

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Imagination</p>	<ol style="list-style-type: none"> 1. Reacts to sensory stimuli. (TH.D.1.1.1) 2. Identifies the senses. (TH.D.1.1.1) 3. Shares feelings in dramatic play by imitating persons, animals, and objects. (TH.A.1.1.2) 4. Actively listens to gain information. (TH.C.1.1.2) 5. Participates in experiences that heighten sensory awareness. (TH.D.1.1.1) 6. Recognizes and creates simple problems of characters in stories. (TH.A.1.1.1) (TH.A.2.1.1) 7. Recognizes the implications of the actions and decisions of fictional characters. (TH.D.1.1.5) 8. Listens to others in dramatic play. (TH.A.2.1.1) 9. Develops performance skills. (TH.A.1.1.1) (TH.E.1.1.3) 10. Interacts with others. (TH.A.1.1.1) (TH.A.2.1.1) (TH.E.1.1.1) 11. Shows a willingness to participate in dramatic activities. (TH.A.1.1.1) (TH.E.1.1.3) 12. Solves problems through exploration of real and fantasy situations. (TH.C.1.1.1) (TH.C.1.1.2) (TH.E.1.1.1) 	<ol style="list-style-type: none"> A. Given an age appropriate dramatic stimulus such as a poem, guided imagery, object, or classroom presentation, the student can: 1) remember and tell what they heard, saw, felt, tasted, or smelled and 2) describe any movement vocally and by imitation. (TH.A.1.1.1) (TH.A.1.1.2) (TH.C.1.1.1) B. Given an age appropriate dramatic stimulus (e.g., oral story, narrative pantomime, classroom presentation), the student can: 1) tell what happened (beginning, middle and end), 2) describe the characters, 3) tell about the environment, and 4) tell what they learned from the story (meaning). (TH.A.2.1.1) (TH.C.1.1.2) C. The student can understand reactions to feelings (e.g., crying when sad, laughing when happy, quiet when scared). (TH.C.1.1.1) (TH.E.1.1.2) D. The student can tell what kinds of things cause certain feelings (e.g., sad when pet is lost, excited about a party). (TH.C.1.1.1) (TH.E.1.1.1)

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<p>II Movement</p>	<p>13. Shares observations of people, places, and things. (TH.C.1.1.1) (TH.C.1.1.2)</p> <p>14. Uses sensory detail in dramatic play. (TH.A.1.1.1) (TH.D.1.1.1)</p> <p>15. Uses emotional expression. (TH.E.1.1.2)</p> <p>16. Recalls and reflects upon past experiences. (TH.A.1.1.1)</p> <p>1. Practices physical warm-ups to develop relaxation, body coordination, and flexibility. (TH.A.1.1.2)</p> <p>2. Imitates a variety of movements. (TH.A.1.1.2)</p> <p>3. Moves freely through space responding to verbal signals to change directions and speed. (TH.A.1.1.2)</p> <p>4. Responds in movement to a variety of movements provided by sounds, music, poetry, story, and pictures. (TH.A.1.1.2) (TH.E.1.1.2)</p>	<p>A. The student can use movement for creative expression, demonstrating an awareness of the concepts of speed, direction, cause and effect to a variety of stimuli in classroom exercises (i.e., music, sounds, pictures). (TH.A.1.1.2)</p> <p>B. The student can use movement to create various situations by following directions either by imitation or by verbal commands in classroom exercises (i.e., improvise characters using animal movement characteristics). (TH.A.1.1.2)</p>

