

COMPONENT	OBJECTIVES	COMPETENCY
I Imagination	<ol style="list-style-type: none"> 1. Demonstrates flexibility and adaptability in imaginative responses and situations. 2. Demonstrates the creative uses of endowment with respect to properties and situations. 3. Uses language for personal exploration and social interaction. 4. Demonstrates a variety of characters from real life and fictional situations. 	<ol style="list-style-type: none"> A. The student can utilize action and/or dialogue to communicate objectives in classroom activities and exercises. B. The student can use imagination and interaction, in dramatic activities and exercises.
II Movement	<ol style="list-style-type: none"> 1. Demonstrates relaxation, body coordination, and flexibility through physical warm-up techniques. 2. Uses his/her body to communicate without the use of sounds or properties. 3. Applies the principles of stage movement appropriate to his/her character. 4. Motivates movement according to stage directions and character intent. 5. Enters and exits the stage with a justified motivation. 6. Uses appropriate movement vocabulary. 	<ol style="list-style-type: none"> A. The student can identify the effect of movement on characterization in classroom exercises and activities. B. The student can apply movement techniques to create a character in classroom exercises and activities. C. The student can execute body warm-up exercises within a group. D. The student can identify stage areas and body positions.

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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. Evaluates pantomime performances of himself/herself and others. (TH.D.1.3.3) 6. Uses appropriate pantomime vocabulary. 	<ol style="list-style-type: none"> A. The student can use pantomime techniques to create and perform a pantomime with emphasis on character. B. The student can use pantomime techniques to create the illusion of concrete objects 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. Uses appropriate breathing, tone, and pitch. 4. Develops his/her vocal range. 5. Pronounces, articulates, and enunciates all words clearly. 6. Uses language and sounds to express mood, feeling, and emotion. 7. Uses an understanding of the vocal mechanism to project his/her voice. 8. Uses and defines appropriate vocal production vocabulary. 9. Demonstrates an ability to vocally interpret written material fluently, distinctly, and expressively. (TH.A.1.3.1) 	<ol style="list-style-type: none"> A. The student can identify the vocal techniques used to express a variety of characterizations in classroom exercises and activities. B. The student can execute vocal warm-up exercises within a group.

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V Artistic Discipline	<ol style="list-style-type: none"> 1. Focuses on the material being discussed, experienced, viewed, etc. (TH.D.1.3.3) 2. Interacts with peers in dramatic activities fully, imaginatively, and reflectively. (TH.E.1.3.4) 3. Rehearses alone and within groups. 4. Respects group decisions. (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) 7. Supports and appreciates all aspects of theatre as a collaborative art. (TH.E.1.3.4) 	<ol style="list-style-type: none"> A. The student can rehearse with other students without direct teacher interaction. B. The student can identify the various elements involved in a theatrical production verbally or in writing.
VI Improvisation	<ol style="list-style-type: none"> 1. Uses improvisation as a method of problem solving. 2. Responds to stimuli when acting out a situation given by the teacher or other students. 3. Sustains character in improvisation. 4. Examines various behaviors through role playing and role reversal. 5. Evaluates the consequences of a character's decisions and actions. 6. Explores interpersonal relationships among characters. 7. Develops scenes by making up dialogue and action. 8. Improvises scenes with a beginning, middle and an end. 	<ol style="list-style-type: none"> A. The student can use improvisation to examine a variety of solutions to real life problems. B. The student can use improvisation for character creation and exploration. C. The students can demonstrate his/her control of improvisational techniques in an unscripted performance.

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<p>VII Acting</p>	<p>9. Develops a problem-solving scene as the basis for an improvisation by peers.</p> <p>1. Uses the entire body to express emotions and feelings.</p> <p>2. Uses and develops concentration, observation, sensory recall, and emotional memory skills. (TH.D.1.3.1)</p> <p>3. Transfers the recall of a past experience to a character. (TH.D.1.3.1)</p> <p>4. Recognizes the possibilities for characterization in a script. (TH.A.1.3.1)</p> <p>5. Utilizes biographical background in character analysis. (TH.D.1.3.1)</p> <p>6. Analyzes the background, mental spiritual characteristics, and emotional qualities of a character he/she is playing. (TH.D.1.3.1)</p> <p>7. Analyzes the external qualities of a character. (TH.D.1.3.1)</p> <p>8. Analyzes the internal qualities of a character. (TH.D.1.3.1)</p> <p>9. Analyzes what motivates a character.</p> <p>10. Analyzes the relationships between characters.</p> <p>11. Uses and defines appropriate acting vocabulary.</p> <p>12. Defines and applies the technique of acting beats.</p> <p>13. Identifies the problems of characters and how the problems are solved.</p>	<p>A. The student can identify, verbally or in writing, the multiple resources used for character creation.</p> <p>B. The student can create and perform a believable character for an original scene. (TH.B.1.3.1)</p>

