

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Creativity/Interaction (Imagination)</p>	<ol style="list-style-type: none"> 1. Recalls and reflects upon past experiences. (TH.A.1.2.1) 2. Improvises dramatic scenes based upon personal experiences. (TH.A.1.2.1)(TH.A.2.1.1)(TH.D.1.2.2) 3. Expresses personal attitudes and values. (TH.B.1.2.1)(TH.C.1.2.1) 4. Demonstrates sensory and emotional recall in re-enacting a story/ experience. (TH.A.1.2.1) 5. Develops the ability to involve word images by association. (TH.B.1.2.1) 6. Demonstrates awareness of imaginary environments in dramatic activities. (TH.A.3.2.2)(TH.E.1.2.2) 7. Combines imagination and movement skills in order to express and interpret movement communication. (TH.A.1.2.1)(TH.A.2.2.1) 8. Plays theatre games to build confidence in dramatic activities. (TH.A.2.2.1) 	<ol style="list-style-type: none"> A. The student can describe both verbally and non-verbally their own reaction to a specific sensory stimuli such as burning their mouth on a hot drink, holding a snake, or viewing a marching band. (TH.A.1.2.1)(TH.A.2.2.1)(TH.B.1.2.1) B. After performing in a classroom dramatic event, the student will discuss both their positive contributions to the enactment, and how their contribution to the group effort could be strengthened. (TH.D.1.2.3) C. The student can describe situations which cause specific reactions in a character (e.g., the grave yard at midnight causes anticipation and fear). (TH.A.1.2.1)(TH.D.1.2.4)
<p>II Movement</p>	<ol style="list-style-type: none"> 1. Demonstrates relaxation, coordination, and flexibility through physical warm-up techniques. (TH.A.1.2.1) 2. Demonstrates spatial awareness and body coordination through a variety of exercises and activities. (TH.A.1.2.1) 3. Demonstrates the body and stage positions. 	<ol style="list-style-type: none"> A. The student can execute simple body warm-up exercises as a group in the classroom. (TH.A.1.2.1) B. The student can use movement to express thought, feeling, and character in classroom exercises and activities. (TH.A.1.2.1) C. Student will identify stage areas and positions.

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<p>III Non-Verbal Communication (Pantomime)</p>	<ol style="list-style-type: none"> 1. Demonstrates the ability to perform non-verbally using gestures. 2. Demonstrates sensory and emotional recall in re-enacting an experience. 3. Demonstrates through dramatics how emotions contribute to characterizations. 4. Applies sense memory and emotional recall in evaluating dramatic activities and theatre experiences. (TH.D.1.2.3) 5. Translates personal ideas and feelings into movement. 6. Combines imagination and movement skills in order to express and interpret movement communication. 7. Creates and maintains a character through pantomime techniques. 	<ol style="list-style-type: none"> A. The student can pantomime the use of imaginary objects suggested by members of the class as part of classroom exercises and activities. (TH.A.2.2.1) B. The student can communicate general physical characteristics and mood of a given character through movement by developing a pantomime story in group exercises. (TH.A.2.2.1)(TH.E.1.2.4) C. The student can use pantomime techniques to create a character that expresses emotions and uses objects in classroom exercises. (TH.A.1.2.1)(TH.A.3.2.2)
<p>IV Verbal Communication</p>	<ol style="list-style-type: none"> 1. Interacts and interprets spontaneously with others in discussion and improvisations. (TH.A.2.2.1)(TH.B.1.2.1) 2. Recognizes differences in dialect from various regions. (TH.C.1.2.1)(TH.C.1.2.3) 3. Uses and understands spoken language appropriate to a group improvised scene. (TH.A.1.2.1) 4. Develops breath control and relaxation techniques. (TH.A.1.2.1) 5. Speaks clearly and effectively. (TH.A.1.2.1) 	<ol style="list-style-type: none"> A. The student can prepare and present a 1-3 minute monologue. (TH.A.1.2.1) B. Given a suggested scene, the student can improvise a dialogue demonstrating appropriate characters and choice of language. (TH.A.1.2.1) C. Given a dramatic stimulus, the student can vocally evaluate the effectiveness of voice and language choices. (TH.B.1.2.1) D. The student can prepare and present a short scene from a published play. (TH.A.2.2.2)(TH.E.1.2.4)

