

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Imagination</p>	<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. Responds to imaginary stimuli with appropriate action and voice. (TH.A.1.4.1) 4. Uses body and voice for creative self-expression in thought, feeling, and character. (TH.A.1.4.1) 5. Adapts observations to imagined circumstances. 6. Demonstrates flexibility and adaptability through imaginative response to sounds, language, and actions. 7. Uses language for personal exploration and social interaction. (TH.A.1.4.1) 8. Demonstrates a variety of characters from real life and fictional situations. 9. Offers and accepts ideas for improvisation. 10. Demonstrates an ability to suspend disbelief. 	<ol style="list-style-type: none"> A. The student can discover him/herself through using imaginary circumstances, interacting with peers, and demonstrating this through dramatic activities. B. The student can discover actions and activities to communicate mental images.

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II Movement	<ol style="list-style-type: none"> 1. Demonstrates relaxation, body coordination, and flexibility through physical warm-up techniques. 2. Demonstrates spatial awareness and body coordination through a variety of exercises and activities. 3. Reacts to an imaginary environment through movement. 4. Moves about on the stage using natural movement. 5. Uses movement for creative self-expression. 6. Uses his/her body to communicate without the use of sounds or properties. 7. Applies the principals of stage movement appropriate to his/her characters. 8. Motivates movement according to stage directions. (TH.B.1.4.1) 9. Enters and exits the stage with a justified motivation. (TH.B.1.4.1) 	<ol style="list-style-type: none"> A. The student can demonstrate awareness of self, others, and the environment through movement. B. The student can identify the effect of movement and use movement to express character through children's literature and/or other published literature. (TH.B.1.4.1)
III Pantomime	<ol style="list-style-type: none"> 1. Demonstrates the ability to define an object through the use of pantomime. 2. Demonstrates the ability to focus on a pantomimed object. 3. Demonstrates the ability to give pantomimed objects weight, size, and shape. 4. Uses appropriate pantomime vocabulary. 5. Demonstrates the use of pantomime techniques to create concrete objects. 6. Uses pantomime techniques to create an environment. 	<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 story using pantomime techniques.

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IV Voice	<ol style="list-style-type: none"> 1. Explains the function and location of the diaphragm. 2. Traces the breath from inhalation to speech. 3. Identifies and describes the function of the articulators. 4. Identifies and describes the function of the resonators. 5. Discusses the importance of healthy care for the vocal apparatus. 6. Uses breath control and relaxation techniques effectively. 7. Demonstrates relaxation, coordination, and flexibility through vocal warm-up techniques. 8. Uses appropriate breathing, tone, and pitch. 9. Develops his/her vocal range. 10. Uses appropriate voice vocabulary. 11. Pronounces, articulates, and enunciates all words clearly. 12. Demonstrates a variety of vocal characteristics. 13. Uses language and sounds to express mood, feeling, and emotion. (TH.B.1.4.1) 14. Analyzes literature to determine the author's intent regarding emotional and intellectual intent. (TH.B.1.4.1) 15. Uses an understanding of the vocal mechanism to produce and project his/her voice. 16. Demonstrates an ability to vocally interpret written material fluently, distinctly, and expressively. (TH.A.1.4.1) (TH.B.1.4.1) 	<ol style="list-style-type: none"> A. The student can explain voice production and identify the physical components involved. B. The student can use vocal exercises for a personal vocal warm-up. C. The student can vocally interpret a piece of prose and/or poetry. (TH.A.1.4.1) (TH.B.1.4.1)

