

Texas University Interscholastic League

Contest Event: One Act Play

The aims of the One-Act Play Contest are to satisfy the competitive, artistic spirit with friendly rivalry among schools, emphasizing high quality performance in this creative art; to foster appreciation of good acting, good directing and good theatre; to promote interest in that art form most readily usable in leisure time during adult life; to learn to lose or win graciously.

The Texas Essential Knowledge and Skills (TEKS) are categorized by course area and grade level. The following are course area abbreviations used for the TEKS in One Act Play:

- English Language Arts and Reading – ELAR, Oral Interpretation – OI, Communication Applications – CA
- U.S. History – US, World History – WH, Psychology – PS, Sociology – SO
- Mathematical Models with Applications – MA, Physics – PH
- Business Management – Bus Mg, Fashion Design – FD, Interior Design - ID
- Art – AT, Dance – DC, Music – MU, Theatre – TR

The following are grade level indicators:

- Level 1 – 1; Level 2 – 2; Level 3 – 3; Level 4 – 4

Each TEKS begins with the outline number for the appropriate course area.

Texas Essential Knowledge and Skills	Contest Knowledge and Skills
<p><u>Preparation/Play Selection:</u></p> <p>(3)(C) Consider script selection, casting, and directing skills. (TR 2)</p> <p>(1)(D) Analyze dramatic structure and genre. (TR 3)</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (ELAR 1-4)</p>	<p><u>Preparation/Play Selection:</u></p> <p>-Read a selection of plays to determine the following:</p> <p>-Does it have literary merit and a theme appropriate for the school and community?</p> <p>-Can it be cut to meet the OAP time constraints?</p> <p>-Is it appropriate for the available cast, the theatre facility, and available resources?</p>
<p><u>Preparation/Play Analysis:</u></p> <p>(29)(B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (US)</p> <p>(32)(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (US)</p> <p>26B. Analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced. (WH)</p> <p>26A. Identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes. (WH)</p>	<p><u>Preparation/Play Analysis:</u></p> <p>-Read and analyze the script for structure, setting, style, theme, and author’s intent.</p> <p>-Delete material to maintain structure, setting, style, theme, and author’s intent while reducing the length to meet the OAP time constraints.</p>

<p>29F. Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (WH)</p> <p>(2)(A) Predict the likely outcome of given courses of action in particular situations, such as refusing to pay taxes, to register to vote, or to obey the speed limit.</p> <p>(B) Evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality. (PS)</p> <p>(4)(A) Relate sensation and perception to various points of view. (PS)</p> <p>(1)(A) Describe models of group systems and the interactive roles of individuals, groups, and the community.</p> <p>(B) Evaluate role conflicts and methods of resolution that may occur among individuals and groups. (SO)</p> <p>(2)(A) Compare the roles of group membership in various formal and informal groups.</p> <p>(B) Compare the roles of group membership in selected primary and secondary groups. (SO)</p> <p>(3)(A) Analyze the relationship between socioeconomic stratification and human motivation.</p> <p>(B) Analyze the influence of different motivations and aspirations on economic decisions. (SO)</p> <p>(4)(A) Compare cultural values associated with socioeconomic stratification.</p> <p>(B) Analyze and explain the influence of cultural values on economic behavior. (SO)</p> <p>(13)(A) Summarize the functions of social institutions such as the family, religion, and education. (SO)</p> <p>(3)(D) Analyze production plans that include research, rehearsal plans, technical designs, and blocking. (TR 4)</p> <p>(2)(B) Analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters. (TR 3)</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) analyze how the genre of texts with similar themes shapes meaning;</p>	
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<p>(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; an (C) relate the figurative language of a literary work to its historical and cultural setting. (ELAR 1-4)</p>	
<p><u>Preparation/Research:</u></p> <p>29E. Evaluate the validity of a source based on language, corroboration with other sources, and information about the author. (US) 29C. explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view; (WH) (4)(A) Evaluate historical and cultural influences on theatre. (C) Define selected theatrical styles and genres. (TR 4) (21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). (ELAR 1-4)</p>	<p><u>Preparation/Research:</u></p> <p>-Use a variety of resources to gather background information on the author, time period, locale, historical significance, and style.</p> <p>-Apply research to the production through design elements and character analysis.</p>
<p><u>Preparation/Design:</u></p> <p>30C. interpret and create written, oral, and visual presentations of social studies information; (WH) (26)(D) Transfer information from one medium to another. (WH) (9)(A) Use geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in art and architecture. (MA) (8)(B) Identify the characteristics and behaviors of sound and electromagnetic waves. (PH) (4)(A) Apply elements and principles of design to living environments. (8)(B) Plan for effective use of space utilization, zoning and traffic patterns. (ID)</p>	<p><u>Preparation/Design:</u></p> <p>-Analyze how designs, costumes, etc., will reflect the mood, tone and dramatic imagery in the play.</p> <p>-Create a set and properties design which defines space, action, atmosphere, and time period for the script and conforms to UIL guidelines.</p> <p>-Create a costume and makeup design required for the production with attention to style, period, theme, character, and relationships.</p> <p>-Choose music and sound effects to establish environment, evoke mood and atmosphere,</p>