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<p>V Technical Theatre/Technical Management</p>	<ol style="list-style-type: none"> 1. Appreciates the importance of emotional and sensory perception and experience in theatrical design. (TH.A.3.2.1)(TH.D.1.2.1)(TH.E.1.2.1) 2. Makes sound effects for dramatic effects. (TH.A.3.2.2)(TH.D.1.2.1) 3. Creates appropriate lighting to convey the mood of the play. (TH.A.3.2.1)(TH.D.1.2.1) 4. Uses available clothing and fabric to serve as costumes in dramatic activities. (TH.A.3.2.1)(TH.A.3.2.2)(TH.D.1.2.1) 5. Uses and defines theatrical technical vocabulary. 	<ol style="list-style-type: none"> A. Given a stimulus such as imagery, oral script, script, scenario, or pictures, the students individually or in a group can determine and analyze the imaginary time and space of an event as it can be recreated in real time and space, and also determine visual and aural elements (e.g., colors, shapes, lines, sounds, music) that represent/communicate the feeling and mood of the environment of the imaginary event. (TH.A.3.2.1)(TH.A.3.2.2) B. After hearing a story, the student can list scenic elements and props necessary for a dramatic production. (TH.A.3.2.1)(TH.A.3.2.2)
<p>VI Theatre and Life</p>	<ol style="list-style-type: none"> 1. Identifies characters by describing their behavior and relating to personal experiences. (TH.C.1.2.2) 2. Demonstrates awareness of the rights and needs of others. (TH.E.1.2.3) 3. Explores how situations and characters in drama are alike or different from those in life. (TH.C.1.2.2)(TH.C.1.2.3)(TH.D.1.2.2) 4. Builds creative dramatization based on story or life experiences. (TH.B.1.2.1)(TH.C.1.2.1) 5. Reads play scripts. 6. Attends theatrical events. (TH.E.1.2.3) 	<ol style="list-style-type: none"> A. The student can write a one page essay, relating the theme of a story or play they have read, to their own life. (TH.D.1.2.2) B. After reading a script or attending a theatrical event, the student can describe how a character's approach to a problem was similar or different from the way he/she would have approached a comparable problem. (TH.E.1.2.1) C. After viewing photographs, the student can identify characteristics of people by the clothes and make-up they wear and improvise a situation as if they were a person in one of the photographs. (TH.A.1.2.1)(TH.A.3.2.1)(TH.A.3.2.2)(TH.B.1.2.1)

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<p>VII Playmaking/Playwriting</p>	<ol style="list-style-type: none"> 1. Identifies the purpose of characters and basic theme relation to plot and conflict. (TH.A.2.2.2)(TH.E.1.2.4) 2. Identifies characters by describing their behavior and relating to personal experiences. (TH.C.1.2.2)(TH.D.1.2.4) 3. Identifies purpose of characters and basic theme in relation to plot and conflict. 4. Develops the ability to analyze problems considering cause and effect. 5. Identifies the elements of plot. 6. Determines the style and the theme of a story or play. 7. Differentiates between dialogue and monologue. (TH.B.1.2.1) 8. Identifies the structure of a play. 	<ol style="list-style-type: none"> A. The student can describe verbally and in writing the structure of action, the characters, and the environment of a story dramatization. B. The student can write a short essay evaluating the effectiveness of choices made in a script (e.g., do the characters fit the scene and advance the action, does the dialogue tell the story and sound like the character?). (TH.E.1.2.4) C. The student can identify verbally or in writing the thematic content and style of a story or play. D. The student can write a 1-3 minute monologue. (TH.E.1.2.4) E. The student can write a 3-5 minute dialogue between 2 characters. (TH.E.1.2.4)

