

COMPONENT	OBJECTIVES	COMPETENCY
I Imagination	<ol style="list-style-type: none"> 1. Responds imaginatively to sound, language, and the actions of others in improvised situations. 2. Offers and accepts novel ideas as subjects for improvisation. 3. Demonstrates flexibility and adaptability in imaginative responses and situations. 4. Uses body and voice for creative self-expression in thought, feeling, and character. (TH.A.1.4.1) 5. Uses theatre games to demonstrate the ability to suspend belief. 	<ol style="list-style-type: none"> A. The student can create individually, or with others, a realistic or abstract scene. B. Using a character from a play, the student can create a new scene or original monologue to explore the nuances and mannerisms of the character. (TH.B.1.4.1)
II Improvisation	<ol style="list-style-type: none"> 1. Sustains character in improvisation. 2. Maintains and reacts with spontaneity. 3. Uses improvisation for scripted and unscripted materials. 4. Uses improvisation and theatre games as an approach to interpreting scripted material. 5. Uses improvisation in creating a character. 6. Evaluates the consequences of a character's decisions and actions. 7. Explores interpersonal relationships between characters. 8. Builds creative characterizations based on past experiences. 9. Explores a variety of characters from life in imagined situations. 10. Responds to stimuli when acting out a situation given by the teacher or other students. 11. Examines various behaviors through role playing and role reversal. 	<ol style="list-style-type: none"> A. The student can use improvisation for character creation and exploration. B. The student can use improvisational skills to develop a role in a play through exploring the environment of time and place. C. The student can develop a story line for improvisation.

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<p>III Movement</p>	<ol style="list-style-type: none"> 12. Evaluates the consequences of a character's decisions and actions. 13. Demonstrates a character's qualities through improvisation. 14. Creates extemporaneous dialogue with others. 15. Improvises scenes with a beginning, middle, and an end. 16. Responds to stimulus and side coaching. 17. Develops scenes by making up dialogue and action. 18. Creates improvised scenes based on personal or imagined experiences. 19. Demonstrates knowledge and control of improvisational techniques in an unscripted performance. 1. Demonstrates relaxation, body coordination, and flexibility through physical warm-up techniques. 2. Practices physical warm-ups to develop relaxation, body coordination, and flexibility. 3. Uses his/her body to communicate without the use of sound or properties. 4. Applies the principles of stage movement to his/her character. 5. Motivates movement according to stage directions and character intent. (TH.B.1.4.1) 6. Enters and exits stage with a justified motivation. (TH.B.1.4.1) 7. Creates and selects movement qualities for a specific character. 	<ol style="list-style-type: none"> A. The student can improvise movement to express character, either original or from published literature. (TH.B.1.4.1) (TH.D.1.4.1) B. The student can execute body warm-ups to develop relaxation, body coordination, and flexibility.

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IV Pantomime	<ol style="list-style-type: none"> 1. Demonstrates the use of tension and release through isolation of his/her body parts. 2. Demonstrates the use of the mimetic clic when approaching, grasping, and/or releasing objects. 3. Demonstrates the ability to define an object through the use of isolated body parts. 4. Demonstrates the ability to focus on the pantomimed object. 5. Demonstrates the ability to give pantomimed objects weight, size, and shape. 6. Uses appropriate pantomime vocabulary. 7. Creates a specific character and sustains the character throughout the performance. 8. Appreciates the physical and aesthetic relationship between performer and audience. 9. Demonstrates the ability to create a pantomime story using pantomime techniques for objects, environment, and character. 10. Identifies musical dynamics for selected pieces of instrumental music. (TH.A.3.4.3) 11. Responds through pantomime to a piece of music. (TH.A.3.4.3) 12. Identifies a variety of musical genres that can be used for a musical pantomime. 13. Demonstrates the ability to define objects in space through the use of pantomime techniques. 	<ol style="list-style-type: none"> A. The student can use pantomime techniques to create the illusion of concrete objects. B. The student can create a pantomime using music. C. The student can create a story using pantomime techniques.