<p>(9)(A) Analyze the functions and principles of lighting.</p> <p>(B) Compare lighting types and methods of control. (ID)</p> <p>(11)(A) Describe the relationship of interior decisions to individual and family needs and wants. (ID)</p> <p>(B) Describe the influences of demographics, society, and culture on interior design decisions. (ID)</p> <p>(12)(A) Describe characteristics of period styles.</p> <p>(B) Determine the influence of period styles on interior design.</p> <p>(D) Assess aesthetic and functional aspects of furniture. (ID)</p> <p>(1)(A) Illustrate ideas for artworks from direct observation, experiences, and imagination.</p> <p>(B) Compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately. (AT1)</p> <p>(2)(A) Create visual solutions by elaborating on direct observation, experiences, and imagination. (AT1)</p> <p>(1)(F) Analyze and describe the interdependence of all theatrical elements. (TR 1-4)</p> <p>(3)(B) Examine cultural, social, and political aspects of a script to depict appropriately technical elements. (TR 2-4)</p> <p>(4)(F) Select one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving. (TR 2)</p> <p>(3)(B) Analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters. (TR 3)</p> <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works. (ELAR 1-4)</p>	<p>stimulate emotion, bridge scenes, and reinforce theme and style while conforming to UIL guidelines.</p> <p>-Create a light design with basic area lighting which provides visibility, establishes environment, and enhances mood, atmosphere, theme, and style.</p>
<p><u>Acting Rehearsal/Auditions:</u></p> <p>(1)(C) Employ stage movement and pantomime consistently to express thoughts, feelings, and actions.</p> <p>(D) Develop and practice effective voice and diction to express thoughts and feelings. (TR 1)</p> <p>(4) Reading/Comprehension of Literary</p>	<p><u>Acting Rehearsal/Auditions:</u></p> <p>-Complete audition forms with accuracy.</p> <p>-Participate in audition activities, readings, and/or performances to demonstrate personal skills and talents.</p>

<p>Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text. (ELAR 1-4)</p>	<p>-Use various dramatic conventions during performances.</p>
<p><u>Acting Rehearsal/Schedule:</u></p> <p>(4) The student facilitates internal and external office communications to support work activities. The student is expected to:</p> <p>(A) record messages accurately, legibly, and completely;</p> <p>(B) deliver messages to appropriate person or department;</p> <p>(C) coordinate arrangements for participants;</p> <p>(E) troubleshoot any problems. (Bus Mg)</p> <p>(5) The student performs scheduling functions electronically to facilitate on-time, prompt completion of work activities. The student is expected to:</p> <p>(A) create a calendar or schedule;</p> <p>(B) maintain an appointment calendar;</p> <p>(C) verify appointments;</p> <p>(D) coordinate travel arrangements; and</p> <p>(E) set up meeting arrangements. (Bus Mg)</p> <p>(3)(F) Concentrate in one or more areas of theatre production (acting, technical theatre, theatre management), demonstrating responsibility, artistic discipline, and creative problem solving. (TR 1)</p>	<p><u>Acting Rehearsal/Schedule:</u></p> <p>-Utilize time management skills to meet academic responsibility and commitment to the OAP calendar.</p>
<p><u>Acting Rehearsal/Warm-ups:</u></p> <p>(6)(C) Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.</p> <p>(D) Justify the use of dialect, pronunciation, enunciation, or articulation. (OI 1-3)</p> <p>(2)(C) Practice an effective warm-up and cool-down, using elements of proper conditioning. (DC 1)</p> <p>(1)(A) Demonstrate basic kinesthetic and spatial awareness with others.</p> <p>(B) Develop sensitivity toward others when working in groups.</p> <p>(D) Interpret images found in the environment through movement. (DC 1)</p> <p>(2)(B) Demonstrate respect for others when working in groups. (DC-2)</p> <p>(1)(B) Lead peers with understanding and respect.</p>	<p><u>Acting Rehearsal/Warm-ups:</u></p> <p>-Warm-ups – Develop flexibility and endurance through physical warm-ups.</p> <p>-Develop clarity, volume, and breath support through vocal warm-ups.</p> <p>-Develop concentration, focus, and ensemble through theatre exercises.</p>

