

COMPONENT	OBJECTIVES	COMPETENCY
I Imagination	<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 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 of others. 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. Uses theatre games to demonstrate the ability to suspend disbelief. 	<ol style="list-style-type: none"> A. The student can discover themselves through using imaginary circumstances and demonstrating this through dramatic activities. B. The student can discover actions and activities to communicate mental images. C. The student can interact with their peers in dramatic activities.
II Improvisation	<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 improvisations. 4. Evaluates the consequences of a character's decisions and actions. 5. Explores interpersonal relationships between characters. 	<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 while discovering similarities and differences from their own lives.

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<p>III Movement</p>	<ol style="list-style-type: none"> 6. Examines various behaviors through role playing and role reversal. 7. Creates extemporaneous dialogue with others. 8. Improvises scenes with a beginning, middle and an end. 9. Responds to stimulus and side coaching involved with theatre games. 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. 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. 	<ol style="list-style-type: none"> A. The student can demonstrate awareness of self, others, and environment through movement following a story line with a beginning, middle, and an end. B. The student can identify the effect of movement and use of movement to express character through children's Literature and/or other published literature. (TH.B.1.4.1)

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<p>IV Pantomime</p>	<ol style="list-style-type: none"> 7. Applies the principles of stage movement appropriate to his/her characters. 8. Motivates movement according to stage directions and character intent. (TH.B.1.4.1) 9. Enters and exits the stage with justified motivation. (TH.B.1.4.1) 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 define objects through the use of pantomime techniques. 5. Demonstrates the ability to focus on the pantomimed object. 6. Demonstrates the ability to give pantomimed objects weight, size, and shape. 7. Uses appropriate pantomime vocabulary. 8. Demonstrates the use of pantomime techniques to create concrete objects. 9. Uses pantomime techniques to create an environment for a pantomime story. 10. Understands the structure of a dramatic story includes exposition, conflict, climax, and resolution. 	<ol style="list-style-type: none"> A. The student can use pantomime techniques to create the illusion of concrete objects through which they can create characters. B. The student can create a scenario using pantomime techniques which has a beginning, middle, and an end.

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<p>V Voice</p>	<ol style="list-style-type: none"> 11. Creates a specific character and sustains the character. 12. Appreciates the physical and aesthetic relationship between performer and audience. 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 emotional and intellectual intent. (TH.A.1.41.11)(TH.B.11.4.11) 	<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 activities that demonstrate breath control, articulation, and enunciation. C. The student can vocally interpret a piece of literature, whether it is prose or poetry. (TH.A.1.4.1) (TH.B.1.4.1) D. The student can recognize the need for dialect and/accents in creating characters.

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<p>V1 Characterization</p>	<p>15. Uses an understanding to the vocal mechanism to produce and project his/her voice.</p> <p>16. Demonstrates an ability to vocally interpret written material fluently, distinctly, and expressively. (TH.A.1.4.1)(TILE1.1.4I.11)</p> <p>17. Recognizes regional American dialects and accents.</p> <p>18. Recognizes foreign dialects and accents.</p> <p>19. Uses vocal technique to apply analysis of literature in order to realize the author's intent during performance. (TH.B.1.4.1)</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. Develops a role through analysis and application of character motivation. (TH.B.1.4.1)</p> <p>5. Executes stage business appropriate to character and given circumstances. (TH.B.1.4.1)</p> <p>6. Examines and manages personal emotions both as actor and character in dramatic situations.</p> <p>7. Demonstrates an awareness of imaginary environments.</p> <p>8. Recognizes and uses shades of emotional expression.</p>	<p>A. The student can create believable actions using their sensory equipment through exercises.</p> <p>B. The student can incorporate physical, emotional, and social dimensions of characters in monologues/scenes.</p> <p>C. The student can overcome stage fright by integrating all aspects of character development.</p> <p>D. The student can use elements of technical theatre to enhance dramatic situation. (TH.A.3.4.4)</p>

