

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Imagination</p>	<ol style="list-style-type: none"> <li>1. Actively listens to gain information. (TH.C.1.1.2)</li> <li>2. Appreciates self as being expressive, both physically and vocally. (TH.A.1.1.1)</li> <li>3. Recognizes and creates simple problems of characters in stories and situations. (TH.A.2.1.1)(TH.E.1.1.1)</li> <li>4. Enacts roles of family, friends, and occupations. (TH.C.1.1.2)(TH.E.1.1.1)</li> <li>5. Expresses images through enacted emotional experiences, story telling, and dramatization. (TH.A.2.1.1)(TH.D.1.1.1)</li> <li>6. Uses sensory detail in dramatic play. (TH.D.1.1.1)</li> <li>7. Acts and interacts in dramatic class activities with full involvement. (TH.A.2.1.1)</li> <li>8. Participates in improvised dramatic activities. (TH.A.1.1.1)(TH.1.1.2)(TH.A.2.1.1)</li> <li>9. Explores a variety of roles in life and fantasy situations. (TH.A.1.1.2)(TH.C.1.1.2)</li> <li>10. Demonstrates ability to mirror emotions. (TH.C.1.1.1)(TH.C.1.1.2)</li> <li>11. Identifies problems/conflicts/resolutions through role playing. (TH.C.1.1.2)(TH.E.1.1.1)</li> <li>12. Uses emotional expression. (TH.C.1.1.1)(TH.C.1.1.2)</li> <li>13. Plays theatre games to build confidence and create characters. (TH.A.2.1.1)(TH.A.3.1.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can create a story with fantasy characters and tell it to the class. (TH.A.1.1.2)(TH.B.1.1.1)</li> <li>B. The student can create a story with real life characters and tell it to the class. (TH.A.2.1.1)(TH.A.3.1.1)(TH.B.1.1.1)</li> <li>C. The student can create a story based on their family origin and tell it to the class. (TH.C.1.1.2)(TH.C.1.1.3)(TH.D.1.1.4)</li> <li>D. The student in small groups can role play a problematic situation described by the instructor. (TH.A.1.1.1)(TH.E.1.1.1)</li> <li>E. The student can respond with voice, movement, and expression to theatre games described and demonstrated by the instructor. (TH.A.2.1.1)(TH.B.1.1.1)</li> <li>F. The student can create a character with dialogue and movement. (TH.A.1.1.1)(TH.A.2.1.1)(TH.B.1.1.1)</li> </ol>

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II Movement	<ol style="list-style-type: none"> <li>1. Uses movement to explore thoughts, feelings, and roles. (TH.A.1.1.2)</li> <li>2. Recognizes movement exemplary of various people and animals. (TH.A.1.1.2)</li> <li>3. Recreates occupational roles through movement. (TH.A.1.1.2)(TH.C.1.1.2)</li> <li>4. Uses movement to explore space and environment. (TH.A.1.1.2)(TH.A.3.1.1)</li> </ol>	<p>A. The student can demonstrate specific movements of people and animals in classroom activities and exercises. (TH.A.1.12)(TH.A.2.1.1)</p>
III Non-Verbal Communication	<ol style="list-style-type: none"> <li>1. Explores and performs basic mime technique. (TH.A.1.1.2)(TH.A.3.1.1)</li> <li>2. Demonstrates ability to communicate various forms of sign language.</li> <li>3. Demonstrates “emotions” through silence. (TH.C.1.1.1)</li> </ol>	<p>A. The student can perform a pantomime story that illustrates the concept of reaction to imaginary objects. (TH.A.1.1.2)</p>
IV Verbal Communication	<ol style="list-style-type: none"> <li>1. Actively demonstrates ability to use voice through vocal exercises. (TH.B.1.1.1)</li> <li>2. Explores thought, feeling, and role through vocal dramatic activities. (TH.A.2.1.1)</li> <li>3. Recognizes and demonstrates “vocal” sounds used for the stage. (TH.A.2.1.1)</li> </ol>	<p>A. The student can create a mood through the expression of their voice, such as happy, sad, or angry in classroom exercises. (TH.A.2.1.1)(TH.C.1.1.1)</p>

