

COMPONENT	OBJECTIVES	COMPETENCY
I Imagination	<ol style="list-style-type: none"> 1. Demonstrates flexibility and adaptability in imaginative responses and situations. 2. Uses language for personal exploration and social interaction. 3. Gives sound and/or speech to inanimate objects and fantasy characters. (TH.D.1.3.1) 4. Demonstrates a variety of characters from real life and fictional situations. 	<ol style="list-style-type: none"> A. The student can create a character from imaginary or literary sources, and present a two minute monologue in written form. (TH.A.1.3.1) (TH.B.1.3.1) B. The student can write a scene incorporating 2-3 imaginary characters, each of whom is based on one exaggerated characteristic of a real life person. (TH.B.1.3.1)
II Movement	<ol style="list-style-type: none"> 1. Uses the entire body to express emotions and feelings. 2. Maintains and reacts with spontaneity. 3. Explains the motivation behind the actions of characters. 4. Demonstrates spatial awareness and body coordination through a variety of exercises and activities. 5. Uses his/her body to communicate without the use of sounds or properties. 6. Demonstrates relaxation, coordination, and flexibility through physical warm-up techniques. 7. Reacts to an imaginary environment through movement. 8. Uses appropriate movement vocabulary. 9. Demonstrates the body positions: i.e., quarter turn, full front, profile, three-quarter, full back. 10. Demonstrates knowledge of the areas of the stage. 	<ol style="list-style-type: none"> A. The student can demonstrate the movement qualities of a pre-selected character. B. The student can use movement to express thought, feeling, and character in classroom exercises and activities. C. The student can execute body warm-up exercises as a group in the classroom.

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III Pantomime	<ol style="list-style-type: none"> 1. Demonstrates techniques in tension and release. 2. Defines objects and maintains their illusion through pantomime techniques. 3. Creates and maintains a character through pantomime techniques. 4. Creates a story using pantomime techniques. 5. Demonstrates his/her knowledge of the history of pantomime. (TH.E.1.3.5) 6. Recognizes the universality of the art of pantomime. (TH.C.1.3.1) 7. Evaluates pantomime performances of himself/herself and others. (TH.D.1.3.3) 8. Uses appropriate pantomime vocabulary. 	<ol style="list-style-type: none"> A. The student can use pantomime techniques to create and perform a pantomime, expressing objects and sense of place. B. The student can use pantomime techniques to express character and emotions in classroom exercises and in the performance of a pantomime.
IV Voice	<ol style="list-style-type: none"> 1. Uses breath control and relaxation techniques effectively. 2. Demonstrates relaxation, coordination, and flexibility through vocal warm-up techniques. 3. Pronounces, articulates, and enunciates all words clearly. 4. Uses language and sounds to express mood, feeling, and emotion. 5. Uses and defines appropriate vocal production vocabulary. 6. Practices vocal projection while maintaining character. 	<ol style="list-style-type: none"> A. The student can use his/her voice for conscious communication of thought, feeling, and character in classroom exercises and performance. B. The student can execute vocal warm-up exercises as part of a group in the classroom.

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V Artistic Discipline	<ol style="list-style-type: none"> 1. Practices class rules and safety regulations both on and off stage for all class activities and performances. (TH.A.3.3.1) 2. Identifies specific examples of audience etiquette. (TH.E.1.3.2) 3. Focuses on the material being discussed, experienced, viewed, etc. (TH.D.1.3.3) 4. Interacts with peers in dramatic activities cooperatively, imaginatively, and reflectively. (TH.E.1.3.4) 5. Develops and strengthens concentration skills. 6. Acknowledges his/her similarities to and differences from others. (TH.C.1.3.1) 	<ol style="list-style-type: none"> A. The student can demonstrate responsible behavior in dramatic activities following class rules and safety regulations. (TH.A.3.3.1) B. The student can demonstrate responsible behavior when participating as a member of an audience. (TH.E.1.3.2) C. 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.1.3.4) D. The student can demonstrate discipline in artistic endeavors by working on projects and productions with others in a shared decision making environment. (TH.E.1.3.4)
VI Improvisation	<ol style="list-style-type: none"> 1. Uses improvisation as a method of problem solving. 2. Sustains character in improvisation. 3. Creates extemporaneous dialogue with others. 4. Responds to stimulus and side coaching involved with theatre games. 5. Develops scenes by making up dialogue and action. 6. Creates improvised scenes based on personal or imagined experiences. 7. Demonstrates an understanding of and cooperates in creative dramatic activities. 	<ol style="list-style-type: none"> A. The student can sustain character in improvising action and extemporaneous dialogue from teacher suggestions. B. The student can participate in improvised activities comfortably without exhibiting stage fright symptoms.