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<p>V Improvisation</p>	<p>17. Uses vocal techniques to apply analysis of literature in order to realize the author's intent during performance. (TH.B.1.4.1)</p> <ol style="list-style-type: none"> 1. Uses improvisation as a method of problem solving. 2. Builds creative characterizations based on past experiences. 3. Demonstrates a character's qualities through improvisation. 4. Evaluates the consequences of a character's decisions and actions. 5. Explores interpersonal relationships between characters. 6. Examines various behaviors through role playing and role reversal. 7. Creates extemporaneous dialogue with others. 8. Responds to stimulus and side coaching involved with theatre games. 9. Develops scenes by making up dialogue and action. 10. Creates improvised scenes based on personal or imagined experiences. 11. Responds to stimuli when acting out a situation given by the teacher or other students. 12. Develops the ability to join with, and respond to, others in theatrical activities. 13. Recognizes the importance of trust as it affects actor communication. 14. Develops sensitivity to audience response and adjusts accordingly. 15. Develops sensitivity to others in space, movement, and timing. 16. Recognizes that theatrical collaboration respects artistic compromise. 	<ol style="list-style-type: none"> A. The student can apply improvisational techniques to examine personal and social experiences, as well as learning concentration, relaxation, and spontaneity. B. The student can use improvisation for character creation and exploration. C. The student can improvise scenes with a beginning, middle, and an end.

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VI Acting	<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. Develops a role through analysis and application of character motivation. (TH.B.1.4.1) 5. Executes stage business appropriate to character and given circumstances. (TH.B.1.4.1) 6. Examines and manages personal emotions both as actor and character in dramatic situations. 7. Demonstrates an ability to create imaginary environments. 8. Recognizes and uses shades of emotional expression. 9. Utilizes biographical background in character analysis. 10. Analyzes the psychological, physical, social, and spiritual characteristics of a role she/he is playing. 11. Makes inferences about characters by the type of language and word choice. (TH.B.1.4.1) 12. Integrates external and internal qualities of a character in performance. 13. Analyzes relationships between characters. 14. Analyzes what motivates a character. 15. Uses and defines appropriate acting vocabulary including stage areas and body positions. 	<ol style="list-style-type: none"> A. The student can create believable actions using the five senses. B. The student can incorporate physical, emotional, and social dimensions of characters. C. The student can apply acting techniques and terminology in the presentation of dramatic literature. (TH.A.1.4.1) D. The student can create and sustain a characterization. (TH.B.1.4.1)

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VII Literature/Playwriting	<ol style="list-style-type: none"> 1. Identifies the elements of plot. 2. Determines the theme. 3. Analyzes the plot and theme of a play. 4. Summarizes the plot of a play. 5. Identifies the details that support the theme of a play. (TH.D.1.4.2) 6. Writes and performs a monologue with emphasis on character development. 7. Writes a monologue based on suggestions from the teacher or peers, or based on personal experiences. 8. Demonstrates knowledge of Aristotle's Poetics. (TH.E.1.4.2) 	<ol style="list-style-type: none"> A. The student can analyze a play or scene for structure and theme. (TH.D.1.4.1) B. The student can write and perform a monologue. (TH.B.1.4.1) C. The student can identify the influence of Aristotle's Poetics. (TH.E.1.4.2)
VIII Technical Theatre	<ol style="list-style-type: none"> 1. Appreciates the importance of emotional and sensory perception to theatrical design. (TH.A.2.4.1) (TH.E.1.4.1) 2. Explains the responsibilities of the technical and business branches of theatre production. (TH.E.1.4.4) 3. Uses and defines technical theatre vocabulary. 4. Explains the significance of the historical and geographical factors on a play's design. (TH.A.3.4.2) (TH.A.3.4.4) (TH.E.1.4.2) 5. Describes the enhancement of dramatic situations through technical theatre. (TH.A.3.4.4) (TH.E.1.4.1) 	<ol style="list-style-type: none"> A. The student can identify and give examples of the effect technical theatre has on a production. (TH.A.3.4.1) (TH.A.3.4.4) B. The student can identify and categorize tools used in technical theatre. (TH.A.3.4.2) C. The student can apply straight (corrective) make-up. (TH.A.3.4.2)

