Theatre: Grades 9, 10, 11, 12 (All Courses)

Adopted 2013

High School Theatre Level I

1. **The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:** HS.I.1
   - A. understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall; HS.I.1.A
   - B. develop and practice theatre preparation and warm-up techniques; HS.I.1.B
   - C. develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally; HS.I.1.C
   - D. develop and practice effective voice and diction to express thoughts and feelings; HS.I.1.D
   - E. analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays; HS.I.1.E
   - F. demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions; HS.I.1.F
   - G. analyze and describe the interdependence of all theatrical elements; HS.I.1.G
   - H. define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience; HS.I.1.H
   - I. identify and practice memorization skills; HS.I.1.I
   - J. identify the principles of improvisation; and HS.I.1.J
   - K. identify and recognize the importance of safe theatre practices. HS.I.1.K

2. **The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:** HS.I.2
   - A. demonstrate safe use of the voice and body; HS.I.2.A
   - B. define creativity as it relates to personal expression; HS.I.2.B
   - C. employ effective voice and diction to express thoughts and feelings; HS.I.2.C

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D. use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques; HS.I.2.D

E. employ physical techniques consistently to express thoughts, feelings, and actions non-verbally; and HS.I.2.E

F. create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms. HS.I.2.F

3. **The student applies design, directing, and theatre production concepts and skills. The student is expected to:** HS.I.3

A. develop and practice technical theatre skills; HS.I.3.A

B. apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity; HS.I.3.B

C. perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance; and HS.I.3.C

D. demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management. HS.I.3.D

4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.I.4

A. portray theatre as a reflection of life in particular times, places, and cultures; HS.I.4.A

B. relate historical and cultural influences on theatre; HS.I.4.B

C. identify the impact of live theatre, film, television, and electronic media on contemporary society; HS.I.4.C

D. appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature; HS.I.4.D

E. appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature; and HS.I.4.E

F. identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media. HS.I.4.F

5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.I.5

A. analyze and apply appropriate behavior at various types of live performances; HS.I.5.A

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B. recognize theatre as an art form and evaluate self as a creative being; HS.I.5.B

C. offer and receive constructive criticism of peer performances; HS.I.5.C

D. evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value; HS.I.5.D

E. evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value; HS.I.5.E

F. explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.I.5.F

G. use technology such as electronic portfolios, research projects, and journals to document and present information in a clear and coherent manner; and HS.I.5.G

H. connect theatre skills and experiences to higher education and careers outside of the theatre. HS.I.5.H

High School Theatre Level II

1. **The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:** HS.II.1

   A. develop and practice theatre warm-up techniques; HS.II.1.A

   B. develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally; HS.II.1.B

   C. demonstrate effective voice and diction; HS.II.1.C

   D. analyze dramatic structure and genre; HS.II.1.D

   E. identify examples of theatrical conventions in theatre, film, television, and electronic media; HS.II.1.E

   F. relate the interdependence of all theatrical elements; and HS.II.1.F

   G. develop and practice memorization skills. HS.II.1.G

2. **The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:** HS.II.2

   A. model safe, appropriate techniques to allow for physical, vocal, and emotional expression; HS.II.2.A

   B. explore creativity as it relates to self and ensemble; HS.II.2.B

   C. demonstrate effective voice and diction to express thoughts and feelings; HS.II.2.C

   D. apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques; HS.II.2.D

   E. develop physical techniques consistently to express thoughts, feelings, and actions non-verbally; and HS.II.2.E

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F. create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms. HS.II.2.F

3. **The student applies design, directing, and theatre production concepts and skills. The student is expected to:** HS.II.3

   A. develop and practice safe and effective stagecraft skills; HS.II.3.A

   B. read and analyze cultural, social, and political aspects of a script to determine technical elements; HS.II.3.B

   C. analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments; HS.II.3.C

   D. perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and HS.II.3.D

   E. develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management. HS.II.3.E

4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.II.4

   A. analyze historical and cultural influences on theatre; HS.II.4.A

   B. analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors; HS.II.4.B

   C. analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society; HS.II.4.C

   D. research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature; HS.II.4.D

   E. research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and HS.II.4.E

   F. identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media. HS.II.4.F

5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.II.5

   A. evaluate and apply appropriate audience etiquette at various types of performances; HS.II.5.A

   B. analyze theatre as an art form and evaluate self as a creative being; HS.II.5.B

   C. offer and receive constructive criticism of peer performances; HS.II.5.C

   D. evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations; HS.II.5.D

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E. examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.II.5.E