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III Non-Verbal Communication	<ol style="list-style-type: none"> 1. Listens to and observes actions without speaking. (TH.A.1.1.1) 2. Applies pantomime techniques as a means of self-expression. (TH.A.1.1.1) 3. Mirrors body gestures without speaking. (TH.A.1.1.1) 4. Mirrors activities without speaking. (TH.A.1.1.1) 	<p>A. The student can communicate a story with a beginning, middle and an end, non-verbally, applying pantomime techniques. (TH.A.1.1.1)</p>
IV Verbal Communication	<ol style="list-style-type: none"> 1. Demonstrates a sensory awareness of various sounds including vocalization. (TH.A.1.1.1)(TH.A.3.1.1)(TH.D.1.1.1) 2. Listens and speaks with concentration. (TH.A.2.1.1) 3. Imitates sounds with means of self-expression. (TH.A.2.1.1) 4. Gives sound and speech to inanimate objects and fantasy characters. (TH.A.1.1.2)(TH.D.1.1.5) 5. Imitates sounds of animals, machines, and nature. (TH.A.1.1.2)(TH.D.1.1.5) 6. Echoes sounds, phrases, and dialogue as a means of self-expression. (TH.A.2.1.1)(TH.D.1.1.5) 	<p>A. The student can use voice to imitate sounds aurally presented as a means of self-expression. (TH.A.2.1.1)</p> <p>B. The student can demonstrate vocal variety for social and personal interaction by performing in various scenes using provided stimuli (i.e., animals in the woods, machines at work, fantasy characters). (TH.A.1.1.2)(TH.A.3.1.1)(TH.B.1.1.1)(TH.D.1.1.5)</p>

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<p>V Technical Theatre/Theatre Management</p>	<ol style="list-style-type: none"> 1. Differentiates clothing stereotypes according to occupation. (TH.C.1.1.2) (TH.D.1.1.4) 2. Recognizes the criteria for selecting and wearing clothing. (TH.C.1.1.2) (TH.D.1.1.4) 	<ol style="list-style-type: none"> A. After viewing and discussing pictures, the student can identify through clothing, people in different occupations (e.g., uniform, apron). (TH.C.1.1.2) (TH.D.1.1.4) (TH.D.1.1.5) B. After viewing and discussing pictures of people in different climates engaged in varying activities, the student can identify clothing needed for different environments (e.g., winter/summer, play/work, night/day). (TH.C.1.1.2) (TH.D.1.1.4) (TH.D.1.1.5)
<p>VI Artistic Discipline</p>	<ol style="list-style-type: none"> 1. Demonstrates appropriate attention getting behavior 2. Participates cooperatively in dramatic activities (TH.E.1.1.3) 3. Respects the needs of others with regard to space, possessions, and attention. 4. Actively listens to gain information. (TH.D.1.1.3) 5. Recognizes and practices acceptable audience behavior. (TH.D.1.1.3) 	<ol style="list-style-type: none"> A. After discussing classroom rules and safety regulations, the student can demonstrate responsible behavior in classroom activities. (TH.D.1.1.3) B. After discussing production rules and procedures, the student can demonstrate responsible behavior in a dramatic performance by participating cooperatively with their classmates. (TH.E.1.1.3)

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<p>VII Aesthetic Response</p>	<ol style="list-style-type: none"> 1. Recognizes various types of cultures through stories, costumes, and make-up. (TH.C.1.1.3) 2. Experiences various types of performances through live theatre, cassettes, radio, and/or video. (TH.C.1.1.2) (TH.E.1.1.2) 3. Experiences guest artists specializing in a specific area on-site or off-site. (TH.C.1.1.2) 4. Develops an interest and appreciation of theatre performance. (TH.D.1.1.2) 5. Recalls the stated feelings of characters in storytelling and literature. (TH.C.1.1.1) (TH.E.1.1.2) 6. Demonstrates knowledge of story details. (TH.A.2.1.1) 	<ol style="list-style-type: none"> A. Given dramatic situations based on cultural themes (e.g., neighborhood, community, multi-ethnic, and international cultures), the student can describe community people by profession, such as doctor or firemen and/or by actions, such as “helps sick people” or “puts out fires.” (TH.C.1.1.2) (TH.C.1.1.3) B. Given drama or story telling experiences with folk, fairy tales, and nursery rhymes dramatized from various cultures and regions, the student can discuss the characters, the places, and the action. (TH.C.1.1.2) (TH.C.1.1.3)
<p>VIII Roles/Careers</p>	<ol style="list-style-type: none"> 1. <i>Explores theatre arts opportunities.</i> 	<ol style="list-style-type: none"> A. <i>The student understands that many careers and talents contribute to the creation of theatre.</i>