

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Artistic Discipline</p>	<ol style="list-style-type: none"> <li>1. Recognizes that theatrical collaboration respects artistic compromise. (TH.E.1.4.4)</li> <li>2. Identifies ways in which mastery of craft in theater production contributes to personal satisfaction. (TH.E.1.4.4)</li> <li>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)</li> <li>4. Recognizes the hierarchy and delegation of responsibility in a theater company. (TH.E.1.4.4)</li> <li>5. Focuses on the material being discussed, experienced, viewed, etc.</li> <li>6. Interacts with peers in activities fully, imaginatively and reflectively. (TH.E.1.4.4)</li> <li>7. Works alone and in groups. (TH.E.1.4.4)</li> <li>8. Respects group decisions. (TH.E.1.4.4)</li> <li>9. Recognizes the importance of being punctual, honoring personal commitments, and meeting deadlines. (TH.A.2.4.1) (TH.E.1.4.4)</li> <li>10. Sets personal and group goals and strives to meet them. (TH.E.1.4.4)</li> <li>11. Use theater etiquette in crew work sessions and rehearsals. (TH.A.3.4.4)</li> <li>12. Performs tasks in accordance with established safety regulations. (TH.A.3.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can explain, verbally and in writing, the qualities that make theater a collaborative art (e.g., understand, explain, and demonstrate on a higher level the intricacies of the contributions by not only music, art, dance, and design to a theater experience, but also acting, directing, history, social mores, construction techniques, and lighting). (TH.E.1.4.4)</li> <li>B. The student can demonstrate discipline in artistic endeavors by working on advanced projects and productions with others in a shared, decision-making environment. (TH.E.1.4.4)</li> </ol>

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II Theater Literature/History	<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. Analyzes the contributions of playwrights to the theater. (TH.B.1.4.1) (TH.E.1.4.5)</p> <p>2. Analyzes the contributions of directors to the theater. (TH.B.1.4.1) (TH.E.1.4.5)</p> <p>3. Identifies major historical periods of the theater. (TH.C.1.4.1) (TH.E.1.4.5)</p> <p>4. Identifies major playwrights. (TH.E.1.4.5)</p> <p>5. Recognizes historical traditions, conventions, and styles of technical theater. (TH.A.3.4.4) (TH.C.1.4.1)</p> <p>6. Analyzes how the author's intent affects the mood of a play. (TH.B.1.4.1)</p>	<p>A. The student can identify, in discussion or in writing, one major designer and their innovative technical developments from each period of theater history. (TH.A.3.4.4) (TH.E.1.4.5)</p> <p>B. The student can demonstrate the influence of a historical period on a play by identifying construction and design differences through finished projects. (model building, rendering, etc.) (TH.A.3.4.4) (TH.E.1.4.5)</p> <p>C. The student can identify, in discussion or in writing, 5 innovations in technical theater from throughout theater history. (TH.A.3.4.4) (TH.C.1.4.1) (TH.E.1.4.2)</p>
III Set Design and Construction	<p>1. Uses setting to suggest season, time, and period. (TH.A.3.4.1) (TH.C.1.4.1) (TH.E.1.4.2)</p> <p>2. Describes the process of scenic design. (TH.A.3.4.1) (TH.A.3.4.4)</p> <p>3. Describes the process of scenic construction. (TH.A.3.4.1) (TH.A.3.4.4)</p> <p>4. Uses available materials to create a setting. (TH.A.3.4.4)</p>	<p>A. The student can design a set for a play by creating a rendering or a model. (TH.A.3.4.1) (TH.A.3.4.4)</p> <p>B. The student can demonstrate technical crew responsibilities and skills by heading crew for a production. (TH.A.3.4.4) (TH.E.1.4.4)</p>

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IV Lighting	<ol style="list-style-type: none"> <li>5. Recognizes a variety of materials that can be used to create a setting. (TH.A.3.4.4)</li> <li>6. Designs and constructs scenery. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>7. Designs, draws, and interprets a basic ground plan. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>8. Identifies the elements of set design and how each effects the design. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>9. Understands the design problems associated with scene changes and scene movements. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>10. Demonstrates a knowledge of source materials for set design. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>11. Describes the process of scenic operation. (TH.A.3.4.1.) (TH.A.3.4.4)</li> <li>12. Read the play in preparation for designing a set for that play. (TH.A.3.3.1) (TH.A.3.4.4) (TH.A.1.4.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Uses lighting to suggest time, season, and period. (TH.A.3.4.1) (TH.C.1.4.1) (TH.E.1.4.2)</li> <li>2. Describes the process of lighting design. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>3. Uses available stage lighting instruments to focus attention and establish mood. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>4. Demonstrates the ability to adapt technical needs to different space and equipment limitations. (TH.A.3.4.1) (TH.A.3.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can create a lighting design for a play. (TH.A.3.4.1) (TH.A.3.4.4) (TH.B.1.4.1)</li> <li>B. The student can head a lighting crew for a production. (TH.A.3.4.4) (TH.E.1.4.4)</li> </ol>