F. use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner; and HS.II.5.F

G. connect theatre skills and experiences to higher education and careers outside of the theatre. HS.II.5.G

High School Theatre Level III

1. **The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:** HS.III.1

   A. apply theatre preparation and warm-up techniques effectively; HS.III.1.A

   B. experiment with stage movement; HS.III.1.B

   C. distinguish the proper techniques such as diction, inflection, and projection in the use of voice; HS.III.1.C

   D. analyze and evaluate dramatic structure and genre; HS.III.1.D

   E. distinguish between the theatrical conventions of theatre, film, television, and other media; HS.III.1.E

   F. evaluate the interdependence of all theatrical elements; and HS.III.1.F

   G. develop and practice memorization skills. HS.III.1.G

2. **The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:** HS.III.2

   A. employ safe, appropriate techniques to allow for physical, vocal, and emotional expression; HS.III.2.A

   B. analyze creativity as it relates to self and ensemble and its effect on audience; HS.III.2.B

   C. analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions; HS.III.2.C

   D. experiment with improvisation and scripted scenes of various styles to portray believable characters; HS.III.2.D

   E. write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and HS.III.2.E

   F. integrate two or more art or media forms in a performance. HS.III.2.F

3. **The student applies design, directing, and theatre production concepts and skills. The student is expected to:** HS.III.3

   A. experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays; HS.III.3.A

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B. analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters; HS.III.3.B

C. cast and direct duet scenes; HS.III.3.C

D. perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and HS.III.3.D

E. perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving. HS.III.3.E

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4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.III.4

A. evaluate historical and cultural influences on theatre; HS.III.4.A

B. analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors; HS.III.4.B

C. employ and evaluate the impact of live theatre, film, television, and other media in contemporary society; HS.III.4.C

D. research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature; HS.III.4.D

E. research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and HS.III.4.E

F. identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media. HS.III.4.F

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5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.III.5

A. compare behavior at various types of performances and practice appropriate audience etiquette; HS.III.5.A

B. recognize theatre as an art form and evaluate self as a creative being; HS.III.5.B

C. apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary; HS.III.5.C

D. compare communication methods of theatre with those of art, music, dance, and other media; HS.III.5.D

E. make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.III.5.E

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F. use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner; HS.III.5.F

G. relate theatre skills and experiences to higher education and careers outside of the theatre; and HS.III.5.G

H. create a personal resume or portfolio of theatrical experience. HS.III.5.H

High School Theatre Level IV

1. **The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:** HS.IV.1

   A. create and demonstrate theatre preparation and warm-up techniques; HS.IV.1.A

   B. devise and model stage movement; HS.IV.1.B

   C. model proper techniques such as diction, inflection, and projection in the use of effective voice; HS.IV.1.C

   D. compare the structure of theatre to that of film, television, and other media; HS.IV.1.D

   E. evaluate theatrical conventions of various cultural and historical periods; HS.IV.1.E

   F. evaluate the interdependence of all theatrical elements; and HS.IV.1.F

   G. develop and model memorization skills. HS.IV.1.G

2. **The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:** HS.IV.2

   A. model safe, appropriate techniques to allow for physical, vocal, and emotional expression; HS.IV.2.A

   B. demonstrate creativity as it relates to self and ensemble and its effect on audience; HS.IV.2.B

   C. analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions; HS.IV.2.C

   D. interpret scripted scenes of various styles to portray believable characters; and HS.IV.2.D

   E. create individually or devise collaboratively imaginative scripts and scenarios. HS.IV.2.E

3. **The student applies design, directing, and theatre production concepts and skills. The student is expected to:** HS.IV.3

   A. experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays; HS.IV.3.A

   B. analyze and evaluate dramatic texts and direct brief scenes; HS.IV.3.B

   C. demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience; HS.IV.3.C

   D. analyze production plans that include research, rehearsal plans, technical designs, and blocking; HS.IV.3.D

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E. demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; and HS.IV.3.E

F. apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving. HS.IV.3.F

4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.IV.4

A. evaluate historical and cultural influences on theatre; HS.IV.4.A

B. analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors; HS.IV.4.B

C. employ and evaluate the impact of live theatre, film, television, and other media in contemporary society; HS.IV.4.C

D. research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature; HS.IV.4.D

E. research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and HS.IV.4.E

F. identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology or electronic media. HS.IV.4.F

5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.IV.5

A. evaluate and practice appropriate audience behavior at various types of performances; HS.IV.5.A

B. defend theatre as an art form and value self as a creative being; HS.IV.5.B

C. apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media; HS.IV.5.C

D. compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period; HS.IV.5.D

E. evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.IV.5.E

F. employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner; HS.IV.5.F

G. appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre; and HS.IV.5.G

H. create a personal resume or portfolio of theatrical experience. HS.IV.5.H

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High School Musical Theatre Level I

