVES	COMPETENCY
<p>I 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 theater production contributes to personal satisfaction. (TH.E.1.4.4) 3. Explores how all aspects of a production are interpreted through the director's concept. (TH.B.1.4.1) (TH.D.1.4.1) 4. Recognizes the hierarchy and delegation of responsibility in a theater company. (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 along 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.A.2.4.1) (TH.E.1.4.4) 10. Sets personal and group goals and strives to meet them. (TH.E.1.4.4) 11. Use theater etiquette in crew work sessions and rehearsals. (TH.A.3.4.4) 12. Performs tasks in accordance with established safety regulations. (TH.A.3.4.2) 	<ol style="list-style-type: none"> A. The student can explain, verbally and in writing, the qualities that make theater a collaborative art (e.g., art, design, music, dance, etc. all contribute to a theater 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.3.4.4)

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<p>II Theater Literature/History</p>	<p>13. Develops a variety of practical solutions to problems in play production. (TH.A.3.4.4) (TH.E.1.4.4)</p> <p>14. Uses constructive criticism to improve his/her work.</p> <p>1. Appreciates theater as an art form.</p> <p>2. Identifies major historical periods of the theater. (TH.C.1.4.1) (TH.E.1.4.5)</p> <p>3. Identifies major playwrights. (TH.E.1.4.5)</p> <p>4. Identifies major dramatic works. (TH.E.1.4.5)</p> <p>5. Compares and contrasts styles of production.</p> <p>6. Recognizes historical traditions, conventions, and styles of technical theater. (TH.A.3.4.4) (TH.C.1.4.1)</p> <p>7. Identifies the elements of plot.</p> <p>8. Identifies the theme of a play.</p> <p>9. Identifies the element of style.</p>	<p>A. The student can identify, in discussion or in writing, three major designers and their innovative technical contributions from contemporary theater. (TH.A.3.4.4) (TH.E.1.4.5)</p> <p>B. The student can discuss the influence of a historical period on a play by identifying basic differences in set, costume, make-up, and property designs. (TH.A.3.4.4) (TH.E.1.4.5)</p> <p>C. The student can identify the historical roots of theater from the Egyptians through the twentieth century. (TH.C.1.4.1) (TH.E.1.4.5)</p>

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<p>III Set Design and Construction</p>	<ol style="list-style-type: none"> 1. Describes the process of scenic construction. (TH.A.3.4.1) (TH.A.3.4.4) 2. Constructs scenery. (TH.A.3.4.1) (TH.A.3.4.4) 3. Reads scale drawings for transfer to set model building and full-size scenery. (TH.A.3.4.1) (TH.A.3.4.4) 4. Identifies the hand and power tools used in scenery construction. (TH.A.3.4.4) 5. Demonstrates the use of hand and power tools used in scenery construction. 6. Uses and defines scenery construction vocabulary. 7. Describes the process of scenic operation. (TH.A.3.4.1) (TH.A.3.4.4) 8. Researches styles and designs. (TH.E.1.4.5) 9. Drafts ground plans to scale. (TH.A.3.4.4) 10. Reads plays in preparation for creating set designs. (TH.A.3.4.1) (TH.A.3.4.4) (TH.B.1.4.1) 	<ol style="list-style-type: none"> A. The student can design a set for a play by building a model. (TH.A.3.4.1) (TH.A.3.4.4) B. The student can demonstrate technical crew responsibilities and skills by working on a crew for a production. (TH.A.3.4.4) (TH.E.1.4.4) C. The student can identify resource materials used to research period styles and designs for set design. (TH.A.3.4.4) (TH.E.1.4.2) (TH.E.1.4.5)

COMPONENT	OBJECTIVES	COMPETENCY
IV Lighting	<ol style="list-style-type: none"> 1. Identifies the major lighting instruments. (TH.A.3.4.4) 2. Demonstrates the ability to mount and focus lighting instruments. (TH.A.3.4.4) 3. Identifies and understands the use of special effects lighting. (TH.A.3.4.1) (TH.A.3.4.4) 4. Demonstrates the knowledge and use of color mediums. (TH.A.3.4.1) (TH.A.3.4.4) 5. Recognizes the parts of a lighting instrument. (TH.A.3.4.4) 6. Circuits the lights into a dimmer board. (TH.A.3.4.1) (TH.A.3.4.4) 7. Operates a lighting control board. (TH.A.3.4.1) (TH.A.3.4.4) 8. Uses and defines lighting vocabulary. 9. Develops a cue sheet. (TH.A.2.4.1) (TH.A.3.4.4) 10. Explains the responsibilities and duties of the lighting technical design staff and crew. (TH.A.3.4.4) (TH.E.1.4.4) 11. Uses and defines lighting vocabulary. 	<ol style="list-style-type: none"> A. The student can operate the school's lighting systems including planning, set-up, and performance. (TH.A.3.4.1) (TH.A.3.4.4) B. The student can participate on a lighting crew for a production. (TH.A.3.4.4) (TH.E.1.4.4)