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VII Acting	<ol style="list-style-type: none"> 1. Recognizes and deals with symptoms of stage fright by using relaxation, deep breathing, and focusing techniques. 2. Recognizes the possibilities for characterization in a script. (TH.A.1.3.1) 3. Analyzes the external qualities of a character. (TH.D.1.3.1) 4. Analyzes the internal qualities of a character. (TH.D.1.3.1) 5. Explains the motivation behind the actions of characters. 6. Uses and defines appropriate acting vocabulary, including stage areas and body positions. 	<ol style="list-style-type: none"> A. The student can apply acting techniques and terminology in the presentation of dramatic literature by performing monologues, scenes, and/or plays. (TH.A.1.3.1) B. The student can apply acting techniques in the presentation of material from the core curriculum.
VIII Literature/Playwriting	<ol style="list-style-type: none"> 1. Identifies the elements of plot. (TH.A.2.3.1) (TH.D.1.3.2) 2. Summarizes the plot of a play. (TH.D.1.3.2) 3. Proposes alternate resolutions to problems in plays. 4. Predicts the probable endings of a play. 5. Reads, discusses, and/or performs scenes from a variety of dramatic literary works. (TH.C.1.3.1) 6. Uses and defines appropriate literary and historical theatre terminology. 7. Differentiates between a dialogue and a monologue. 8. Determines the theme of a play. (TH.D.1.3.2) 	<ol style="list-style-type: none"> A. The students can evaluate, through discussion or in writing, plot structure in dramatic literature. (TH.D.1.3.2) (TH.D.1.3.3) B. The student can identify, verbally or in writing, the thematic content of a play and its implications to one's life. C. The student can respond to and analyze a theatre performance by writing a critique. (TH.D.1.3.3)

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IX Directing	9. Gives examples of how plays, television, and films imitate/or distort real life. (TH.E.1.3.1) 10. Explains how plays, television, and film differ from real life. (TH.D.1.3.4) 11. Identifies similar themes in stories, plays, television, and films. (TH.C.1.3.1) 1. Explains the responsibilities of the various members of the technical staff. (TH.E.1.3.3) 2. Analyzes the effect of a director on a production. 3. Defines and uses appropriate directing terminology.	A. The student can write a description of the contribution and responsibilities of the director.
X Technical Elements	1. Uses available materials to create a setting. (TH.A.3.3.1) (TH.A.3.3.2) 2. Designs appropriate costumes and make-up to convey the physical characteristics and psychological qualities of a character. (TH.A.3.3.1) 3. Explains the responsibilities of the technical and business staff. (TH.E.1.3.4) 4. Understands the necessity, mechanics, and logic for a publicity campaign. (TH.E.1.3.4) 5. Uses and defines theatrical technical vocabulary. 6. Identifies technical elements in a live performance. (TH.A.3.3.2)	A. The student can design the setting, costumes, and make-up for a play. (TH.A.3.3.1) B. Given pictures of technical equipment used in a production, the student can label them with their proper names. (TH.A.3.3.2) C. After attending a dramatic performance, the student can describe three technical elements used in the production and evaluate their effectiveness in the scene. (TH.A.3.3.2) D. The student can create in writing a timeline for a publicity campaign for a play.

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IX Roles/Careers	<ol style="list-style-type: none"> 1. Explores theatre arts opportunities. (TH.E.1.3.3) 2. Explains factors to be considered in choosing a career in theatre. (TH.E.1.3.3) 3. Analyzes the discipline, knowledge, and skills requisite for career preparation in the theatre. (TH.E.1.3.3) 	<ol style="list-style-type: none"> E. The student can design and create a poster for a play. F. The student can write a publicity release for a play. A. The student can list verbally or in writing five careers related to theatre. (TH.E.1.3.3) B. The student can describe in a written statement three careers in theatre and the training needed for those occupations. (TH.E.1.3.3)
XII Theatre History	<ol style="list-style-type: none"> 1. Recognizes that drama is a major literary form. (TH.C.1.3.1) (TH.C.1.3.2) 2. Appreciates theatre as an art form. (TH.C.1.3.2) 3. Identifies major periods in theatre history. (TH.C.1.3.1) (TH.C.1.3.3) 	<ol style="list-style-type: none"> A. The student can trace the evolution of theatre from early man to contemporary time. B. The student can explain the significance of theatre in the history of mankind. (TH.C.1.3.1)
XIII Aesthetic Response	<ol style="list-style-type: none"> 1. Attends live theatrical events. 2. Discusses his/her theatrical experiences. 3. Establishes criteria for evaluating theatre. (TH.D.1.3.3) 4. Writes critically about his/her theatrical experiences. (TH.D.1.3.3) 	<ol style="list-style-type: none"> A. The student can list and describe three examples of criteria for evaluating a play. (TH.D.1.3.3) B. The student can produce a written critique of a performance using criteria established in class. (TH.D.1.3.3)

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	<ol style="list-style-type: none"> 5. Contributes constructive criticism. 6. Develops aesthetic criteria for evaluating performances by himself/herself and others. (TH.D.1.3.3) 7. Appreciates theatre as a leisure-time pursuit. (TH.C.1.3.2) 	
XIV Musical Theatre	<ol style="list-style-type: none"> 1. Identifies the collaborative disciplines in a musical. (TH.E.1.3.4) 	<ol style="list-style-type: none"> A. The student can identify and list the elements of a musical theatre production.
XV Puppetry	<ol style="list-style-type: none"> 1. Demonstrates a knowledge of the history and development of Commedia dell'Arte. (TH.C.1.3.1) 2. Recognizes stock characters. 3. Understands concepts from vaudeville and slapstick comedy. 4. Recognizes differences between hand puppets, stage puppets, and marionettes. 5. Demonstrates a variety of voices and hand movements to create age and emotional states for character development. 6. Designs a puppet stage. 7. Designs a puppet. 8. Writes a scene for a puppet show. (TH.B.1.3.1) 	<ol style="list-style-type: none"> A. The student can identify and list in discussion and in writing the unique elements of puppetry. B. The student can prepare and present one element or role in a puppet show. C. The student can describe all the elements of a puppet production. D. The student can design and create a puppet. E. Using a puppet he/she has created, the student can present a 1-3 minute monologue or scene.