1. **The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:** HS.MT.I.1
   - A. develop and practice theatrical, dance, and vocal music preparation and warm-up techniques; HS.MT.I.1.A
   - B. recognize stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway; HS.MT.I.1.B
   - C. identify acting techniques in song, dance, and spoken dialogue; HS.MT.I.1.C
   - D. recognize the professional audition process; HS.MT.I.1.D
   - E. compare the dramatic structure of musical theatre to musical film and musical television productions; HS.MT.I.1.E
   - F. define and give examples of the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions; and HS.MT.I.1.F
   - G. describe the interdependence of all theatrical elements. HS.MT.I.1.G

2. **The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:** HS.MT.I.2
   - A. identify appropriate safety measures in vocalization, dance movement, and theatrical movement; HS.MT.I.2.A
   - B. define creativity as it relates to personal expression in musical theatre; HS.MT.I.2.B
   - C. recognize characterization in musical theatre and scripts of various genres and styles; HS.MT.I.2.C
   - D. identify proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation; and HS.MT.I.2.D
   - E. interpret lyrics for characterization, vocalization, and dance. HS.MT.I.2.E

3. **The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:** HS.MT.I.3
   - A. recognize safe and effective use of technical elements of musical theatre; HS.MT.I.3.A
   - B. identify the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent; HS.MT.I.3.B
   - C. recognize musical production plans such as rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; and HS.MT.I.3.C
   - D. perform a role and collaborate with others to tell a story through live musical theatre or media performance. HS.MT.I.3.D

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4. **The student relates musical theatre to history, society, and culture. The student is expected to:** HS.MT.I.4

   A. study historical and cultural influences on musical theatre; HS.MT.I.4.A

   B. identify the historical development of musical theatre as a uniquely American art form; HS.MT.I.4.B

   C. identify historical and cultural developments in musical theatre; HS.MT.I.4.C

   D. identify the contemporary development of musical theatre as an international art form such as new composers and their composition styles, multicultural influences, practices and principles of contemporary musical theatre, advances in the creation of contemporary or popular musical theatre, and impact of musical theatre on the world's economic and performing arts scene; HS.MT.I.4.D

   E. appreciate musical theatre as a reflection of life in particular times, places, and cultures; and HS.MT.I.4.E

   F. recognize the influences of musical theatre forms such as theatre, television, and film on past and present society. HS.MT.I.4.F

5. **The student responds to and evaluates musical theatre performances. The student is expected to:** HS.MT.I.5

   A. analyze and apply appropriate audience behavior at various types of performances; HS.MT.I.5.A

   B. recognize musical theatre as an art form and evaluate self as a creative being; HS.MT.I.5.B

   C. offer and receive constructive criticism of peer performances; HS.MT.I.5.C

   D. evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary; HS.MT.I.5.D

   E. explore career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s) and analyze the training, skills, self-discipline, and artistic discipline needed for success; HS.MT.I.5.E

   F. connect musical theatre skills and experiences to higher education and careers outside of the theatre; and HS.MT.I.5.F

   G. recognize the value of presenting information in a clear and coherent manner using technology in a resume or portfolio format. HS.MT.I.5.G

High School Musical Theatre Level II

1. **The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:** HS.MT.II.1

   A. develop and practice theatrical, dance, and vocal music preparation and warm-up techniques; HS.MT.II.1.A

   B. develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway; HS.MT.II.1.B

   C. develop acting techniques in song, dance, and spoken dialogue; HS.MT.II.1.C

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D. develop professional audition techniques such as musical selections, monologue performance, dance and movement, and the relationship between accompanist and performer; HS.MT.II.1.D

E. analyze the dramatic structure of musical theatre; HS.MT.II.1.E

F. employ the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions; HS.MT.II.1.F

G. analyze a character from a libretto, describing physical, intellectual, emotional, and social dimensions; and HS.MT.II.1.G

H. collaborate with all artistic partners such as playwrights, composers, directors, musical directors, choreographers, actors, designers, technicians, and audience. HS.MT.II.1.H

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2. **The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:** HS.MT.II.2

A. apply appropriate safety measures in vocalization, dance movement, and theatrical movement; HS.MT.II.2.A

B. explore creativity as it relates to self and ensemble in musical theatre; HS.MT.II.2.B

C. analyze characterization in musical theatre styles; HS.MT.II.2.C

D. apply proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation; HS.MT.II.2.D

E. analyze lyrics for characterization, vocalization, and dance; HS.MT.II.2.E

F. create and sustain believable characters through characterization, vocalization, and dance; and HS.MT.II.2.F

G. compose material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms. HS.MT.II.2.G

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3. **The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:** HS.MT.II.3