<p>(DC 2) (1)(B) Develop and practice theatre preparation and warm-up techniques. (D) Develop and practice effective voice and diction to express thoughts and feelings. (TR 1-4) (2)(A) Demonstrate safe use of the voice and body. (TR 1-4)</p>	
<p><u>Acting Rehearsal/Ensemble:</u></p> <p>(7)(C) Participate in effective group decision-making processes to prepare and present group performances. (OI 1-3) (1)(C) Identify standards for making appropriate communication choices for self, listener, occasion, and task. (F) Recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (J) Identify and analyze ethical and social responsibilities of communicators. (K) Recognize and analyze appropriate channels of communication in organizations. (CA) (2)(B) Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships. (C) Use communication-management skills to build confidence and develop appropriate assertiveness, tact, and courtesy. (CA) (H) Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age. (CA) (I) Analyze and evaluate the effectiveness of own and others' communication. (CA) (3)(B) Analyze group dynamics and processes for participating effectively in groups, committees, or teams. (D) Demonstrate skills for assuming productive roles in groups. (E) Use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness. (I) Analyze the participation and contributions of group members and evaluate group effectiveness. (CA) (1)(A) Participate in class as a leader and follower. (B) Adjust behavior appropriately to fit various situations. (C) Contribute to the development of a supportive climate in groups. (D) Accept and fulfill social responsibilities associated with citizenship in a group setting. (PS)</p>	<p><u>Acting Rehearsal/Ensemble:</u></p> <p>-Cast and crew will work together utilizing communication skills to create a unified performance.</p> <p>-Demonstrate respect and support for teammates throughout rehearsal, performance and competition process.</p>

<p>(1)(B) Develop sensitivity toward others when working in groups. (DC 1)</p> <p>(1)(B) Demonstrate respect for others when working in groups. (DC 2)</p> <p>(3)(E) Perform the roles of actor, ensemble member, and director in production decision making and collaborates with others to produce theatre with a unified production for public performance. (TR 1)</p>	
<p><u>Acting Rehearsal/Character Analysis:</u></p> <p>(3)(A) Read the text to grasp the author's meaning, theme, tone, and purpose. (OI 1-3)</p> <p>(4)(F) Analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity.</p> <p>(H) Trace the emotional progression of the text. (OI 1-3)</p> <p>(6)(E) Use research, analysis, personal experiences, and responses to the literature to justify performance choices. (OI 1-3)</p> <p>(7)(B) Use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance. (OI 1-3)</p> <p>(1)(C) Identify standards for making appropriate communication choices for self, listener, occasion, and task.</p> <p>(E) Identify types of nonverbal communication and their effects.</p> <p>(F) Recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (CA)</p> <p>(24)(D) Use the process of historical inquiry to research, interpret, and use multiple sources of evidence. (US)</p> <p>(26)(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (US)</p> <p>(25)(B) Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information. (WH)</p> <p>(26)(D) Transfer information from one medium to</p>	<p><u>Acting Rehearsal/Character Analysis:</u></p> <p>-Utilizing stage directions, dialogue, research, and actor imagination determine a biographical profile (physical, mental, environmental, and social characteristics) for a character.</p>