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	<ol style="list-style-type: none"> 9. Recognizes the possibilities of characters in a script. (TH.B.1.4.1) 10. Utilizes biographical background in character analysis. 11. Analyzes the psychological, physical, social, and spiritual characteristics of a role she/he is playing. 12. Makes inferences about characters by the type of language and vocal qualities used. (TH.A.1.4.1) 13. Integrates external and internal qualities of a character in performance. 14. Analyzes relationships between characters. (TH.D.1.4.1) 15. Analyzes what motivates a character. 16. Recognizes the need for accent/dialect in creating a specific character. (TH.A.1.4.1) 17. Recognizes and deals with symptoms of stage fright by using relaxation, deep breathing, and focusing techniques. 18. Selects appropriate costumes and accessories for specific characterizations. (TH.A.3.4.2)(TH.A.3.4.4) 19. Uses costumes to illustrate cultural, historical, and economic difference. (TH.A.3.4.4)(TH.C.1.4.1) 20. Uses costumes to suggest season, time, and period. (TH.A.3.4.2)(TH.C.1.4.1) 21. Uses sound effects and music as character motivation. (TH.A.3.4.1)(TH.A.3.4.3) 	

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VII Artistic Discipline	<p>22. Uses properties naturally and effectively. (TH.A.3.4.2)(TH.A.3.4.4)</p> <p>23. Demonstrates the ability to adapt to different spaces and equipment limitations. (TH.A.3.4.1)</p> <p>24. Understands the technical problems associated with scene changes and scene movement. (TH.A.3.4.1)(TH.A.3.4.4)</p> <p>25. Applies appropriate theatrical make-up to convey the physical and psychological qualities of a character. (TH.A.3.4.2)(TH.A.3.4.4)</p> <p>1. Recognizes that theatrical collaboration respects artistic compromise. (THE.1.4.4)</p> <p>2. Identifies ways in which mastery of craft in theatre production contributes to personal satisfaction. (THE.1.4.4)</p> <p>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)</p> <p>4. Recognizes the hierarchy and delegation of responsibility in a theatre company. (THE.1.4.4)</p> <p>5. Focuses on the material being discussed, experienced, viewed, etc.</p> <p>6. Interacts with peers in activities fully, imaginatively, and reflectively. (THE.1.4.4)</p> <p>7. Works alone and in groups. (THE.1.4.4)</p>	<p>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.) (THE.1.4.4)</p> <p>B. The student can demonstrate discipline in artistic endeavors by working on projects and productions with others in a shared, decision-making environment. (THE.1.4.4)</p> <p>C. The student can identify and discuss the responsibilities and duties of the various technical crews on a production. (TH.A.1.3.4)</p> <p>D. Demonstrates knowledge of audience behavior.</p>

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VIII Roles/Careers	<p>8. Respects group decisions. (THE.1.4.4)</p> <p>9. Recognizes the importance of being punctual, honoring personal commitments, and meeting deadlines. (TLA.2.4.1)(THE.1.4.4)</p> <p>10. Sets personal and group goals and strives to meet them. (THE.1.4.4)</p> <p>11. Demonstrates responsible behavior when participating as an audience member.</p> <p>1. Explores theatre arts opportunities. (THE.1.4.3)</p> <p>2. Lists factors to be considered in choosing a career. (THE.1.4.3)</p> <p>3. Analyzes the discipline, knowledge, and skills requisite for career preparation in the theatre. (THE.1.4.4)</p> <p>4. Explains the function of theatre unions, agents, placement services, and contracts. (THE.1.4.3)</p>	<p>A. The student can discuss the requirements for a career in theatre. (THE.1.4.3)</p> <p>B. The student can complete a research project about his/her theatre career interest. (THE.1.4.3)</p>

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IX Aesthetic Response	<ol style="list-style-type: none"> 1. Attends a theatrical event. 2. Discusses his/her theatrical experiences. (TH.D.1.4.1) 3. Develops an awareness of aesthetic 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) 	<ol style="list-style-type: none"> A. The student can evaluate a production as an audience member by writing critiques. (TH.D.1.4.3) B. The student can evaluate his/her own performances. (TH.D.1.4.1)