A. apply safe and effective use of technical elements of musical theatre; HS.MT.II.3.A

B. analyze the responsibilities of the director, musical director, and choreographer to the composer and librettist's intent; HS.MT.II.3.B

C. analyze musical production plans such as research, rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; HS.MT.II.3.C

D. demonstrate responsibility and creative problem solving in one or more areas of musical theatre production such as acting, technical theatre, and theatre management; and HS.MT.II.3.D

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E. collaborate with others to perform a role such as actor, director, designer, technician, and editor in a musical theatre or musical media production. HS.MT.II.3.E

4. **The student relates musical theatre to history, society, and culture. The student is expected to:** HS.MT.II.4

   A. analyze historical and cultural influences on musical theatre; HS.MT.II.4.A

   B. investigate the historical development of musical theatre as a uniquely American art form; HS.MT.II.4.B

   C. investigate historical and cultural developments in musical theatre; HS.MT.II.4.C

   D. investigate the contemporary development of musical theatre such as new composers and their composition styles, multicultural influences, practices and principles of contemporary musical theatre, advances in the creation of contemporary or popular musical theatre, and impact of musical theatre on the world's economic and performing arts scene as an international art form; HS.MT.II.4.D

   E. depict musical theatre as a reflection of life in particular times, places, and cultures; and HS.MT.II.4.E

   F. relate the influences of musical theatre forms such as theatre, television, and film on past and present society. HS.MT.II.4.F

5. **The student responds to and evaluates musical theatre performances. The student is expected to:** HS.MT.II.5

   A. evaluate and practice appropriate audience behavior at various types of performances; HS.MT.II.5.A

   B. describe musical theatre as an art form and evaluate self as a creative being; HS.MT.II.5.B

   C. appraise self and peer performance with constructive criticism; HS.MT.II.5.C

   D. evaluate musical theatre in written and oral form with precise and specific observations on intent, structure, effectiveness, and value using appropriate evaluative theatre vocabulary; HS.MT.II.5.D

   E. evaluate the interdependence of all musical theatre elements such as dramatic spoken text, vocalized text, dance, costuming, set design, lighting, and sound; HS.MT.II.5.E

   F. evaluate career and avocational opportunities in musical theatre, musical film, and musical television, justifying choice(s), and analyze the training, skills, self-discipline, and artistic discipline needed for success; HS.MT.II.5.F

   G. relate musical theatre skills and experiences to higher education and careers outside of the theatre; and HS.MT.II.5.G

   H. document and present information in a clear and coherent manner using technology in a resume or portfolio format. HS.MT.II.5.H

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High School Musical Theatre Level III

1. **The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:** HS.MT.III.1
   - A. create theatrical, dance, and vocal music preparation and warm-up techniques; HS.MT.III.1.A
   - B. develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway; HS.MT.III.1.B
   - C. develop acting techniques in song, dance, and spoken dialogue; HS.MT.III.1.C
   - D. model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer; HS.MT.III.1.D
   - E. analyze the dramatic structure of musical theatre; HS.MT.III.1.E
   - F. perform a character from a musical incorporating physical, intellectual, and emotional dimensions; HS.MT.III.1.F
   - G. collaborate effectively with all artistic partners in a musical theatre production; and HS.MT.III.1.G
   - H. employ the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions. HS.MT.III.1.H

2. **The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:** HS.MT.III.2
   - A. apply appropriate safety measures in vocalization, dance movement, and theatrical movement; HS.MT.III.2.A
   - B. appraise creativity as it relates to self and ensemble in musical theatre; HS.MT.III.2.B
   - C. create and sustain believable characters through acting, singing, and dancing; HS.MT.III.2.C
   - D. model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation; HS.MT.III.2.D
   - E. analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, vocalization, and dance; and HS.MT.III.2.E
   - F. collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms. HS.MT.III.2.F

3. **The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:** HS.MT.III.3
   - A. model safe and effective use of technical elements of musical theatre; HS.MT.III.3.A

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B. create musical production plans such as rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; HS.MT.III.3.B

C. demonstrate responsibility and creative problem solving as a leader in one or more areas of musical theatre or musical media production such as actor, director, choreographer, and musical director; and HS.MT.III.3.C

D. collaborate with others to perform a role such as actor, director, choreographer, designer, technician, and editor in a musical theatre or musical media production. HS.MT.III.3.D

4. **The student relates musical theatre to history, society, and culture. The student is expected to:** HS.MT.III.4