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<p>V Technical Theatre/Theatre Management</p>	<ol style="list-style-type: none"> <li>1. Recognizes elements of technical theatre used in dramatic activities. (TH.E.1.1.2)</li> <li>2. Demonstrates ability to work responsibly as a “team player” when assigned to technical duties. (TH.E.1.1.3)</li> <li>3. Offers his/her ideas and suggestions for drama activities. (TH.E.1.1.3)</li> <li>4. Creates different environments by manipulating color and light.</li> <li>5. Creates sound effects for dramatic activities.</li> </ol>	<p>A. Given a stimulus such as a classroom improvisation, story, or poem, the student can describe light and sound qualities for a scene (e.g., it is dark, the wind is blowing), use appropriate lighting for the activity (e.g., curtains closed/opened, lights on/off), and produce sounds by various means to create the environment, mood, and to accompany dramatic activity (e.g., recording percussion instruments, snapping of fingers, stomping feet).</p>
<p>VI Theatre History</p>	<ol style="list-style-type: none"> <li>1. Participates in role playing indicative of varied time periods throughout history. (TH.C.1.1.3)</li> <li>2. Develops awareness of multicultural concepts through dramatic activities (TH.C.1.1.3)</li> <li>3. Demonstrates awareness of varied cultures through written and media resources. (TH.C.1.1.3)</li> </ol>	<p>A. The student can identify through discussion various multicultural characteristics in dramatic activities such as language, clothing, and customs. (TH.C.1.1.3)</p>

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VII Artistic Discipline	<ol style="list-style-type: none"> <li>1. Demonstrates appropriate attention getting behavior.</li> <li>2. Participates cooperatively in dramatic activities. (TH.E.1.1.3)</li> <li>3. Respects others space and possessions and need for attention.</li> <li>4. Actively listens to gain information. (TH.D.1.1.3)</li> <li>5. Recognizes and practices acceptable audience behavior. (TH.D.1.1.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. After discussing classroom rules and safety regulations, the student can demonstrate responsible behavior in classroom activities. (TH.D.1.1.3)</li> <li>B. After discussing production rules and procedures, the student can demonstrate responsible behavior in a dramatic performance by participating cooperatively with their classmates. (TH.E.1.1.3)</li> </ol>
VIII Aesthetic Response	<ol style="list-style-type: none"> <li>1. Recognizes various types of cultures through stories, costumes, and make-up. (TH.C.1.1.3)</li> <li>2. Experiences various types of performance through live theatre, cassettes, radio, and/or video. (TH.C.1.1.2) (TH.E.1.1.2)</li> <li>3. Experiences guest artists specializing in a specific area on-site or off-site. (TH.C.1.1.2)</li> <li>4. Develops an interest and appreciation of theater performance. (TH.D.1.1.2)</li> <li>5. Recalls the stated feelings of characters in storytelling and literature. (TH.C.1.1.1)</li> <li>6. Demonstrates knowledge of story details. (TH.E.1.1.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. Given dramatic situations based on cultural theme (e.g., neighborhood, community, multi-ethnic, and international cultures), the student can describe community people by profession, such as doctor or firemen and/or by actions, such as “helps sick people” or “puts out fires”. (TH.C.1.1.2) (TH.C.1.1.3)</li> <li>B. Given drama or story telling experiences with folk, fairy tales, and nursery rhymes, dramatized from various cultures and regions, the student can discuss the characters, the place, and the action. (TH.C.1.1.2) (TH.C.1.1.3)</li> </ol>
IX Roles/Careers	<ol style="list-style-type: none"> <li>1. Explores theatre arts opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can list verbally three careers related to theatre.</li> </ol>