<p>another, including written to visual and statistical to written or visual, using computer software as appropriate. (WH)</p> <p>(2)(A) Predict the likely outcome of given courses of action in particular situations, such as refusing to pay taxes, to register to vote, or to obey the speed limit.</p> <p>(B) Evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality. (PS)</p> <p>(4)(A) Relate sensation and perception to various points of view. (PS)</p> <p>(1)(A) Describe models of group systems and the interactive roles of individuals, groups, and the community.</p> <p>(B) Evaluate role conflicts and methods of resolution that may occur among individuals and groups. (SO)</p> <p>(2)(A) Compare the roles of group membership in various formal and informal groups.</p> <p>(B) Compare the roles of group membership in selected primary and secondary groups. (SO)</p> <p>(3)(A) Analyze the relationship between socioeconomic stratification and human motivation.</p> <p>(B) Analyze the influence of different motivations and aspirations on economic decisions. (SO)</p> <p>(4)(A) Compare cultural values associated with socioeconomic stratification.</p> <p>(B) Analyze and explain the influence of cultural values on economic behavior. (SO)</p> <p>(13)(A) Summarize the functions of social institutions such as the family, religion, and education. (SO)</p> <p>(2)(B) Analyze a character from a script, describing physical, intellectual, emotional, and social dimensions.</p> <p>(C) Portray believable characters when applying acting concepts, skills, and techniques. (TR 1)</p> <p>(2)(B) Analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions. (TR 3-4)</p> <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;</p> <p>(B) analyze how authors develop complex yet</p>	
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<p>believable characters in works of fiction through a range of literary devices, including character foils; (C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature. (ELAR 1-4)</p>	
<p><u>Acting Rehearsal/Movement:</u></p> <p>(7)(A) Use effective rehearsal strategies to promote internalization and visualization of the text. (OI 1-3) (1)(A) Demonstrate basic kinesthetic and spatial awareness with others. (C) Express ideas and emotions through movement. (DC 1) (1)(C) Demonstrate effectively the connection between emotions and movement. (DC 2) (1)(A) Practice appropriate safety measures. (TR 3-4) (1)(A) Demonstrate safe use of the voice and body. (TR 1-2)</p>	<p><u>Acting Rehearsal/Movement:</u></p> <ul style="list-style-type: none"> -Utilize whole body to create a posture, stance, walk, and gestures appropriate to the character. -Demonstrate awareness of space, time, energy, composition, and safety in character movement. -Develop stage business appropriate to the character and demands of the script. -Memorize blocking.
<p><u>Acting Rehearsal/Vocal:</u></p> <p>(6)(C) Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. (D) Justify the use of dialect, pronunciation, enunciation, or articulation. (OI 1-3) (1)(D) Develop and practice effective voice and diction to express thoughts and feelings. (TR 1-4) (2)(A) Demonstrate safe use of the voice and body. (TR 1-4) (1)(A) Practice appropriate safety measures. (TR 3-4) (1)(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; (ELAR 1-4) (25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p><u>Acting Rehearsal/Vocal:</u></p> <ul style="list-style-type: none"> -Deliver character lines safely using appropriate phonation, articulation, resonance, dialect, and projection. -Communicate thought and emotion through emphasis, rhythm, tempo, and clarity of voice. -Memorization – Memorize lines and cues.

<p>(ELAR 1-4) (26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. (ELAR 1-4)</p>	
<p><u>Stage Mechanics/Scenery & Properties:</u></p> <p>(26)(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (US) (3)(A) Plan projects considering time and resource management utilizing current and emerging technologies. (1)(B) Compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately. (AT 1) (1)(F) Analyze and describe the interdependence of all theatrical elements. (TR 1-4) (3)(A) Develop and practice stagecraft skills. (B) Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity. (TR 1) (3)(B) Examine cultural, social, and political aspects of a script to depict appropriately technical elements. (TR 2) (3)(B) Analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters. (TR 3) (3)(A) Design, construct, and operate appropriate technical elements of theatre, safely and effectively, collaboratively and individually. (D) Analyze production plans that include research, rehearsal plans, technical designs, and blocking. (TR 4)</p>	<p><u>Stage Mechanics/Scenery & Properties:</u></p> <p>-Use the UIL Unit Set and stage curtains plus furnishings and/or exterior set pieces to establish the world of the play.</p> <p>-Practice setting and striking the set during the rehearsal process within the prescribed time limit. (7 minutes)</p> <p>-Rent, buy, borrow, and/or construct set, hand, and costume properties needed to successfully support the time, place, and style of the play.</p> <p>-Develop a properties plot which fulfills the needs of the play and practice its implementation.</p>