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	<ol style="list-style-type: none"> 6. Identifies the tools and their functions used for set construction. (TH.A.3.4.2) 7. Identifies the tools and their functions used in stage lighting. (TH.A.3.4.2) 8. Identifies the tools and their functions used in prop construction. (TH.A.3.4.2) 9. Describes the process of scenic design, construction, and operation. (TH.A.3.4.2) 10. Identifies basic make-up products for the theatre. (TH.A.3.4.2) (TH.A.3.4.4) 11. Demonstrates preparation, application, and removal techniques for theatrical make-up. (TH.A.3.4.2) 12. Analyzes a character's appearance based on physical, social, psychological, and hereditary traits. (TH.A.3.4.2) 13. Designs a make-up drawing for a character from a play. (TH.A.3.4.1) (TH.A.3.4.4) 14. Applies stage make-up effectively. (TH.A.3.4.2) (TH.A.3.4.4) 15. Identifies the standard stage spaces (i.e., proscenium, thrust). (TH.A.3.4.4) 	

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IX Theatre History	<ol style="list-style-type: none"> 1. Explains the use of drama in religious celebrations in primitive societies. (TH.D.1.4.1) (TH.E.1.4.2) 2. Describes the relationship of the Greek Theatre and its religious celebrations. (TH.C.1.4.1) (TH.C.1.4.2) (TH.D.1.4.1) (TH.E.1.4.2) 3. Understands the contributions of Thespis. (TH.C.1.4.1) (TH.E.1.4.2) 4. Lists the three major tragedians and their representative plays and the influence that each had on the growth of the theatre. (TH.E.1.4.2) 5. Describes the physical structure of the Greek Theatre. (TH.C.1.4.1) (TH.E.1.4.2) 6. Describes a Dionysian festival. (TH.C.1.4.1) (TH.E.1.4.2) 7. Identifies Aristophanes as the representative Greek comedy playwright, names some of his plays and his influence on theatre. 8. Understands the influence of the Greek theatre on the Roman theatre. (TH.C.1.4.1) 9. Understands the evolution of theatre during the Roman period. (TH.C.1.4.1) 10. Explains the response of the Catholic Church on theatre after the fall of the Roman Empire. (TH.C.1.4.1) (TH.E.1.4.2) 11. Traces the rebirth of theatre to its separation from church during the Medieval period. (TH.C.1.4.1) (TH.E.1.4.2) 	<ol style="list-style-type: none"> A. The student can trace the evolution of theatre based on a multi-ethnic approach from early man to contemporary time. (TH.C.1.4.1) B. The student can describe the use of drama as an expression of religion and society throughout the ages. (TH.C.1.4.1) C. The student can explain contributions of major playwrights throughout history. (TH.E.1.4.2)

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	<p>12. Identifies the effect of religion on dramatic literature. (TH.C.1.4.1) (TH.D.1.4.2) (TH.E.1.4.2)</p> <p>13. Describes the Commedia dell' Arte and its influence. (TH.C.1.4.1) (TH.E.1.4.2)</p> <p>14. Identifies the influence of the rediscovery of Aristotle's Poetics on the Renaissance. (TH.C.1.4.1) (TH.E.1.4.2)</p> <p>15. Describes the introduction of theaters in Italy and France. (TH.C.1.4.1) (TH.E.1.4.2)</p> <p>16. Names the playwrights of France's Neo-Classical period, representative plays, the effect of the political arena, and the social significance of its theatre. (TH.C.1.4.1) (TH.E.1.4.2)</p> <p>17. Describes the Golden Age of Spain, major playwrights, and representative plays. (TH.C.1.4.1) (TH.E.1.4.2)</p> <p>18. Describes the social, literary, and historical atmosphere that preceded Shakespeare's entrance into the world of theatre. (TH.C.1.4.1) (TH.E.1.4.2)</p> <p>19. Describes Shakespeare's life prior to his arrival in London.</p> <p>20. Explains the significance of The Globe.</p> <p>21. Categorizes Shakespeare's plays, names representative plays of each category, and explains the elements of his play construction. (TH.D.1.4.1)</p> <p>22. Traces the change of theatre from the restoration period to the early Ibsen plays. (TH.C.1.4.1)</p>	