A. articulate historical and cultural influences and developments on musical theatre; HS.MT.III.4.A

B. examine the historical development of musical theatre as a uniquely American art form; HS.MT.III.4.B

C. experiment with contemporary forms of musical theatre such as new composers and their composition styles, multicultural styles, practices and principles of contemporary musical theatre, and popular musical theatre; HS.MT.III.4.C

D. defend musical theatre as a reflection of life in particular times, places, and cultures; and HS.MT.III.4.D

E. articulate the influences of musical theatre forms such as theatre, television, and film on past and present society. HS.MT.III.4.E

5. **The student responds to and evaluates musical theatre performances. The student is expected to:** HS.MT.III.5

A. model appropriate audience behavior at various types of performances; HS.MT.III.5.A

B. defend musical theatre as a creative art form and evaluate self as a creative being; HS.MT.III.5.B

C. evaluate the interdependence of all musical theatre elements such as dramatic spoken text, vocalized text, dance, costuming, set design, lighting, and sound; HS.MT.III.5.C

D. evaluate self and peer performance using constructive criticism; HS.MT.III.5.D

E. discuss musical theatre, musical film, or other musical media using precise musical theatre vocabulary; HS.MT.III.5.E

F. experiment with a career opportunity in musical theatre, musical film, or other musical media and analyze the training, skills, self-discipline, and artistic discipline needed for personal success; HS.MT.III.5.F

G. relate musical theatre skills and experiences to higher education and careers outside of the theatre; and HS.MT.III.5.G

H. document and present information in a clear and coherent manner using technology in a resume or portfolio format. HS.MT.III.5.H

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High School Musical Theatre Level IV

1. **The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:** HS.MT.IV.1
   - A. create and lead theatrical, dance, and vocal music preparation and warm-up techniques; HS.MT.IV.1.A
   - B. arrange stage movement in a musical theatre performance; HS.MT.IV.1.B
   - C. choreograph various dance genres such as ballet, tap, jazz, ballroom, and Broadway in a musical theatre performance; HS.MT.IV.1.C
   - D. develop effective use of voice and diction in spoken dialogue to effectively express thoughts, feelings, and actions; HS.MT.IV.1.D
   - E. develop appropriate singing technique in vocalized solo and ensemble repertoire to effectively express thoughts, feelings, and actions; HS.MT.IV.1.E
   - F. model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer; HS.MT.IV.1.F
   - G. perform a multi-dimensional character from a musical incorporating singing, dancing, and acting; and HS.MT.IV.1.G
   - H. collaborate effectively with all artistic partners in a musical theatre production. HS.MT.IV.1.H

2. **The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script. The student is expected to:** HS.MT.IV.2
   - A. model appropriate safety measures in vocalization, dance movement, and theatrical movement; HS.MT.IV.2.A
   - B. defend creativity as it relates to self and ensemble in musical theatre; HS.MT.IV.2.B
   - C. analyze characterization in musical theatre styles; HS.MT.IV.2.C
   - D. model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation; HS.MT.IV.2.D
   - E. analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, and physicalization; HS.MT.IV.2.E
   - F. create and sustain believable characters through acting, singing, and dancing; and HS.MT.IV.2.F
   - G. collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms. HS.MT.IV.2.G

3. **The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:** HS.MT.IV.3

Skip to main content

A. model safe and effective use of technical elements of musical theatre; HS.MT.IV.3.A

B. create musical production plans such as research, rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; and HS.MT.IV.3.B

C. cast and direct a musical theatre or musical media production. HS.MT.IV.3.C

4. **The student relates musical theatre to history, society, and culture. The student is expected to:** HS.MT.IV.4

A. conduct concentrated studies on historical and cultural influences on and developments in musical theatre; HS.MT.IV.4.A

B. justify musical theatre as an original American art form; HS.MT.IV.4.B

C. depict musical theatre as a reflection of life in particular times, places, and cultures; and HS.MT.IV.4.C

D. defend the influences of musical theatre forms such as theatre, television, and film on past and present society. HS.MT.IV.4.D

5. **The student responds to and evaluates musical theatre performances. The student is expected to:** HS.MT.IV.5

A. evaluate and practice appropriate audience behavior at various types of performances; HS.MT.IV.5.A

B. defend musical theatre as a creative art form; HS.MT.IV.5.B

C. compare the nature of musical theatre elements to other musical media; HS.MT.IV.5.C

D. appraise self and peer performance using constructive criticism; HS.MT.IV.5.D

E. evaluate musical theatre, musical film, or other musical media using precise musical theatre vocabulary; HS.MT.IV.5.E

F. experiment with a career opportunity in musical theatre, musical film, or other musical media and analyze the training, skills, self-discipline, and artistic discipline needed for personal success; HS.MT.IV.5.F

