

COMPONENT	OBJECTIVES	COMPETENCY
I Imagination	<ol style="list-style-type: none"> <li>1. Responds imaginatively to sound, language, and the actions of others in improvised situations.</li> <li>2. Offers and accepts novel ideas as subjects for improvisation.</li> <li>3. Demonstrates flexibility and adaptability in imaginative responses and situations.</li> <li>4. Uses body and voice for creative self-expression in thought, feeling, and character. (TH.A.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can create individually, or with others, a realistic or abstract scene with a beginning, middle, and an end.</li> <li>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.</li> </ol>
II Movement	<ol style="list-style-type: none"> <li>1. Demonstrates relaxation, body coordination, and flexibility through physical warm-up techniques.</li> <li>2. Uses his/her body to communicate without the use of sound or properties.</li> <li>3. Applies the principles of stage movement to his/her character.</li> <li>4. Motivates movement according to stage directions and character intent. (TH.B.1.4.1)</li> <li>5. Enters and exits stage with a justified motivation. (TH.B.1.4.1)</li> <li>6. Creates and selects movement qualities for a specific character.</li> <li>7. Practices physical warm-ups to develop relaxation, body coordination, and flexibility.</li> <li>8. Uses appropriate movement vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can identify the effect of movement and use movement to express character, from original or published literature through improvisation.</li> <li>B. The student can create and execute physical warm-ups to develop relaxation, body coordination, and flexibility.</li> </ol>

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III Pantomime	<ol style="list-style-type: none"> <li>1. Demonstrates the use of tension and release through isolation of his/her body parts.</li> <li>2. Demonstrates the use of the mimetic clic when approaching, grasping, and/or releasing objects.</li> <li>3. Demonstrates the ability to define objects in space through the use of pantomime techniques.</li> <li>4. Demonstrates the ability to focus on the pantomimed object.</li> <li>5. Demonstrates the ability to give pantomimed objects weight, size, and shape.</li> <li>6. Uses appropriate pantomime vocabulary.</li> <li>7. Uses pantomime techniques to create an environment for a story.</li> <li>8. Understands the structure of a dramatic story includes exposition, conflict, climax, and resolution.</li> <li>9. Creates a specific character and sustains the character throughout the performance.</li> <li>10. Appreciates the physical and aesthetic relationship between performer and audience.</li> <li>11. Demonstrates the ability to create a story using pantomime techniques for objects, environment, and character.</li> <li>12. Identifies musical dynamics for selected pieces of instrumental music. (TH.A.3.4.3)</li> <li>13. Responds through pantomime to a piece of music. (TH.A.3.4.3)</li> <li>14. Identifies a variety of musical genres that can be used for a musical pantomime. (TH.A.3.4.3) (TH.A.3.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can use pantomime techniques to create the illusion of concrete objects.</li> <li>B. The student can create a pantomime using music. (TH.A.3.4.3)</li> <li>C. The student can create a story using pantomime techniques.</li> </ol>

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IV Voice	<p>15. Demonstrates the ability to define an object through the use of isolated body parts.</p> <ol style="list-style-type: none"> <li>1. Uses breath control and relaxation techniques effectively.</li> <li>2. Demonstrates relaxation, coordination, and flexibility through vocal warm-up techniques.</li> <li>3. Incorporates appropriate breathing with tone, pitch, dynamics, tempo, etc.</li> <li>4. Develops his/her vocal range.</li> <li>5. Uses appropriate voice vocabulary.</li> <li>6. Pronounces, articulates, and enunciates all words clearly.</li> <li>7. Demonstrates a variety of vocal characteristics.</li> <li>8. Uses language and sounds to express mood, feeling, and emotion. (TH.B.1.4.1)</li> <li>9. Analyzes literature to determine the author's emotional and intellectual intent. (TH.B.1.4.1)</li> <li>10. Uses an understanding of the vocal mechanism to produce and project his/her voice.</li> <li>11. Demonstrates an ability to vocally interpret written material fluently, distinctly, and expressively. (TH.A.1.4.1) (TH.B.1.4.1)</li> <li>12. Uses vocal techniques (e.g., rhythm, tempo, dynamics, inflection) to express a variety of characters. (TH.A.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can use vocal exercises for a personal warm-up.</li> <li>B. The student can vocally interpret a piece of dramatic literature. (TH.A.1.4.1) (TH.B.1.4.1)</li> </ol>