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V Costumes	<ol style="list-style-type: none"> <li>5. Identifies and understands the use of special effects in lighting. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>6. Draws lighting design indicating instruments, areas, and color choices. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>7. Identifies the purposes of the major lighting instruments. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>8. Demonstrates the knowledge and use of color mediums. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>9. Explains the effect of color in lighting. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>10. Uses and defines lighting vocabulary.</li> <li>11. Develops a cue sheet. (TH.A.2.4.1) (TH.A.3.4.4)</li> <li>12. Explains the responsibilities and duties of the lighting technical design staff and crew. (TH.A.3.4.4) (TH.E.1.4.4)</li> <li>13. Reads the play in preparation for designing lighting for that play. (TH.A.3.4.1) (TH.A.3.4.4) (TH.B.1.4.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Uses costumes to suggest season, time, and period. (TH.A.3.4.2) (TH.A.3.4.4) (TH.C.1.4.1)</li> <li>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)</li> <li>3. Selects appropriate costumes and accessories for specific characterizations. (TH.A.3.4.2) (TH.A.3.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can design an accurate costume plot for a period play. (TH.A.3.4.4)</li> <li>B. The student can construct a costume for a play. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>C. The student can head a costume running crew for a production. (TH.A.3.4.4) (TH.E.1.4.4)</li> </ol>

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	<ol style="list-style-type: none"> <li>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)</li> <li>5. Identifies the functions of costume design. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>6. Demonstrates a knowledge of source materials for costume design. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>7. Demonstrates knowledge of raw materials used in costume construction. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>8. Discusses the significance of silhouette in costumed design. (TH.A.3.4.4)</li> <li>9. Uses and defines costume vocabulary.</li> <li>10. Describes the process for costume construction. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>11. Sews using a sewing machine and hand-sewing techniques. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>12. Reads plays in preparation for creating costume designs. (TH.A.3.4.1) (TH.A.3.4.4) (TH.B.1.4.1)</li> <li>13. Uses a pattern. (TH.A.3.4.4)</li> <li>14. Uses and defines costume vocabulary.</li> <li>15. Explains the responsibilities and duties of the costume design crew. (TH.A.3.4.4) (TH.E.1.4.4)</li> </ol>	

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VI Sound	<ol style="list-style-type: none"> <li>1. Selected and records sound effects and music suitable to a given production. (TH.A.3.4.3) (TH.A.3.4.4)</li> <li>2. Uses sound effects and music as character motivation. (TH.A.3.4.3) (TH.A.3.4.4)</li> <li>3. Creates simple sound effect sources. (TH.A.3.4.3) (TH.A.3.4.4)</li> <li>4. Considers the acoustical potential and problems of available performance spaces. (TH.A.3.4.4)</li> <li>5. Assesses and designs sound to clarify and enhance the vocal expression of performers. (TH.A.3.4.4)</li> <li>6. Demonstrates a knowledge of source materials for sound research. (TH.A.3.4.4)</li> <li>7. Identifies major sound equipment. (TH.A.3.4.4)</li> <li>8. Uses and defines sound vocabulary.</li> <li>9. Develops a cue sheet. (TH.A.2.4.1) (TH.A.3.4.4)</li> <li>10. Demonstrates the ability to operate the sound equipment. (TH.A.3.4.4)</li> <li>11. Explains the responsibilities and duties of the sound technical design staff and crew. (TH.A.3.4.4) (TH.E.1.4.4)</li> <li>12. Reads the play in preparation for creating the sound design for that play. (TH.A.3.4.1) (TH.A.3.4.4) (TH.B.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. Students can create a sound design for a play. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>B. Students can operate the sound equipment for a production. (TH.A.3.4.4)</li> </ol>

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VII Make-up	<ol style="list-style-type: none"> <li>1. Designs appropriate make-up to convey the physical characteristics and psychological qualities of a character. (TH.A.3.4.2) (TH.A.3.4.4) (TH.B.1.4.1)</li> <li>2. Applies theatrical make-up and special effects make-up (i.e. crepe hair, latex, nose putty, etc.) (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>3. Identifies make-up products for the theater. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>4. Describes the techniques necessary for various ethnic actors and characters. (TH.A.3.4.4)</li> <li>5. Demonstrates preparation, application, and removal techniques for theatrical make-up. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>6. Demonstrates a knowledge of source materials for make-up research. (TH.A.3.4.4)</li> <li>7. Assesses his/her skills and abilities in design and implementation.</li> <li>8. Uses and defines appropriate make-up vocabulary.</li> <li>9. Explains the responsibilities and duties of the make-up design staff and crew. (TH.A.3.4.4) (TH.E.1.4.4)</li> <li>10. Reads the play in preparation for designing the make-up for a character in that play. (TH.A.2.4.1) (TH.A.3.4.4) (TH.B.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can create a make-up design for a character role from a play. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>B. The student can head a make-up crew for a production. (TH.A.3.4.4) (TH.E.1.4.4)</li> </ol>