G. relate musical theatre skills and experiences to higher education and careers outside of the theatre; and HS.MT.IV.5.G

H. document and present information in a clear and coherent manner using technology to build a resume or portfolio. HS.MT.IV.5.H

High School Technical Theatre Level I

1. **The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:** HS.TT.I.1

A. define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound; HS.TT.I.1.A

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B. recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage; HS.TT.I.1.B

C. recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles; HS.TT.I.1.C

D. recognize safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and HS.TT.I.1.D

E. read scripts and apply basic script analysis techniques to technical theatre elements. HS.TT.I.1.E

2. **The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:** HS.TT.I.2

A. recognize the function of technical elements in various theatrical styles and genres; HS.TT.I.2.A

B. recognize the design process of analysis, research, incubation/selection, implementation, and evaluation to a theatrical product such as a rendering, model, and sketch; HS.TT.I.2.B

C. identify the production team such as designers, director, crew members, playwright, and stage manager and their duties; HS.TT.I.2.C

D. articulate the importance of collaboration and leadership skills; HS.TT.I.2.D

E. define creativity as it relates to personal expression in technical theatre and design; HS.TT.I.2.E

F. recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models; and HS.TT.I.2.F

G. apply the basic skills of measurement in construction. HS.TT.I.2.G

3. **The student applies design, directing, and theatre production concepts and skills. The student is expected to:** HS.TT.I.3

A. identify the safe use of tools and materials in scenery and property construction; HS.TT.I.3.A

B. identify the safe use of lighting equipment such as instruments, dimmers, and controllers; HS.TT.I.3.B

C. identify the safe use of the basic techniques of costume construction and make-up application; HS.TT.I.3.C

D. identify the safe use of sound equipment; and HS.TT.I.3.D

E. recognize the roles of theatre management such as house management and stage management. HS.TT.I.3.E

4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.TT.I.4

A. conduct research to establish historical and cultural accuracy in theatrical design; HS.TT.I.4.A

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B. identify the impact of live theatre, film, television, and electronic media on contemporary society; HS.TT.I.4.B

C. understand the cultural heritage of world drama and theatre and identify key figures, works, and trends in dramatic literature; and HS.TT.I.4.C

D. identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media. HS.TT.I.4.D

5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.TT.I.5

A. understand the use of resumes and portfolios in technical theatre; HS.TT.I.5.A

B. recognize appropriate behavior at various types of live performances; HS.TT.I.5.B

C. recognize the design and technical elements of theatre as an art form and evaluate self as a creative being; HS.TT.I.5.C

D. evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.I.5.D

E. evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.I.5.E

F. connect theatre skills and experiences to higher education and careers; and HS.TT.I.5.F

G. use technology to communicate and present findings in a clear and coherent manner. HS.TT.I.5.G

High School Technical Theatre Level II

1. **The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:** HS.TT.II.1

A. demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound; HS.TT.II.1.A

B. identify the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage; HS.TT.II.1.B

C. use established theatre systems such as the production calendar, tech rehearsals, and production staff roles; HS.TT.II.1.C

D. use safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and HS.TT.II.1.D

E. read and analyze scripts to determine technical theatre elements. HS.TT.II.1.E

2. **The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:** HS.TT.II.2

A. identify and use technical elements in various theatrical styles and genres; HS.TT.II.2.A

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B. apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch; HS.TT.II.2.B

C. recognize the principles of design, including lines, shape, mass, measure, position, color, and texture; HS.TT.II.2.C

D. recognize the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis; HS.TT.II.2.D

E. recognize the elements of color in design such as color theory, the science of color and light, and the color palette; HS.TT.II.2.E

F. demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models; and HS.TT.II.2.F

G. practice proper measurement and scale as applied to design or construction. HS.TT.II.2.G

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3. **The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:** HS.TT.II.3

A. identify and safely use technical theatre tools, equipment, and materials; HS.TT.II.3.A

B. develop theatre production skills by: HS.TT.II.3.B

i. building scenery such as two-dimensional flats and three-dimensional stairs; HS.TT.II.3.B.I

ii. building or pulling and altering costumes using safe costume construction techniques; HS.TT.II.3.B.II

iii. hanging and focusing lighting instruments and using dimmers and controllers; HS.TT.II.3.B.III

iv. identifying electrical theory and practice as it applies to theatrical lighting; HS.TT.II.3.B.IV

v. recording, editing, or creating sound effects; HS.TT.II.3.B.V

vi. identifying marketing products for theatrical productions; HS.TT.II.3.B.VI

vii. practicing stage management techniques such as build a promptbook, call cues, and record blocking; HS.TT.II.3.B.VII

viii. identifying and applying scenic painting techniques; or HS.TT.II.3.B.VIII

ix. identifying and applying stage properties practices such as buy, borrow, build, and organize; and HS.TT.II.3.B.IX