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<p>V Costumes</p>	<ol style="list-style-type: none"> 1. Uses costumes to suggest season, time, and period. (TH.A.3.4.2) (TH.A.3.4.4) (TH.C.1.4.1) 2. Designs appropriate costumes to convey the physical characteristics and psychological qualities of a character. (TH.A.3.4.2) (TH.A.3.4.4) 3. Selects appropriate costumes and accessories for specific characterizations. (TH.A.3.4.2) (TH.A.3.4.4) 4. Uses costumes to illustrate cultural, historical, and economical differences. (TH.A.3.4.2) (TH.A.3.4.4) (TH.C.1.4.1) 5. Identifies the functions of costume design. (TH.A.3.4.2) (TH.A.3.4.4) 6. Demonstrates a knowledge of source materials for costume design. (TH.A.3.4.2) (TH.A.3.4.4) 7. Demonstrates knowledge of raw materials used in costume construction. (TH.A.3.4.2) (TH.A.3.4.4) 8. Discusses the significance of silhouette in costumed design. (TH.A.3.4.4) 9. Uses and defines costume vocabulary. 10. Explains the responsibilities and duties of the costume design crew. (TH.A.3.4.4) (TH.E.1.4.4) 11. Creates a costume plot. (TH.A.3.4.4) 12. Reads plays in preparation for creating costume designs. (TH.A.3.4.1) (TH.A.3.4.4) (TH.B.1.4.1) 	<ol style="list-style-type: none"> A. The student can design an appropriate costume a for play. (TH.A.3.4.2) (TH.A.3.4.4) B. The student can participate on a costume running crew for a production. (TH.A.3.4.4) (TH.E.1.4.4) C. The student can identify resource materials used to research period styles and designs for costumes. (TH.A.3.4.2) (TH.A.3.4.4) (TH.C.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
VI Sound	<ol style="list-style-type: none"> 1. Identifies major sound equipment. (TH.A.3.4.4) 2. Explains the operation of an audio control board. (TH.A.3.4.4) 3. Demonstrates the ability to connect audio sources and microphones. (TH.A.3.4.4) 4. Uses and defines sound vocabulary. 5. Selects and records sound effects and music suitable for a given production. (TH.A.3.4.3) (TH.A.3.4.4) 6. Uses sound effects and music as character motivation. (TH.A.3.4.3) (TH.A.3.4.4) 7. Creates simple sound effect sources. (TH.A.3.4.3) (TH.A.3.4.4) 8. Considers the acoustical potential and problems of available performance spaces. (TH.A.3.4.4) 9. Assesses and designs sound to clarify and enhance the vocal expression of performers. (TH.A.3.4.4) 10. Demonstrates a knowledge of source materials for sound research. (TH.A.3.4.4) 11. Reads the play in preparation for creating the sound design for a given production. (TH.A.3.4.1) (TH.A.3.4.4) (TH.B.1.4.1) 12. Develops a cue sheet. (TH.A.2.4.1) (TH.A.3.4.4) 	<ol style="list-style-type: none"> A. Students can identify the electronic sources used for theater sound. (TH.A.3.4.4) B. Students can design a sound design for a play. (TH.A.3.4.2) (TH.A.3.4.4) C. Students can operate basic sound equipment for a production. (TH.A.3.4.4)

COMPONENT	OBJECTIVES	COMPETENCY
VII Make-up	<p>13. Demonstrates the ability to operate sound equipment. (TH.A.3.4.4)</p> <p>14. Explains the responsibilities and duties of the sound design staff and crew. (TH.A.3.4.4) (TH.E.1.4.4)</p> <p>1. Identifies the basic make-up products for the theater. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>2. Demonstrates preparation, application, and removal techniques for theatrical make-up. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>3. Uses and defines appropriate make-up vocabulary.</p> <p>4. Explains the responsibilities and duties of the make-up design staff and crew. (TH.A.3.4.4) (TH.E.1.4.4)</p> <p>5. Reads the play in preparation for creating the make-up design for a character in a play. (TH.A.2.4.1) (TH.A.3.4.4) (TH.B.1.4.1)</p>	<p>A. The student can apply straight (corrective) make-up for a character in a play. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>B. The student can work on a make-up crew for a production. (TH.A.3.4.4) (TH.E.1.4.4)</p>
VIII Properties	<p>1. Uses properties to suggest season, time, and period. (TH.A.3.4.2) (TH.C.1.4.1)</p> <p>2. Understands the value and use of properties. (TH.A.3.4.4)</p> <p>3. Uses properties to illustrate cultural, historical, and economical differences. (TH.A.3.4.2) (TH.C.1.4.1)</p> <p>4. Demonstrations a knowledge of source materials for property research. (TH.A.3.4.2) (TH.A.3.4.4)</p>	<p>A. The student can describe the functions of properties (props) for a production. (TH.A.3.4.4)</p> <p>B. The student can create and construct properties for a play. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>C. The student can participate on a properties crew for a production. (TH.A.3.4.4) (TH.E.1.4.4)</p>

