

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 to imaginary stimuli with appropriate actions and voice. 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. Assimilates abstract concepts into the creation of characters. 	<ol style="list-style-type: none"> A. The student can create relationships, using dialogue or non-literal sounds, individually or in groups. B. The student can create a variety of characters based on abstract concepts.
II Improvisation	<ol style="list-style-type: none"> 1. Uses improvisation for scripted and unscripted material. 2. Uses improvisation in creating a character. 3. Develops plot outlines or scenarios for 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. 	<ol style="list-style-type: none"> A. The student can demonstrate characterization through improvisation. B. The student can use improvisational skills to develop a role in a play. C. The student can perform improvisationally, using a scenario or plot outline.

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III Movement	<ol style="list-style-type: none"> 7. Demonstrates knowledge and control of improvisational techniques in an unscripted performance. 8. Creates extemporaneous dialogue with others. 9. Recognizes that theatrical collaboration respects artistic compromise. 1. Moves about on the stage using natural movement. 2. Uses appropriate movement vocabulary. 3. Applies the principals of stage movement appropriate to his/her character. 4. Motivates movement according to stage directions and character intent. (TH.B.1.4.1) 5. Creates and selects movement qualities and patterns for a specific character. 	<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.
IV Voice	<ol style="list-style-type: none"> 1. Demonstrates relaxation, breath control, coordination, and flexibility through vocal warm-up techniques. 2. Uses appropriate breathing, tone, and pitch. 3. Develops his/her vocal range. 4. Uses appropriate voice vocabulary. 5. Pronounces, articulates, and enunciates all words clearly. 6. Uses language and sounds to express mood, feeling, and emotion. (TH.A.1.4.1) (TH.B.1.4.1) 7. Analyzes his/her own vocal characteristics. 	<ol style="list-style-type: none"> A. The student can use vocal exercises for a personal vocal warm-up, including articulation, flexibility, projection, and duration. B. The student can use vocal techniques to create characters. (TH.A.1.4.1)

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V Characterization	<ol style="list-style-type: none"> 8. Uses an understanding of the vocal mechanism to produce and project his/her voice. 9. Uses vocal techniques to express a variety of characterizations. (TH.A.1.4.1) 10. Develops his/her range of vocal variety. 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's motivation. 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 awareness of imaginary environments. 8. Recognizes and uses shades of emotional expression. 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. (TH.C.1.4.1) 	<ol style="list-style-type: none"> A. The student can create and sustain a believable character in the performance of a play. (TH.D.1.4.1) B. The student can perform a role in a play. (TH.D.1.4.1) C. The student demonstrate analysis skills when creating characters in plays, scenes, and monologues.

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VI Auditioning	<p>12. Makes inferences about characters by the type of language and vocal qualities used. (TH.A.1.4.1) (TH.B.1.4.1)</p> <p>13. Integrates external and internal qualities of a character in performance.</p> <p>14. Analyzes relationships between characters. (TH.D.1.4.1)</p> <p>15. Analyzes what motivates a character.</p> <p>16. Use accent/dialect in creating a specific character. (TH.A.1.4.1)</p> <p>17. Integrates technical theatre elements into performance (costumes, sound, properties, etc.) (TH.A.3.4.2) (TH.A.3.4.4)</p> <p>18. Discovers character's subtext in rehearsal.</p> <p>19. Conveys character subtext in performance.</p> <p>20. Performs a role in a play. (TH.D.1.4.1)</p> <p>1. Researches material for contrasting monologues. (TH.C.1.4.1) (TH.C.1.4.2)</p> <p>2. Chooses appropriate material for contrasting monologues. (TH.C.1.4.1) (TH.C.1.4.2)</p> <p>3. Reads both plays from which the audition material is chosen. (TH.B.1.4.1) (TH.C.1.4.1) (TH.C.1.4.2) (TH.E.1.4.4)</p> <p>4. Blocks the monologue effectively, including transitions. (TH.A.3.4.4)</p>	<p>A. The student can use professional auditioning techniques. (TH.A.2.4.1) (TH.E.1.4.3)</p> <p>B. The student can prepare and perform two one-minute, contrasting monologues. (TH.A.2.4.1)</p> <p>C. The student can write a resume. (TH.E.1.4.3)</p>

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VII Artistic Discipline	<ol style="list-style-type: none"> 5. Chooses appropriate clothing to enhance characterizations. (TH.A.3.4.2) (TH.A.3.4.4) 6. Demonstrates appropriate auditioning etiquette. (THE.1.4.4) 7. Performs an audition. (TH.A.2.4.1) (THE.1.4.3) (THE.1.4.4) 8. Types an accurate history of his/her work in theatre. (THE.1.4.3) 9. Collects appropriate materials for a portfolio and presents them in an organized form. (THE.1.4.1) (THE.1.4.3) 1. Recognizes that theatrical collaboration respects artistic compromise. (THE.1.4.4) 2. Identifies ways in which mastery of craft in theatre production contributes to personal satisfaction. (THE.1.4.4) 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) 4. Recognizes the hierarchy and delegation of responsibility in a theatre company. (THE.1.4.4) 5. Focuses on the material being discussed, experienced, viewed, etc. 6. Interacts with peers in activities fully, imaginatively, and reflectively. (THE.1.4.4) 7. Works alone and in groups. (THE.1.4.4) 	<ol style="list-style-type: none"> D. The student can prepare a portfolio. (THE.1.4.1) (THE.1.4.3) 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) 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) C. The student can cooperate with various technical crews on a production. (TH.A.1.3.4) (TH.A.3.4.4) D. The student can demonstrate responsible behavior when participating as a member of an audience.

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VIII Roles/Careers	<p>8. Respects group decisions. (TH.E.1.4.4)</p> <p>9. Recognizes the importance of being punctual, honoring personal commitments, and meeting deadlines. (TH.A.2.4.1) (TH.E.1.4.4)</p> <p>10. Sets personal and group goals, and strives to meet them. (TH.E.1.4.4)</p> <p>11. Demonstrates appropriate audience etiquette.</p> <p>1. <i>Explores theatre 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 theatre.</i> (TH.E.1.4.4)</p> <p>4. <i>Explains the function of theatre 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 theatre management.</i> (TH.E.1.4.3)</p> <p>B. <i>The student can complete a research project about his/her theatre career interest.</i> (TH.E.1.4.3)</p>
IX Aesthetic Response	<p>1. Attends theatrical events.</p> <p>2. Discusses his/her theatrical 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>A. The student can evaluate productions as an audience member by writing critiques. (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 others. (TH.D.1.4.1)</p>

THEATRE ARTS

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	<ol style="list-style-type: none"> 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) 7. Appreciates the work of others. (TH.A.3.4.4) 8. Uses constructive criticism to improve his/her own work. 9. Progresses through vicarious experience of others, as well as through personal experience. (TH.E.1.4.4) 	