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VIII Aesthetic Response	<ol style="list-style-type: none"> 1. Identifies purpose of characters and basic theme in relation to plot and conflict. 2. Develops the ability to analyze problems considering cause and effect. 3. Identifies characters by describing their behavior and relating to personal experiences. (TH.C.1.2.2)(TH.C.1.2.3)(TH.D.1.2.2) 4. Explores universality of characters, situations, and motives in various cultures. (TH.C.1.2.2)(TH.C.1.2.3)(TH.E.1.2.1) 5. Explores theater traditions in different cultures. (TH.C.1.2.1)(TH.C.1.2.3)(TH.E.1.2.1) 6. Develops the ability to respond to live theatre. (TH.D.1.2.4)(TH.E.1.2.3) 7. Explores alternate endings. 8. Classifies the different elements that comprise a theatrical piece. (TH.A.3.2.1) 9. Identifies themes in theatre experiences. 10. Discusses the central ideas in stories and plays. (TH.B.1.2.1) 	<p>A. Having experienced a theatrical performance, the student can:</p> <ol style="list-style-type: none"> a. discuss whether the playwright's choices of action, characters and environment helped communicate the meaning (theme) of the drama. (TH.A.2.2.1)(TH.C.1.2.2)(TH.E.1.2.3) b. discuss whether or not the objectives (what they wanted) and motives (why they wanted it) of the characters were clear. (TH.A.2.2.2) c. discuss whether or not dramatic skills were used appropriately to express characters, action, and environment. (TH.A.3.2.1) d. discuss whether or not performers responded to other characters with appropriate gesture and voice. (TH.D.1.2.1) e. describe how characterization might be improved. f. discuss how effective the design elements were in communicating the environment, mood, and meaning (theme) of the drama (e.g., selection of costumes pieces, props, lighting, sound). (TH.A.3.2.1)(TH.A.3.2.2)(TH.D.1.2.1)

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IX Acting	<ol style="list-style-type: none"> 1. Recognizes and deals with symptoms of stage fright by using relaxation, deep breathing, and focusing techniques. (TH.A.1.2.1) 2. Analyzes the external qualities of a character. (TH.A.1.2.1) 3. Analyzes the internal qualities of a character. (TH.A.1.2.1) 4. Uses and defines acting vocabulary. (TH.D.1.2.3) 5. Create a character by using and applying the components of an outside (non-human) element: (traits, sound, movement, etc.) Examples: animals, sun, wind, volcano, musical instruments, flower, etc. (TH.A.1.2.1)(TH.E.1.2.2) 	<p>g. suggest changes that might make the drama (script) more interesting (e.g., different choices of characters, different sequences, stronger climax, clearer ending). (TH.A.2.2.2)</p> <p>A. The student can apply acting techniques in the presentation of dramatic literature by performing monologues and scenes. (TH.A.1.2.1)(TH.A.2.2.1)(TH.E.1.2.4)</p> <p>B. The student can create a character by applying rhythms and sounds taken from other elements. (TH.A.3.2.2)(TH.E.1.2.2)</p>

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X Improvisation	<ol style="list-style-type: none"> 1. Develops improvisation skills. (TH.B.1.2.1) 2. Uses improvisation as a method of problem solving. (TH.A.1.2.1)(TH.B.1.2.1) 3. Creates extemporaneous dialogue with others. (TH.B.1.2.1) 4. Develops scenes by improving dialogue and action. (TH.A.2.2.2) 5. Creates improvised scenes based on personal or imagined experiences. (TH.C.1.2.2)(TH.D.1.2.2) 	<p>A. The student can develop skills in improvising action and dialogue from teacher suggestions in classroom exercises and activities. (TH.A.1.2.1)(TH.A.2.2.1)(TH.B.1.2.1)</p>
XI Puppetry	<ol style="list-style-type: none"> 1. Recognizes differences between hand puppets, stage puppets, and marionettes. 2. Demonstrates a variety of voices and hand movements to create puppet characters. (TH.A.1.2.1) 3. Designs a puppet. (TH.A.1.2.1) 4. Writes a skit or scene for a puppet show. (TH.E.1.2.4) 	<p>A. The student can design and create the voice and movement of a puppet. (TH.A.1.2.1)</p> <p>B. The student can present a monologue or short scene to the class by using a puppet. (TH.E.1.2.4)</p>

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<p><i>XII Roles/Careers</i></p>	<ol style="list-style-type: none"> 1. <i>Explores theatre arts opportunities.</i> 2. <i>Explains factors to be considered in choosing a career in theatre.</i> 3. <i>Analyzes the discipline, knowledge, and skills requisite for career preparation in the theatre.</i> 	<ol style="list-style-type: none"> A. <i>The student can list verbally or in writing five careers related to theatre.</i> B. <i>The student can describe in a written statement three careers in theatre and the training needed for those occupations.</i>