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IX Theater Management	<ol style="list-style-type: none"> 5. Uses and defines property vocabulary. 6. Designs properties through research. (TH.A.3.4.2) (TH.A.3.4.4) (TH.C.1.4.1) 7. Identifies basic hand tools and power tools used to build properties. (TH.A.3.4.4) 8. Demonstrates the ability to use hand and power tools used in the construction of properties. (TH.A.3.4.2) (TH.A.3.4.4) 9. Uses and defines appropriate properties vocabulary. 10. Explains the responsibilities and duties of the property design staff and crew. (TH.A.3.4.4) (TH.E.1.4.4) 11. Reads the play in preparation for creating properties for a play. (TH.A.2.4.1) (TH.A.3.4.4) (TH.B.1.4.1) 12. List various ways of acquiring properties. (TH.A.3.4.2) (TH.A.3.4.4) 1. Understands the necessity, mechanics, and logic for a publicity campaign. (TH.A.2.4.1) (TH.E.1.4.1) (TH.1.4.3) (TH.E.1.4.4) 2. Designs and executes a poster for a play. (TH.E.1.4.1) 3. Writes a publicity release. (TH.E.1.4.1) (TH.E.1.4.3) 4. Assesses his/her own organization for publicity plans. (TH.E.1.4.4) 	<p>D. The student can identify resource materials used to research period styles and designs for properties. (TH.A.3.4.2) (TH.C.1.4.1)</p> <p>A. The student can create and execute a publicity campaign for a production. (TH.A.2.4.1) (TH.E.1.4.1) (TH.E.1.4.3)</p> <p>B. The student can participate on the box office crew or house staff for a production. (TH.E.1.4.3) (TH.E.1.4.4)</p>

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X Roles/Careers	<ol style="list-style-type: none"> 5. Organizes a time line for publicity for a play. (TH.A.2.4.1) (TH.E.1.4.4) 6. Explains the responsibilities and duties of the box office personnel. (TH.E.1.4.3) 7. Explains the responsibilities and duties of the house personnel. (TH.E.1.4.3) 8. Reads the play in preparation for developing a publicity campaign for the play. (TH.A.2.4.1) (TH.A.3.4.4) (TH.B.1.4.1) <ol style="list-style-type: none"> 1. Explores theater arts opportunities. (TH.E.1.4.3) 2. List factors to be considered in choosing a career. (TH.E.1.4.3) 3. Analyzes the discipline, knowledge, and skills requisite for career preparation in the theater. (TH.E.1.4.3) 4. Explains the function of theater unions, agents, placement services, and contracts. (TH.E.1.4.3) 	<ol style="list-style-type: none"> A. The student can discuss the requirements for a career in technical theater. (TH.A.3.4.4) (TH.E.1.4.3) B. The student can complete a research project about his/her technical theater interest. (TH.A.3.4.4)
XI Aesthetic Response	<ol style="list-style-type: none"> 1. Attends a theatrical events. 2. Discusses his/her theatrical experiences. (TH.D.1.4.1) 3. Establishes criteria for evaluating theater. (TH.D.1.4.3) 4. Contributes constructive criticism. 	<ol style="list-style-type: none"> A. The student can evaluate a production as an audience member by writing critiques. (TH.D.1.4.1) B. The student can evaluate his/her own work. (TH.D.1.4.1) C. The student can evaluate the work of his/her peers. (TH.D.1.4.1)

THEATRE ARTS

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 5. Uses constructive criticism to improve his/her work. 6. Recognizes theater as an effort to interpret, intensify, and ennoble the human experience. 7. Appreciates the importance of technical theater on a production. (TH.A.3.4.4) 8. Appreciates the importance of emotional and sensory perception to theatrical design. 9. Explains the coordination of design elements with others to create a unified design concept. (TH.A.3.4.4) 	