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<p><i>X Roles/Careers</i></p>	<p>23. Names Ibsen as the Father of Realism, lists some of his plays, and describes his influence. (TH.C.1.4.1)</p> <p>24. Identifies the major playwrights of Realism. (TH.C.1.4.1)</p> <p>25. Names plays of the Realism period. (TH.C.1.4.1)</p> <p>26. Describes the effect of the Moscow Art Theatre and Stanislavski's method of acting. (TH.C.1.4.2)</p> <p>1. <i>Explores theater arts opportunities.</i> (TH.E.1.4.3)</p> <p>2. <i>Lists factors to be considered in choosing a career.</i> (TH.E.1.4.3)</p> <p>3. <i>Analyzes the discipline, knowledge, and skills requisite for career preparation in the theater.</i> (TH.E.1.4.4)</p> <p>4. <i>Explains the function of theater unions, agents, placement services, and contracts.</i> (TH.E.1.4.3)</p>	<p>A. <i>The student can discuss the requirements for a career in the theater.</i> (TH.E.1.4.3)</p> <p>B. <i>The student can complete a research project about her/his theater career interest.</i> (TH.E.1.4.3)</p>

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<p>XI Artistic Discipline</p>	<ol style="list-style-type: none"> 1. Recognizes that theatrical collaboration respects artistic compromise. (T.H.E.1.4.4) 2. Recognizes the hierarchy and delegation of responsibility in a theater company. (T.H.E.1.4.4) 3. Focuses on the material being discussed, experienced, viewed, etc. 4. Interacts with peers in activities fully, imaginatively, and reflectively. (T.H.E.1.4.4) 5. Works alone and in groups. (T.H.E.1.4.4) 6. Respects group decisions. (T.H.E.1.4.4) 7. Recognizes the importance of being punctual, honoring personal commitments, and meeting deadlines. (T.H.E.1.4.4) 8. Sets personal and group goals and strives to meet them. (T.H.E.1.4.4) 9. Rehearses with others with or without direct supervision. (T.H.E.1.4.4) 10. Supports and appreciates all aspects of our collaborative art. (T.H.A.3.4.4) (T.H.E.1.4.4) 11. Demonstrates knowledge of audience etiquette. 	<ol style="list-style-type: none"> A. The student can explain, verbally and in writing, the qualities that make theater a collaborative art (e.g., art, design, music, dance, etc., all contribute to a theater experience). (T.H.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. (T.H.E.1.4.4) C. The student can identify and discuss the responsibilities and the duties of the various technical crews on a production. (T.H.A.3.4.4) D. The student can demonstrate responsible behavior when participating as a member of an audience.

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<p>XII Aesthetic Response</p>	<ol style="list-style-type: none"> 1. Attends live theatrical performances. 2. Discusses his/her theatrical experiences. 3. Establishes criteria for evaluating theater. (TH.D.1.4.1) 4. Develops awareness of aesthetic criteria for evaluating performances. (TH.A.3.4.4) 5. Contributes constructive criticism. 6. Uses constructive criticism to improve his/her work. 7. Recognizes theater as an effort to interpret, intensify, and ennoble the human experience. (TH.A.3.4.4) (TH.E.1.4.2) 8. Appreciates the importance of technical theater on a production. (TH.A.3.4.4) (TH.E.1.4.1) 	<ol style="list-style-type: none"> A. The student can apply his/her knowledge of theater as a collaborative art form by writing a critique of a live amateur, professional, or student performance. (TH.D.1.4.3) B. The student can evaluate his/her own performances, as well as the performances of others in the classroom. (TH.D.1.4.3)