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<p>V Improvisation</p>	<p>13. Experiments with voice and sound in communicating. (TH.A.1.4.1)</p> <p>14. Uses the voice as a part of character interpretation. (TH.A.1.4.1)</p> <p>15. Uses vocal techniques to apply analysis of literature to realize the author's intent in performance. (TH.A.1.4.1) (TH.B.1.4.1)</p> <p>1. Sustains character in improvisation</p> <p>2. Maintains spontaneity in performance.</p> <p>3. Uses improvisation for scripted and unscripted materials.</p> <p>4. Uses improvisation and theatre games as an approach to interpretating scripted material.</p> <p>5. Uses improvisation in creating a character.</p> <p>6. Evaluates the consequences of a character's decisions and actions.</p> <p>7. Explores interpersonal relationships between characters.</p> <p>8. Builds creative characterizations based on past experiences.</p> <p>9. Explores a variety of characters from life in imagined situations.</p> <p>10. Responds to stimuli when acting out a situation given by the teacher or other students.</p> <p>11. Examines various behaviors through role playing and role reversal.</p> <p>12. Evaluates the consequences of a character's decisions and actions.</p> <p>13. Demonstrates a character's qualities through improvisation.</p>	<p>A. The student can use improvisation for character creation and exploration.</p> <p>B. The student can use improvisational skills to develop a role in a play.</p> <p>C. The student can use improvisation to develop a storyline with a beginning, middle, and an end.</p>

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VI Acting	<p>14. Creates extemporaneous dialogue with others.</p> <p>15. Responds to stimulus and side coaching involved with theatre games.</p> <p>16. Develops scenes by creating dialogue and action.</p> <p>17. Creates improvised scenes based on personal or imagined experiences.</p> <p>18. Demonstrates knowledge and control of improvisational techniques in an unscripted performance based on suggestions from the teacher and other students.</p> <p>1. Maintains and reacts with spontaneity.</p> <p>2. Uses the entire body to express emotions and feelings.</p> <p>3. Uses and develops concentration, observation, sensory recall, visualization, substitution, and emotional memory skills.</p> <p>4. Interprets a variety of characters using appropriate physical and vocal qualities. (TH.A.1.4.1)</p> <p>5. Integrates the external and internal qualities of a character in performance.</p> <p>6. Executes stage business appropriate to character and given circumstances. (TH.B.1.4.1)</p> <p>7. Examines and manages personal emotions both as actor and character in dramatic situations.</p> <p>8. Recognizes and deals with symptoms of stage fright by using relaxation, deep breathing, and focusing techniques.</p>	<p>A. The student can create and sustain believable characters in the performance of a scene and/or monologue. (TH.B.1.4.1)</p> <p>B. The student can demonstrate analysis skills when creating characters in scenes and monologues. (TH.B.1.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
VII Literature/Playwriting	<p>9. Analyzes the background and the psychological, physical, social, and spiritual qualities of a character.</p> <p>10. Understands the relationship between language and character development. (TH.A.1.4.1)</p> <p>11. Analyzes the external qualities of a character.</p> <p>12. Analyzes the internal qualities of a character.</p> <p>13. Utilizes biographical background in character analysis.</p> <p>14. Understands and uses appropriate costumes and properties to enhance characterization. (TH.A.3.4.4)</p> <p>15. Develops a role through analysis and application of character motivations. (TH.B.1.4.1)</p> <p>16. Analyzes relationships between characters.</p> <p>1. Analyzes the plot and theme of a play.</p> <p>2. Identifies the obstacles in the play.</p> <p>3. Reads and writes theatre and/or film reviews. (TH.D.1.4.3)</p> <p>4. Analyzes how the author creates the mood of a play. (TH.D.1.4.2)</p> <p>5. Analyzes dialogue to determine a character's emotional and intellectual state.</p> <p>6. Writes and demonstrates realistic dialogue. (TH.B.1.4.1)</p>	<p>A. The student can critically evaluate in writing a play that they have either read or seen. (TH.D.1.4.3)</p> <p>B. After having gained an understanding of plot, theme, characterization, and dialogue, the student can write a scene and/or a one act play. (TH.B.1.4.1)</p>

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VIII Technical Theatre	<ol style="list-style-type: none"> <li>7. Writes a play based on suggestions from the teacher or peers, or based on personal experiences.</li> <li>8. Demonstrates knowledge of writing styles and techniques. (TH.D.1.4.3) (TH.E.1.4.5)</li> <li>9. Examines the process of editing in playwriting. (TH.B.1.4.1)</li> <li>10. Writes and performs dialogue that reveals a character's motivation. (TH.B.1.4.1)</li> </ol> <ol style="list-style-type: none"> <li>1. Explains the value and use of properties. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>2. Lists various ways to acquire properties. (TH.A.3.4.2)</li> <li>3. Prepares a properties list for a production. (TH.A.3.4.2) (TH.E.1.4.4)</li> <li>4. Designs properties for a play. (TH.A.3.4.2)</li> <li>5. Explains the process for property care, distribution, control, and storage for a production. (TH.A.3.4.2)</li> <li>6. Uses and defines property vocabulary.</li> <li>7. Identifies and describes the use of tools used for properties and scenery construction. (TH.A.3.4.2)</li> <li>8. Uses and cares for tools used for properties and scenery construction. (TH.A.3.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can create a properties plot for a play. (TH.A.3.4.4)</li> <li>B. The student can build stage scenery. (TH.A.3.4.4)</li> <li>C. The student can apply character or age make-up for a character from a play. (TH.A.3.4.2)</li> <li>D. The student can design and operate lighting for the stage. (TH.A.3.4.4)</li> </ol>

