

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Imagination</p> <p>1. Uses improvisation as a</p>	<ol style="list-style-type: none"> <li>1. Demonstrates flexibility and adaptability in imaginative responses and situations.</li> <li>2. Demonstrates the creative uses of endowment with respect to properties and situations.</li> <li>3. Responds to imaginary stimuli with appropriate action and voice.</li> <li>4. Adapts observations to imagined circumstances.</li> <li>5. Demonstrates flexibility and adaptability through imaginative response to sounds, language, and actions of others.</li> <li>6. Uses language for personal exploration and social interaction. (TH.A.1.4.1)</li> <li>7. Offers and accepts ideas for improvisation.</li> <li>8. Uses theatre games to demonstrate the ability to suspend disbelief.</li> </ol> <p>method of problem solving.</p> <ol style="list-style-type: none"> <li>2. Builds creative characterizations based on past experiences.</li> <li>3. Demonstrates a character's qualities through improvisation.</li> <li>4. Evaluates the consequences of a character's decisions and actions.</li> <li>5. Explores interpersonal relationships between characters.</li> <li>6. Examines various behaviors through role playing and role reversal.</li> <li>7. Creates extemporaneous dialogue with others.</li> <li>8. Improvises scenes with a beginning, middle and an end.</li> <li>9. Responds to stimulus and side coaching involved with theatre games.</li> </ol>	<p>A. The student can create a variety of characters from real life and fictional situations.</p> <p>B. The student can use body and voice for creative self-expression in thought, feeling, and character. (TH.A.1.4.1)</p> <p>II Improvisation</p> <p>B. The student can demonstrate knowledge and control of improvisational techniques in an unscripted performance.</p> <p>III Movement</p> <ol style="list-style-type: none"> <li>1. Demonstrates relaxation, body coordination,</li> </ol>

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<p>and flexibility through</p>	<ol style="list-style-type: none"> <li>10. Creates improvised scenes based on personal or imagined experiences.</li> <li>11. Responds to stimuli when acting out a situation given by the teacher or other students.</li> <li>12. Develops the ability to join with, and respond to, others in theatrical activities.</li> <li>13. Recognizes the importance of trust as it affects actor communication.</li> <li>14. Develops sensitivity to audience response and adjusts accordingly.</li> <li>15. Develops sensitivity to others in space, movement, and timing.</li> <li>16. Recognizes that theatrical collaboration respects artistic compromise.               <ol style="list-style-type: none"> <li>A. The student can develop scenes by improvising dialogue and action.</li> </ol> </li> </ol> <p>physical warm-up techniques.</p> <ol style="list-style-type: none"> <li>2. Demonstrates spatial awareness and body coordination through a variety of exercises and activities.</li> <li>3. Reacts to an imaginary environment through movement.</li> <li>4. Moves about on the stage using natural movement.</li> <li>5. Uses movement for creative self-expression.</li> <li>6. Uses his/her body to communicate without the use of sounds or properties.</li> <li>7. Applies the principals of stage movement appropriate to his/her characters.</li> <li>8. Motivates movement according to stage directions and character content. (TH.B.1.4.1)</li> <li>9. Enters and exits the stage with a justified motivation.</li> </ol>	<p>appropriate physical characteristics, movements, and mannerisms.</p> <ol style="list-style-type: none"> <li>B. The student can independently execute body warm-ups.</li> <li>C. The student can recognize and use movement as an integral part of an actor's preparation and performance.</li> </ol> <p>IV Voice</p> <ol style="list-style-type: none"> <li>1. Evaluates personal vocal strengths and</li> </ol>

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<p>weaknesses.</p>	<p>(TH.B.1.4.1)</p> <p>10. Creates and selects movement qualities and patterns, for a specific character.</p> <p>A. The student can analyze a script, select a character, and create</p> <p>2. Experiments with voice and sound in creating a role. (TH.A.1.4.1)</p> <p>3. Uses vocal techniques to express a variety of characterizations. (TH.A.1.4.1)</p> <p>4. Uses breath control and relaxation techniques effectively.</p> <p>5. Demonstrates relaxation, coordination, and flexibility through vocal warm-up techniques.</p> <p>6. Uses appropriate breathing, tone, and pitch.</p> <p>7. Develops his/her vocal range.</p> <p>8. Uses appropriate voice vocabulary.</p> <p>9. Pronounces, articulates, and enunciates all words clearly.</p> <p>10. Develops his/her range of vocal variety.</p> <p>11. Uses language and sounds to express mood, feeling, and emotion. (TH.A.1.4.1) (TH.B.1.4.1)</p> <p>12. Analyzes his/her own vocal characteristics.</p> <p>13. Uses an understanding of the vocal mechanism to project his/her voice.</p> <p>14. Uses accents and dialects, when necessary, for a character.</p>	<p>B. The student can use vocal techniques to create contrasting characters. (TH.A.1.4.1)</p> <p>VI Characterization</p> <p>1. Maintains and reacts with spontaneity.</p>