<p><u>Stage Mechanics/Costumes & Makeup:</u></p> <p>(26)(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (US)</p> <p>(3)(A) Plan projects considering time and resource management utilizing current and emerging technologies.</p> <p>(10)(D) analyze factors that impact consumer purchases of fashion and apparel accessories by</p> <p>(i) describing social, cultural, and life cycle influences on fashion and apparel preferences and management;</p> <p>(ii) explaining how fashion trends are determined;</p> <p>(iii) analyzing the influence of advertising on consumer apparel choices;</p> <p>(iv) evaluating textile products as to suitability for varied apparel uses (FD)</p> <p>(10)(H) design apparel products using principles of effective design by:</p> <p>(i) identifying basic body types;</p> <p>(ii) determining clothing silhouettes, fabric selection, and design elements appropriate for specific body types;</p> <p>(iii) using design elements and principles to design products for the human form, including adaptations for individuals with special needs;</p> <p>(iv) using basic design tools and techniques such as fashion drawing, draping, and flat pattern methods for fitting a garment; and</p> <p>(v) determining technology applications useful in the apparel design process; (FD)</p> <p>(1)(B) Compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately. (AT 1)</p> <p>(1)(F) Analyze and describe the interdependence of all theatrical elements. (TR 1-4)</p> <p>(3)(A) Develop and practice stagecraft skills.</p> <p>(B) Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity. (TR 1)</p> <p>(3)(B) Examine cultural, social, and political</p>	<p><u>Stage Mechanics/Costumes & Makeup:</u></p> <p>-Develop costume plot appropriate for the play.</p> <p>-Measure actors for accurate costume fittings.</p> <p>-Choose existing garments from a variety of sources that are appropriate to portray characters, period, and/or style.</p> <p>-Construct or alter garments to complete costume plot for production.</p> <p>-Practice costume changes as needed.</p> <p>-Practice application of stage makeup and creation of appropriate hairstyles to portray character, time period and/or style.</p>
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<p>aspects of a script to depict appropriately technical elements. (TR 2)</p> <p>(3)(B) Analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters. (TR 3)</p> <p>(3)(A) Design, construct, and operate appropriate technical elements of theatre, safely and effectively, collaboratively and individually.</p> <p>(D) Analyze production plans that include research, rehearsal plans, technical designs, and blocking. (TR 4)</p>	
<p><u>Stage Mechanics/Lighting:</u></p> <p>(26)(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (US)</p> <p>(8)(B) Identify the characteristics and behaviors of sound and electromagnetic waves. (PH)</p> <p>(3)(A) Plan projects considering time and resource management utilizing current and emerging technologies.</p> <p>(1)(B) Compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately. (AT 1)</p> <p>(1)(F) Analyze and describe the interdependence of all theatrical elements. (TR 1-4)</p> <p>(3)(A) Develop and practice stagecraft skills.</p> <p>(3)(B) Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity. (TR 1)</p> <p>(3)(B) Examine cultural, social, and political aspects of a script to depict appropriately technical elements. (TR 2)</p> <p>(3)(B) Analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters. (TR 3)</p> <p>(3)(A) Design, construct, and operate appropriate technical elements of theatre, safely and effectively, collaboratively and individually.</p>	<p><u>Stage Mechanics/Lighting:</u></p> <p>-Set lighting cues to indicate scene changes, enhance mood, establish setting, and provide focus.</p> <p>-Operate lighting equipment to rehearse cues for the production.</p> <p>-Become familiar with equipment at contest site.</p>