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	<ol style="list-style-type: none"> <li>9. Identifies major set pieces used in stage design. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>10. Describes the process for constructing a flat. (TH.A.3.4.1)</li> <li>11. Reads stage construction plans. (TH.A.3.4.4)</li> <li>12. Identifies lighting instruments for the stage.</li> <li>13. Identifies the parts of a lighting instrument. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>14. Explains the functions of a lighting design for a play. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>15. Describes the effect of color on lighting design. (TH.A.3.4.1)</li> <li>16. Operates a lighting control board. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>17. Explains the process of hanging, aiming, and focusing stage lights. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>18. Reads a lighting plot. (TH.A.3.4.1) (TH.A.3.4.4)</li> <li>19. Uses and defines lighting vocabulary.</li> <li>20. Identifies specialized make-up products for the theater. (TH.A.3.4.2) (TH.A.3.4.4)</li> <li>21. Demonstrates preparation, application, and removal techniques for theatrical make-up. (TH.A.3.4.2) (TH.A.3.4.4)</li> </ol>	



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IX Theatre History	<p>22. Analyzes a character's appearance based on physical, social psychological, and hereditary traits. (TH.A.3.4.2)</p> <p>23. Designs a make-up drawing for a character from a play. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>24. Applies stages make-up effectively. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>25. Demonstrates a basic knowledge of scenic painting. (TH.A.3.4.1) (TH.A.3.4.4)</p> <p>1. Identifies the rise of the professional New York theatre. (TH.C.1.4.1)</p> <p>2. Identifies the small theatre movement. (TH.C.1.4.1)</p> <p>3. Understands the rise of theatre unions. (TH.C.1.4.1)</p> <p>4. Identifies major playwrights of the American theatre. (TH.E.1.4.5)</p> <p>5. Identifies the political significance of several major playwrights. (TH.C.1.4.2) (TH.D.1.4.1) (TH.E.1.4.5)</p> <p>6. Lists the significance of the Group theatre. (TH.C.1.4.1)</p> <p>7. Identifies major directors of the American theatre. (TH.E.1.4.5)</p> <p>8. Demonstrates awareness of the major design figures of this era and their contributions. (TH.E.1.4.5)</p>	<p>A. The student can identify the rise of contemporary American theatre from Eugene O'Neill to the present day. (TH.E.1.4.5)</p> <p>B. The student can identify the significant musical technical theatre developments to the present day. (TH.E.1.4.2) (TH.E.1.4.5)</p>

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<p><i>X Roles/Careers</i></p>	<p>9. Compares and contrasts the early and later styles of the musical theatre form. (TH.C.1.4.1) (TH.E.1.4.5)</p> <p>10. Compares and contrasts the themes of the early and later thematic content of the musical form. (TH.C.1.4.1)</p> <p>11. Identifies the components of the musical theatre: i.e., book, music, dance, and technical elements. (TH.C.1.4.1)</p> <p>12. Identifies and understands the significance of major figures in musical theatre and their contributions to the form. (TH.A.3.4.4)</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 technical theater.</i> (TH.E.1.4.3)</p> <p>B. <i>The student can complete a research project about her/his technical 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"> <li>1. Recognizes that theatrical collaboration respects artistic compromise. (TH.E.1.4.4)</li> <li>2. Identifies ways in which mastery of craft in theatre production contributes to personal satisfaction. (TH.A.3.4.4)</li> <li>3. Explores how all aspects of a production are interpreted through the director's concept. (TH.D.1.4.1)</li> <li>4. Recognizes the hierarchy and delegation of responsibility in a theatre company. (TH.E.1.4.3) (TH.E.1.4.4)</li> <li>5. Focuses on the material being discussed, experienced, viewed, etc.</li> <li>6. Interacts with peers in activities fully, imaginatively, and reflectively. (TH.E.1.4.4)</li> <li>7. Works alone and in groups. (TH.E.1.4.4)</li> <li>8. Respects group decisions. (TH.E.1.4.4)</li> <li>9. Recognizes the importance of being punctual, honoring personal commitments, and meeting deadlines. (TH.E.1.4.4)</li> <li>10. Sets personal and group goals and strives to meet them. (TH.E.1.4.4)</li> <li>11. Rehearses with others with or without direct supervision. (TH.E.1.4.4)</li> <li>12. Supports and appreciates all aspects of our collaborative art. (TH.A.3.4.4) (TH.E.1.4.4)</li> <li>13. Demonstrates knowledge of audience etiquette.</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> <li>D. The student can demonstrate responsible behavior when participating as a member of an audience.</li> </ol>

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