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V 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. Uses appropriate voice vocabulary. 6. Pronounces, articulates, and enunciates all words clearly. 7. Demonstrates a variety of vocal characteristics. (TH.A.1.4.1) 8. Uses language and sounds to express mood, feeling, and emotion. (TH.A.1.4.1) (TH.B.1.4.1) 9. Analyzes literature to determine the author's emotional and intellectual intent. (TH.B.1.4.1) 10. Uses an understanding of the vocal mechanism to produce and project his/her voice. 11. Uses accents and dialects, when necessary, to express a character. (TH.A.1.4.1) 12. Uses vocal techniques (e.g., rhythm, tempo, inflection, etc.) to express a variety of characters. (TH.A.1.4.1) 13. Experiments with voice and sound in communicating a role. (TH.A.1.4.1) 14. Uses the voice as a part of character interpretation. (TH.A.1.4.1) 	<ol style="list-style-type: none"> A. The student can use vocal exercises for a personal warm-up. B. The student can vocally interpret a piece of dramatic literature. (TH.A.1.4.1) (TH.B.1.4.1) C. The student can vocally interpret written material fluently, distinctly, and expressively. (TH.A.1.4.1) (TH.B.1.4.1)

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VI Characterization	<ol style="list-style-type: none"> 1. Maintains and reacts with spontaneity. 2. Uses the entire body to express emotions and feelings. 3. Uses and develops concentration, observation, sensory recall, visualization, substitution, and emotional memory skills. 4. Interprets a variety of characters using appropriate physical and vocal qualities. (TH.A.1.4.1) 5. Integrates the external and internal qualities of a character in performance. 6. Executes stage business appropriate to character and given circumstances. 7. Examines and manages personal emotions both as actor and character in dramatic situations. 8. Makes inferences about characters by the type of language they use. (TH.A.1.4.1) 9. Analyzes the external qualities of a character. 10. Analyzes the internal qualities of a character. 11. Utilizes biographical background in character analysis. 12. Analyzes the psychological, physical, social, and spiritual characteristics of a character she/he is playing. 13. Develops a role through analysis and application of character motivations. (TH.B.1.4.1) 14. Analyzes relationships between characters. (TH.D.1.4.1) 	<ol style="list-style-type: none"> A. The student can create and sustain believable characters in the performance of a scene and/or monologue. (TH.B.1.4.1) (TH.D.1.4.1) B. The student can demonstrate analysis skills when creating characters in scenes and monologues. (TH.D.1.4.1) C. The student can identify, select, and use essentials of technical theatre in creating a character. (TH.A.3.4.2) (TH.A.3.4.4)

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	<p>15. Selects appropriate costumes and accessories for specific characterizations. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>16. Uses costumes to illustrate cultural, historical, and economic differences. (TH.A.3.4.4) (TH.C.1.4.1)</p> <p>17. Uses costumes to suggest season, time, and period. (TH.A.3.4.2) (TH.C.1.4.1)</p> <p>18. Uses sound effects and music as character motivation. (TH.A.3.4.1) (TH.A.3.4.3)</p> <p>19. Demonstrates the ability to adapt to different spaces and equipment limitations. (TH.A.3.4.1)</p> <p>20. Understands the technical problems associated with scene changes and scene movement. (TH.A.3.4.1) (TH.A.3.4.4)</p> <p>21. Applies appropriate theatrical make-up to convey the physical characteristics and psychological qualities of a character. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>22. Uses properties naturally and effectively. (TH.A.3.4.2) (TH.A.3.4.4)</p>	

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<p>VII 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 theatre 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 theatre 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 alone 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. Demonstrates responsible behavior when participating as a member of an audience. 	<ol style="list-style-type: none"> A. 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.1.4.4) 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.1.3.4) (TH.A.3.4.4)

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VIII Roles/Careers	<ol style="list-style-type: none"> 1. <i>Explores theatre arts opportunities.</i> (TH.E.1.4.3) 2. <i>Lists factors to be considered in choosing a career.</i> (TH.E.1.4.3) 3. <i>Analyzes the discipline, knowledge, and skills requisite for career preparation in the theatre.</i> (TH.E.1.4.4) 4. <i>Explains the function of theatre unions, agents, placement services, and contracts.</i> (TH.E.1.4.3) 	<ol style="list-style-type: none"> A. <i>The student can discuss the requirements for a career in technical theatre.</i> (TH.E.1.4.3) B. <i>The student can complete a research project about his/her technical theatre career interest.</i> (TH.E.1.4.3)
IX Aesthetic Response	<ol style="list-style-type: none"> 1. Attends theatrical events. 2. Discusses his/her theatrical experiences. (TH.D.1.4.1) 3. Establishes criteria for evaluating theatre. (TH.D.1.4.3) 4. Contributes constructive criticism. 5. Recognizes theatre as an effort to interpret, intensify, and ennoble the human experience. 6. Appreciates the importance of technical theatre on a production. (TH.A.3.4.4) 7. Uses constructive criticism to improve his/her work. 	<ol style="list-style-type: none"> A. The student can evaluate productions as an audience member by writing critiques. (TH.D.1.4.3) B. The student can evaluate his/her own performance. (TH.D.1.4.1) C. The student can evaluate the performances of other students. (TH.D.1.4.1) (TH.D.1.4.3)