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VIII Literature/Playwriting	<p>14. Integrates the external and internal qualities of a character he/she is playing. (TH.D.1.3.1)</p> <p>15. Maintains and reacts with spontaneity.</p> <p>1. Explains the role of the playwright. (TH.C.1.3.3) (TH.E.1.3.5)</p> <p>2. Identifies the types of plays (i.e., comedy, tragedy). (TH.C.1.3.1) (TH.C.1.3.3)</p> <p>3. Analyzes dialogue to determine a character's emotional and intellectual state. (TH.A.1.3.1)</p> <p>4. Writes and performs dialogue that reveals a character's motivation. (TH.B.1.3.1)</p> <p>5. Writes and demonstrates realistic dialogue. (TH.B.1.3.1)</p> <p>6. Writes a scene based on a personal experience.</p> <p>7. Demonstrates a knowledge of writing styles and techniques.</p> <p>8. Reads, discusses, and /or performs scenes from a variety of dramatic literary works. (TH.C.1.3.1)</p> <p>9. Analyzes the plot and theme of a play. (TH.D.1.3.2)</p> <p>10. Identifies the details that support the theme of a play. (TH.D.1.3.2)</p> <p>11. Relates themes in dramatic literature to personal experiences. (TH.D.1.3.4)</p>	<p>A. The student can write an original monologue or scene. (TH.B.1.3.1)</p> <p>B. The student can identify a play's theme and support his/her conclusion using the script and real life experience as reference.</p> <p>C. The student can analyze through discussion, a play's style.</p> <p>D. The student can respond to and analyze a theatre performance by writing a critique. (TH.D.1.3.3)</p>

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IX Directing	<ol style="list-style-type: none"> 1. Explains rehearsal techniques. 2. Uses motivated blocking techniques to move actors on stage. 3. Defines and uses appropriate directing terminology. 4. Differentiates among a reading rehearsal, a blocking rehearsal, a polishing rehearsal, a technical rehearsal, and a dress rehearsal. 	<ol style="list-style-type: none"> A. The student can create in writing and in directing effective blocking for a scene. B. The student can prepare in writing an effective rehearsal schedule.
X Technical Elements	<ol style="list-style-type: none"> 1. Designs appropriate costumes and make-up to convey the physical characteristics and psychological qualities of a character. (TH.A.3.3.1) 2. Designs and applies straight, character, and special make-up. (TH.A.3.3.1) 3. Identifies basic make-up products for the theatre. 4. Demonstrates the special make-up techniques and procedures necessary for various ethnic actors and characters. (TH.A.3.3.1) 5. Demonstrates preparation, application and removal techniques for theatrical make-up. (TH.A.3.3.1) 6. Uses available materials to create a setting. (TH.A.3.3.1) 7. Selects appropriate costumes and accessories for specific characterizations. (TH.A.3.3.1) 8. Identifies the elements of set design and how each element effects the design. (TH.A.3.3.1) 	<ol style="list-style-type: none"> A. The student can apply corrective make-up for a character in a play. (TH.A.3.3.1) B. The student can identify, verbally or in writing, the technical contributions to the mood and setting of a play. C. The student can create in writing a costume plot for a character in a play. (TH.A.3.3.1)

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<p>XI Roles/Careers</p>	<p>9. Uses setting, properties, lighting, and costumes to suggest season, time, and period. (TH.A.3.3.1)</p> <p>10. Appreciates the importance of emotional and sensory perception to theatrical design.</p> <p>11. Designs, creates, and develops strategies for acquiring stage properties. (TH.A.3.3.1)</p> <p>12. Uses and defines technical theatre vocabulary.</p> <p>1. Explores theatre arts opportunities. (TH.E.1.3.3)</p> <p>2. Explains the function of theatre unions, agents, placement services, and contracts. (TH.E.1.3.3) (TH.E.1.3.5)</p>	<p>A. The student can create verbally or in writing a scenario that takes a person from student actor to professional actor. (TH.E.1.3.3)</p>
<p>XII Theatre History</p>	<p>1. Recognizes that drama is a major literary form and has been throughout history. (TH.C.1.3.1) (TH.C.1.3.2) (TH.C.1.3.3)</p> <p>2. Appreciates theatre as an art form. (TH.C.1.3.2)</p> <p>3. Identifies significant dramatic works. (TH.C.1.3.1) (TH.C.1.3.3)</p> <p>4. Identifies major historical periods. (TH.C.1.3.1) (TH.C.1.3.3)</p>	<p>A. The student can identify major periods of dramatic literature up to contemporary time.</p> <p>B. The student can write an essay on a play selected from one of the major periods of dramatic literature. (TH.C.1.3.1)</p>

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XIII Aesthetic Response	<ol style="list-style-type: none"> 1. Attends live theatrical events. 2. Writes critically about his/her theatrical experiences. (TH.D.1.3.3) 3. Critiques a live theatrical production, using given criteria. 4. Contributes constructive criticism. 5. Develops awareness of aesthetic criteria for evaluating performances by himself/herself and others. (TH.D.1.3.3) 6. Appreciates theatre arts as an effort to interpret, intensify, and ennoble the human experience. (TH.C.1.3.2) (TH.D.1.3.4) 7. Appreciates theatre as a leisure-time pursuit. (TH.C.1.3.2) 	<ol style="list-style-type: none"> A. The student can critique a play, verbally and in writing, based on criteria established in class. (TH.D.1.3.3) B. The student can identify the qualities of a performance that leads the audience to respond. (TH.D.1.3.4)
XIV Musical Theatre	<ol style="list-style-type: none"> 1. Recognizes the various styles of songs. 2. Compares and contrasts a story musical and a thematic musical. 3. Uses and defines appropriate musical theatre vocabulary. 	<ol style="list-style-type: none"> A. The student can classify musicals according to their form.