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VIII Properties	<ol style="list-style-type: none"> <li>1. Designs properties through research. (TH.A.3.4.2) (TH.A.3.4.4) (TH.C.1.4.1)</li> <li>2. Identifies basic hand tools and power tools used to build properties. (TH.A.3.4.4)</li> <li>3. Demonstrations a knowledge of source materials for property research. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>4. 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)</li> <li>5. Uses and defines appropriate properties vocabulary.</li> <li>6. Explains the responsibilities and duties of the property design staff and crew. (TH.A.3.4.4) (TH.E.1.4.4)</li> <li>7. 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)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can design, acquire, create, and construct properties for a play. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>B. The student can head a properties crew for a production. (TH.A.3.4.4) (TH.E.1.4.4)</li> </ol>
IX Theater Management	<ol style="list-style-type: none"> <li>1. Understands the criteria for dividing a script into rehearsal units. (TH.A.2.4.1)</li> <li>2. Develops a prompt book for a play. (TH.A.3.4.4)</li> <li>3. Plans a rehearsal schedule for a play. (TH.A.2.4.1) (TH.E.1.4.4)</li> <li>4. Differentiates between a reading rehearsal, a blocking rehearsal, a polishing rehearsal, a technical rehearsal, and a dress rehearsal. (TH.A.3.4.4)</li> <li>5. Explains the responsibilities and duties of the stage manager. (TH.A.3.4.4) (TH.E.1.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can create and execute the duties of a stage manager for a production. (TH.A.3.4.4) (TH.E.1.4.4)</li> <li>B. The student can head the box office crew or house manage a production. (TH.E.1.4.3) (TH.E.1.4.4)</li> </ol>



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<p>X Roles/Careers</p>	<ol style="list-style-type: none"> <li>6. Uses and defines appropriate stage management.</li> <li>7. Reads the play in preparation for creating a prompt book and stage managing that play. (TH.A.2.4.1) (TH.A.3.4.4) (TH.B.1.4.1)</li> <li>8. Explains the responsibilities and duties of the box office personnel. (TH.E.1.4.3)</li> <li>9. Explains the responsibilities and duties of the house personnel. (TH.E.1.4.3)</li> <li>10. Uses and defines appropriate stage management vocabulary.</li> </ol> <ol style="list-style-type: none"> <li>1. Explores theater arts opportunities. (TH.E.1.4.3)</li> <li>2. Completes a research project about his/her technical theater interest. (TH.A.3.4.4)</li> <li>3. Analyzes the discipline, knowledge, and skills requisite for career preparation in the theater. (TH.E.1.4.3)</li> <li>4. Explains the function of theater unions, agents, placement services, and contracts. (TH.E.1.4.3)</li> </ol>	<p>A. The student can research and write a report on the requirements for a career in technical theater. (TH.A.3.4.4) (TH.E.1.4.3)</p>

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<p>XI Aesthetic Response</p>	<ol style="list-style-type: none"> <li>1. Attends a theatrical events.</li> <li>2. Discusses his/her theatrical experiences. (TH.D.1.4.1)</li> <li>3. Establishes criteria for evaluating theater. (TH.D.1.4.3)</li> <li>4. Contributes constructive criticism.</li> <li>5. Uses constructive criticism to improve his/her work.</li> <li>6. Recognizes theater as an effort to interpret, intensify, and ennoble the human experience.</li> <li>7. Appreciates the importance of technical theater on a production. (TH.A.3.4.4)</li> <li>8. Appreciates the importance of emotional and sensory perception to theatrical design.</li> <li>9. Explains the coordination of design elements with others to create a unified design concept. (TH.A.3.4.1) (TH.A.3.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can evaluate a production as an audience member by writing a critique that focuses on all of the technical elements, as well as the actual performance. (TH.D.1.4.1)</li> <li>B. The student can evaluate his/her own work. (TH.D.1.4.1)</li> <li>C. The student can evaluate the work of his/her peers. (TH.D.1.4.1)</li> </ol>
<p>XII Musical Theater</p>	<ol style="list-style-type: none"> <li>1. Identifies collaborative disciplines in musical theater. (TH.E.1.4.4) (TH.E.1.4.5)</li> <li>2. Recognizes the distinct possibilities and problems with design for musical theater. (TH.A.3.4.4)</li> <li>3. Identifies the major musicals in the evolution of musical theater. (TH.E.1.4.5)</li> <li>4. Identifies the major contributors of musical theater. (TH.E.1.4.5)</li> <li>5. Uses and defines appropriate musical theater vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can apply technical theater techniques and applications to musical theater. (TH.A.3.4.4)</li> </ol>