<p>(D) Analyze production plans that include research, rehearsal plans, technical designs, and blocking. (TR 4)</p>	
<p><u>Stage Mechanics/Sound:</u></p> <p>(26)(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (US)</p> <p>(8)(B) Identify the characteristics and behaviors of sound and electromagnetic waves. (PH)</p> <p>(3)(A) Plan projects considering time and resource management utilizing current and emerging technologies.</p> <p>(C) Identify tasks necessary to complete a job. (BCI)</p> <p>(1)(A) Identify melodic and harmonic parts when listening to and/or performing music.</p> <p>(C) Compare and contrast elements of music through literature selected for performance and/or listening. (MU 1)</p> <p>(1)(F) Analyze and describe the interdependence of all theatrical elements. (TR 1-4)</p> <p>(3)(A) Develop and practice stagecraft skills.</p> <p>(B) Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity. (TR 1)</p> <p>(3)(B) Examine cultural, social, and political aspects of a script to depict appropriately technical elements. (TR 2)</p> <p>(3)(B) Analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters. (TR 3)</p> <p>(3)(A) Design, construct, and operate appropriate technical elements of theatre, safely and effectively, collaboratively and individually. (TR 4)</p> <p>(3)(D) Analyze production plans that include research, rehearsal plans, technical designs, and blocking. (TR 4)</p>	<p><u>Stage Mechanics/Sound:</u></p> <p>-Sound – Record sound effects and incidental music.</p> <p>-Operate sound equipment or instruments to produce appropriate sound for production.</p>

Contest Day:

- (8)(A) Listen critically and appreciatively and respond appropriately to performance of others. (OI 1-3)
- (D) Set goals for future performances based on evaluation. (OI 1-3)
- (1)(C) Identify standards for making appropriate communication choices for self, listener, occasion, and task. (CA)
- (2)(E) Make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others.
- (G) Use effective communication strategies in leadership roles.
- (H) Use effective communication strategies for solving problems, managing conflicts, and building consensus in groups.
- (I) Analyze the participation and contributions of group members and evaluate group effectiveness. (CA)
- (4)(H) Use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information.
- (L) Participate in question and answer sessions following presentations.
- (M) Apply critical-listening strategies to evaluate presentations.
- (N) Evaluate effectiveness of his/her own presentation. (CA)
- (32)(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- (B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (US)
- (1)(A) Participate in class as a leader and follower.
- (B) Adjust behavior appropriately to fit various situations.
- (C) Contribute to the development of a supportive climate in groups.
- (D) Accept and fulfill social responsibilities associated with citizenship in a group setting. (PS)
- (3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.

Contest Day:

- Arrive on time with all necessary costumes and technical items, and responsibly carry out obligations to the production.
- Demonstrate sportsmanship and ethical behavior at site rehearsal, onsite prior to performance, during performance and after performance.
- Responsibly and safely complete assigned tasks before, during, and after performance.
- Work with other company members to create a strong performance that is a synthesis of the contribution of all company members and a culmination of the rehearsal process.
- Use concentration exercises and focus techniques to minimize stage fright and prepare for performance.
- Demonstrate excellent audience etiquette and ethical sportsmanship as an audience member, during performance, during awards presentation and during the judge's critique.

(4) The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for fashion, textiles, and apparel projects.

(5) The student applies safety regulations. The student is expected to:

(A) implement personal and workplace safety rules and regulations;

(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:

(A) employ leadership skills;

(B) employ teamwork and conflict-management skills;

(C) conduct and participate in meetings; and

(D) employ mentoring skills. (FD)

(1)(B) Develop sensitivity toward others when working in groups. (DC 1)

(2)(C) Practice an effective warm-up and cool-down, using elements of proper conditioning. (DC 1)

(2)(B) Demonstrate respect for others when working in groups. (DC-2)

(1)(B) Lead peers with understanding and respect. (DC 2)

(1)(B) Develop and practice theatre preparation and warm-up techniques.

(C) Employ stage movement and pantomime consistently to express thoughts, feelings, and actions. (TR 1)

(2)(C) Portray believable characters when applying acting concepts, skills, and techniques. (TR 1)

(3)(E) Perform the roles of actor, ensemble member, and director in production, decision making and collaborates with others to produce theatre with a unified production for public performance. (TR 1)

(1)(C) Demonstrate effective voice and diction. (TR 2)

(3)(A) Construct and operate the technical elements of theatre safely and effectively. (TR 3)

(5)(B) Apply the concepts of evaluation to performances and evaluate theatre, film, television, and electronic media with depth and complexity, using appropriate vocabulary. (TR 3)