C. read and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets. HS.TT.II.3.C

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The student relates theatre to history, society, and culture. The student is expected to: HS.TT.II.4

A. apply historical or cultural accuracy from research in theatrical design; HS.TT.II.4.A

B. analyze the impact of live theatre, film, television, and electronic media on contemporary society; HS.TT.II.4.B

C. analyze the cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre; HS.TT.II.4.C

D. explain the historical development, discoveries, and periods in theatre architecture and stage technology influences such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre; HS.TT.II.4.D

E. illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light; HS.TT.II.4.E

F. understand the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre; and HS.TT.II.4.F

G. identify and understand the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media. HS.TT.II.4.G

5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.TT.II.5

A. compile materials to construct a resume and portfolio of works created in technical theatre; HS.TT.II.5.A

B. analyze and apply appropriate behavior of technical staff at various types of live performances; HS.TT.II.5.B

C. recognize the design and technical elements of theatre as an art form and evaluate self as a creative being; HS.TT.II.5.C

D. offer and receive constructive criticism of designs or construction projects by peers and self; HS.TT.II.5.D

E. evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.II.5.E

F. evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.II.5.F

G. explore career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.TT.II.5.G

H. connect theatre skills and experiences to higher education and careers outside of the theatre; and HS.TT.II.5.H

I. use technology to communicate and present findings in a clear and coherent manner. HS.TT.II.5.I

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High School Technical Theatre Level III

1. **The student develops concepts about self, human relationships, and the world using elements of drama and conventions of theatre. The student is expected to:** HS.TT.III.1

   A. demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound; HS.TT.III.1.A

   B. demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage; HS.TT.III.1.B

   C. create and use established theatre systems such as the production calendar, tech rehearsals, and production staff roles; HS.TT.III.1.C

   D. use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and HS.TT.III.1.D

   E. read scripts and apply basic script analysis techniques to technical theatre elements. HS.TT.III.1.E

2. **The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:** HS.TT.III.2

   A. identify and use technical elements in various theatrical styles and genres; HS.TT.III.2.A

   B. apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, or sketch; HS.TT.III.2.B

   C. apply the principles of design, including lines, shape, mass, measure, position, color, and texture; HS.TT.III.2.C

   D. apply the principles of composition, including unity, harmony, contrast, variation, balance, proportion, and emphasis; HS.TT.III.2.D

   E. apply the elements of color in design such as color theory, the science of color and light, and the color palette; HS.TT.III.2.E

   F. manage and work collaboratively with the production team such as designers, director, crew members, playwright, and stage manager; HS.TT.III.2.F

   G. defend the importance of collaboration and leadership skills; HS.TT.III.2.G

   H. develop creativity as it relates to personal expression in technical theatre and design; HS.TT.III.2.H

   I. interpret technical theatre documents used by directors and designers to communicate such as costume plot, light plot, makeup chart, prompt book, property list, design renderings, and models; and HS.TT.III.2.I

   J. practice the basics of measurement and scale applied to drafting, design, or construction. HS.TT.III.2.J

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The student focuses on a specific area of technical theatre production concepts and skills. The student demonstrates an understanding of and skills in scenery,

props, lighting, costumes and makeup, sound, or theatre management. The student is expected to: HS.TT.III.3

A. identify and safely use specialized tools and materials in technical theatre; HS.TT.III.3.A

B. develop theatre production skills by: HS.TT.III.3.B

i. demonstrating design and building techniques of scenery; HS.TT.III.3.B.I

ii. designing and building or pulling and altering costumes; HS.TT.III.3.B.II

iii. designing lighting and using electrical theory and practice as it applies to theatrical lighting; HS.TT.III.3.B.III

iv. demonstrating an understanding of the physics of acoustics and sound through the design of sound; HS.TT.III.3.B.IV

v. designing marketing products for theatrical productions; HS.TT.III.3.B.V

vi. demonstrating stage management techniques such as build a promptbook, call cues, and record blocking; HS.TT.III.3.B.VI

vii. implementing and refining scenic painting techniques; or HS.TT.III.3.B.VII

viii. designing stage properties; HS.TT.III.3.B.VIII

C. identify various production roles in all technical areas such as designer, master carpenter, draper, cutter, and master electrician; and HS.TT.III.3.C

