Knowledge and Skills Statement	Student Expectation

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound	(x) demonstrate regular use of standard vocabulary in makeup
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound	(xi) demonstrate regular use of standard vocabulary in theatre management
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound	(xii) demonstrate regular use of standard vocabulary in properties

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound	(xiii) demonstrate regular use of standard vocabulary in scenery
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(A) demonstrate proper and regular use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound	(xiv) demonstrate regular use of standard vocabulary in sound
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(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	(i) demonstrate a working knowledge of the technical elements of theatre

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(C) use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles	(i) use established theatre systems
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(C) use and create established theatre systems such as the production calendar, tech rehearsals, and production staff roles	(ii) create established theatre systems
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	(D) use and model safe theatre practices such as personal safety, fire safety, tool safety, shop safety, and handling emergencies in the theatre	(i) use safe theatre practices

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conv.6(n)]TJ EMC /P <<P4.9(l)4.h2 6nocET 0.502 s.9(l)4.h2 6noc1.421 5Tf Stapts ll T TdopAo:9(o)0.6(n)]TJ EMC /Pre /MCID 12TT3		

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(2) Creative expression: performance. 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:	(A) analyze technical elements in various theatrical styles and genres	(i) analyze technical elements in various theatrical styles
(2) Creative expression: performance. 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:	(A) analyze technical elements in various theatrical styles and genres	(ii) analyze technical elements in various theatrical genres
(2) Creative expression: performance. 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:	(B) demonstrate creativity in the design of a theatrical product	(i) demonstrate creativity in the design of a theatrical product

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(2) Creative expression: performance. 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:	(C) demonstrate leadership skills in an area of the production team	(i) demonstrate leadership skills in an area of the production team
(2) Creative expression: performance. 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:	(D) model collaboration and leadership skills	(i) model collaboration skills
(2) Creative expression: performance. 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:	(D) model collaboration and leadership skills	(ii) model leadership skills

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(3) Creative expression: production. 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:	(D) develop skills to supervise safe use of lighting equipment such as instruments, dimmers, and controllers	(i) develop skills to supervise safe use of lighting equipment
(3) Creative expression: production. 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:	(E) develop skills to supervise safe use of sound equipment	(i) develop skills to supervise safe use of sound equipment
(3) Creative expression: production. 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:	(F) demonstrate an understanding of management skills in a theatre production such as house manager, stage manager, marketing manager, or producer	(i) demonstrate an understanding of management skills in a theatre production

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(A) defend historical or cultural accuracy in theatrical design	(i) defend historical or cultural accuracy in theatrical design
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) articulate the impact of live theatre, film, television, and electronic media on contemporary society	(i) articulate the impact of live theatre on contemporary society
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(B) articulate the impact of live theatre, film, television, and electronic media on contemporary society	(ii) articulate the impact of film on contemporary society

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(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(C) articulate the impact of cultural heritages of world drama and theatre and identify key figures, works, and trends in technical theatre	(v) identify key trends [from the cultural heritages of world drama and theatre] in technical theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	(i) articulate the impact of multicultural heritage of United States drama
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	(ii) articulate the impact of multicultural heritage of United States theatre

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	(iii) identify key figures [from the multicultural heritage of United States drama and theatre] in technical theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	(iv) identify key works [from the multicultural heritage of United States drama and theatre] in technical theatre
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	(D) articulate the impact of multicultural heritage of United States drama and theatre and identify key figures, works, and trends in technical theatre	(v) identify key trends [from the multicultural heritage of United States drama and theatre] in technical theatre

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) defend the design and technical elements of theatre as an art form and evaluate self as a creative being	(ii) defend the technical elements of theatre as an art form
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(C) defend the design and technical elements of theatre as an art form and evaluate self as a creative being	(iii) evaluate self as a creative being
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(i) offer constructive criticism of designs or construction projects by peers

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(ii) offer constructive criticism of designs or construction projects by self
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(D) offer and receive constructive criticism of designs or construction projects by peers and self	(iii) receive constructive criticism of designs or construction projects by self
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(E) evaluate live theatre in written and oral form with precise and specific observations of teci3.1(on3 56t)-1.1(i)3.1(v)4(e c)-8ori3.1(/6-1.(t)1 6mi)35v 8ori3.1(onbu3 56t)aEM>51(vy t)1.1(o:)]TJ EMC /P 4</M	

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical		

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(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	(iii) evaluate the skills needed to pursue such [career and avocational] opportunities
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(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	(iv) evaluate the self-discipline needed to pursue such [career and avocational] opportunities

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(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	(v) evaluate the artistic discipline needed to pursue such [career and avocational] opportunities
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre	(i) articulate connections in theatre skills to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre	(ii) articulate connections in theatre skills to careers outside of the theatre

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(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre	(iii) articulate connections in theatre experiences to higher education
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(H) articulate connections in theatre skills and experiences to higher education and careers outside of the theatre	(iv) articulate connections in theatre experiences to careers outside of the theatre
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	(I) use technology to communicate and present findings in a clear and coherent manner	(i) use technology to communicate findings in a clear and coherent manner

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