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	<p>(TH.A.1.4.1)</p> <p>A. The student can use vocal exercises for a personal vocal warm-up.</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.</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. Interprets a variety of characters using appropriate physical and vocal qualities, costumes, and properties to enhance characterization. (TH.A.1.4.1)</p> <p>8. Recognizes and uses shades of emotional expression.</p> <p>9. Uses creativity in character development.</p> <p>10. Utilizes biographical background in character analysis.</p> <p>11. Analyzes the psychological, physical, social, and spiritual characteristics of a role she/he is playing. (TH.C.1.4.1)</p> <p>12. Acknowledges his/her similarities to and differences from others.</p> <p>13. Integrates the external and internal qualities of a character in performance.</p> <p>14. Analyzes relationships between characters. (TH.D.1.4.1)</p>	<p>(TH.B.1.4.1)(TH.D.1.4.1)</p> <p>B. The student can demonstrate ensemble acting skills. (TH.A.2.4.1) (TH.E.1.4.4)</p> <p>C. The student can use elements of technical theatre to enhance dramatic situations. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>VI Auditioning</p> <p>1. Identifies appropriate literature for an audition.</p>

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(TH.A.2.4.1)	<p>15. Explores resolutions to dramatic problems, and evaluates the consequences and implications. (TH.D.1.4.1)</p> <p>16. Adapts observations to imagined circumstances in the context of a play.</p> <p>17. Discovers character's subtext in rehearsal.</p> <p>18. Performs in group scenes. (TH.A.2.4.1) (TH.E.1.4.4)</p> <p>19. Demonstrates the ability to convey the character's subtext.</p> <p>20. Understands and responds to elements of technical theatre as they affect the actor. (TH.A.3.4.4)</p> <p>A. The student can create and sustain contrasting believable characters in scenes and monologues.</p> <p>2. Understands himself/herself well enough to choose appropriate materials for his/her audition.</p> <p>3. Reads the play from which the monologue is chosen. (TH.B.1.4.1)</p> <p>4. Demonstrates the ability to complete a successful introduction to an audition piece.</p> <p>5. Chooses appropriate clothing to enhance audition characterization. (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>6. Demonstrates appropriate auditioning etiquette. (TH.E.1.4.4)</p> <p>7. Performs an audition. (TH.A.2.4.1) (TH.E.1.4.3) (TH.E.1.4.4)</p>	<p>B. The student can prepare and perform a one minute audition. (TH.A.2.4.1)</p> <p>C. The student can write a resume. (TH.A.2.4.1) (TH.E.1.4.3)</p> <p>VII Artistic Discipline</p> <p>1. Recognizes that theatrical collaboration respects artistic compromise.</p>

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(THE.1.4.4)	<p>8. Writes an accurate history of her/his work in theatre. (THE.1.4.3)</p> <p>A. The student can identify professional auditioning techniques. (TH.A.2.4.1)(THE.1.4.3)</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>8. Respects group decisions. (THE.1.4.4)</p> <p>9. Recognizes the importance of being punctual, honoring personal commitments, and meeting deadlines. (TH.A.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 appropriate audience etiquette.</p> <p>A. The student can explain, verbally and in writing, the qualities that</p>	<p>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 the duties of the various technical crews on a production. (TH.A.1.3.4) (TH.A.3.4.4)</p> <p>D. The student can demonstrate responsible behavior when participating as a member of an audience.</p> <p><i>VIII Roles/Careers</i></p> <p>1. <i>Explores theatre arts opportunities.</i> (THE.1.4.3)</p>

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<p>2. Lists factors to be</p>	<p>make theatre a collaborative art (e.g., art, design, music, dance, etc. all considered in choosing a career. (TH.E.1.4.3)</p> <p>3. Analyzes the discipline, knowledge, and skills requisite for career preparation in the theatre. (TH.E.1.4.4)</p> <p>4. Explains the function of theatre unions, agents, placement services, and contracts. (TH.E.1.4.3)</p> <p>A. The student can discuss the requirements for a career in technical theatre. (TH.E.1.4.3)</p>	<p>B. The student completes a research project about his/her technical theatre career interest. (TH.E.1.4.3)</p> <p>IX Aesthetic Response</p> <p>1. Attends a theatrical event.</p>
<p>2. Discusses his/her theatrical</p>	<p>experiences. (TH.D.1.4.1)</p> <p>3. Establishes criteria for evaluating theatre. (TH.D.1.4.3)</p> <p>4. Contributes constructive criticism.</p> <p>5. Recognizes theatre as an effort to interpret, intensify, and ennoble the human experience.</p> <p>6. Appreciates the importance of technical theatre on a production. (TH.A.3.4.4)</p> <p>7. Appreciates the work of others. (TH.A.3.4.4)</p> <p>8. Uses constructive criticism to improve his/her own work.</p>	<p>(TH.D.1.4.1)</p> <p>B. The student can assess his/her own progress.</p> <p>C. The student can evaluate the performances of other students. (TH.D.1.4.1)</p>

# THEATRE ARTS

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	<p>9. Progresses through vicarious experiences of others, as well as through personal experience. (T.H.E.1.4.4)</p> <p>A. The student can evaluate productions as an audience member by writing critiques.</p>	