D. create and interpret technical theatre documents such as light plots, costume plots, renderings, ground plans, and cue sheets. HS.TT.III.3.D

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4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.TT.III.4

A. demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design; HS.TT.III.4.A

B. synthesize the impact of live theatre, film, television, and electronic media on contemporary society; HS.TT.III.4.B

C. synthesize the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature; HS.TT.III.4.C

D. demonstrate a working knowledge of the historical development, discoveries, and periods in theatre architecture and stage technology such as Latin American marionettes, Greek amphitheater, Asian Noh and Kabuki theatre, Italian Renaissance innovation, and Indian puppet theatre and their influences on modern theatre; HS.TT.III.4.D

E. illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light; HS.TT.III.4.E

F. analyze the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature; and HS.TT.III.4.F

G. demonstrate a working knowledge of the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media. HS.TT.III.4.G

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5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.TT.III.5

   A. construct a resume and portfolio of works created in technical theatre; HS.TT.III.5.A

   B. demonstrate appropriate behavior of technical staff at various types of live performances; HS.TT.III.5.B

   C. apply the design and technical elements of theatre as an art form and evaluate self as a creative being; HS.TT.III.5.C

   D. offer and receive constructive criticism of designs or construction projects by peers and self; HS.TT.III.5.D

   E. evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.III.5.E

   F. evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.III.5.F

   G. articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.TT.III.5.G

   H. articulate connections in theatre skills and experiences to higher education and careers outside of the theatre; and HS.TT.III.5.H

   I. use technology to communicate and present findings in a clear and coherent manner. HS.TT.III.5.I

High School Technical Theatre Level IV

1. **The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:** HS.TT.IV.1

   A. demonstrate proper and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound; HS.TT.IV.1.A

   B. demonstrate a working knowledge of the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage; HS.TT.IV.1.B

   C. use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles; HS.TT.IV.1.C

   D. use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre; and HS.TT.IV.1.D

   E. read scripts and apply basic script analysis techniques to technical theatre elements. HS.TT.IV.1.E

2. **The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:** HS.TT.IV.2

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A. analyze technical elements in various theatrical styles and genres; HS.TT.IV.2.A

B. demonstrate creativity in the design of a theatrical product; HS.TT.IV.2.B

C. demonstrate leadership skills in an area of the production team; HS.TT.IV.2.C

D. model collaboration and leadership skills; HS.TT.IV.2.D

E. model creativity as it relates to personal expression in technical theatre and design; and HS.TT.IV.2.E

F. model communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models. HS.TT.IV.2.F

3. **The student focuses on a specific area of technical theatre production concepts and skills. The student is expected to demonstrate an understanding of and skills in scenery, props, lighting, costumes and makeup, sound, or theatre management. The student is expected to:** HS.TT.IV.3

A. model effective and safe use of tools and materials in scenery and property construction; HS.TT.IV.3.A

B. develop skills to supervise safe construction of scenery; HS.TT.IV.3.B

C. develop skills to supervise safe use of the basic techniques of costume construction and make-up application; HS.TT.IV.3.C

D. develop skills to supervise safe use of lighting equipment such as instruments, dimmers, and controllers; HS.TT.IV.3.D

E. develop skills to supervise safe use of sound equipment; and HS.TT.IV.3.E

F. demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer. HS.TT.IV.3.F

4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.TT.IV.4

A. defend historical or cultural accuracy in theatrical design; HS.TT.IV.4.A

B. articulate the impact of live theatre, film, television, and electronic media on contemporary society; HS.TT.IV.4.B

C. articulate the impact of cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre; HS.TT.IV.4.C

D. articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre; and HS.TT.IV.4.D

E. predict future innovations and contributions of the United States to the performing arts. HS.TT.IV.4.E

5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.TT.IV.5

A. use a resume and portfolio of works created in technical theatre; HS.TT.IV.5.A

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B. model appropriate behavior of technical staff at various types of live performances; HS.TT.IV.5.B

C. defend the design and technical elements of theatre as an art form and evaluate self as a creative being; HS.TT.IV.5.C

D. offer and receive constructive criticism of designs or construction projects by peers and self; HS.TT.IV.5.D

E. evaluate live theatre in written and oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.IV.5.E

F. evaluate film, television, or other media in written or oral form with precise and specific observations of technical elements using appropriate vocabulary; HS.TT.IV.5.F

G. articulate career and avocational opportunities in theatre, television, film, or industries such as design, construction, management, theatre education, and arts administration and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.TT.IV.5.G

H. articulate connections in theatre skills and experiences to higher education and careers outside of the theatre; and HS.TT.IV.5.H

I. use technology to communicate and present findings in a clear and coherent manner. HS.TT.IV.5.I