

THEATRE ARTS

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Historical/Cultural Social Context</p>	<ol style="list-style-type: none"> 1. Defines the different areas of the entertainment industry. 2. Acquires the fundamental knowledge relating to the history of the entertainment industry. 3. Describes the earliest forms of entertainment before the advent of modern technology. 4. Identifies technological advances that directly affected large segments of the entertainment industry. 5. Assesses the impact of technology on the entertainment industry. 6. Recognizes and gives examples of how the entertainment product has influenced and reflected society. 7. Understands the historical contributions that entertainment has made to society. 	<ol style="list-style-type: none"> A. The student can trace the evolution of a variety of entertainment forms. B. The student can describe the impact of technology on a variety of entertainment forms. C. The student can analyze how the industry reflects and/or impacts society. D. The student can identify, in discussion or in writing, major design trends and the innovative technical contributions in one of the major entertainment forms. (film, television, theatre, dance, music, visual technology, live events, print production, museums, etc.) E. The student can discuss historical influences on entertainment fields by comparing the various components such as set design, costume, make-up, properties, lighting, sound, etc.
<p>II Aesthetic and Critical Analysis</p>	<ol style="list-style-type: none"> 1. Uses appropriate terminology to discuss various entertainment forms. 2. Discriminates between the artists' intent and the publics' interpretation. 3. Recognizes the role and responsibilities of the entertainment critic. 4. Compares and contrasts how artists/designers express personal feelings, ideas, and observations through their work. 5. Recognizes the genres that exist in each entertainment field. 6. Recognizes that personal experience impacts the creative process and perception. 	<ol style="list-style-type: none"> A. The student can use analytical vocabulary in verbal and written formats to examine entertainment fields. B. The student can demonstrate an understanding of personal and artistic responses to various entertainment forms. C. The students can identify the role of support services (lighting, sound, costumes, make-up, properties, and set design and construction, as well as running crews, etc.) for all entertainment venues. (film, television, theatre, dance, music, visual technology, live events, print production, museums, etc.)

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<p>III Product Development</p>	<ol style="list-style-type: none"> 1. Recognizes that ideas originate from a variety of stimuli. 2. Demonstrates an understanding of project development. 3. Understands the elements inherent in pre production. 4. Recognizes the roles and activities involved in an ongoing production. 5. Identifies the levels of enhancement and manipulation in the post production process leading to a completed product. 6. Recognizes the avenues a product may travel in the marketing process. 7. Becomes familiar with a variety of methods to distribute a product. 8. Explains the close relationship between marketing and distribution. 9. Understands the different formats and venues of exhibition. 	<ol style="list-style-type: none"> D. The student can identify and describe the responsibilities and duties of the technical crews for all entertainment venues. (film, television, theatre, dance, music, visual technology, live events, print production, museums, etc.) E. The student can create and apply given criteria for evaluating his/her own work, as well as the work of others. A. The student can identify the steps in product development from conception through production to distribution and exhibition. B. The student can participate in a creative collaboration. C. The student can describe the complete process for one of the postproduction processes, including personnel, materials, technology, etc. required for that area.

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<p>IV Industry and Careers</p>	<ol style="list-style-type: none"> 1. Describes careers/skills that are present across the entertainment industry. 2. Visits local studios, sets, museums, production facilities, post production facilities, recording studios, etc. and demonstrates an understanding of their economic roles in the community. 3. Participates in entertainment events. 4. Examines possible career objectives. 5. Identifies various resume formats and their uses. 6. Identifies sources for research on the entertainment industry. 7. Identifies career options that are available in South Florida in all ARTEC areas. 8. Uses the Internet as a tool to locate career opportunities in local, national and international markets. 	<ol style="list-style-type: none"> A. The student can identify a variety of careers and skills that are specific to the entertainment industry. B. The student can evaluate the South Florida entertainment industry for potential career opportunities. C. The student can identify, evaluate, and describe the jobs and careers related to the entertainment industry. D. The student can identify various positions involved in entertainment management, as well as the different types of entertainment organizations. E. The student can identify personal career goals in the entertainment industry. F. The student can describe the skills, entry requirements, and income for specific careers in the entertainment history. G. The student can prepare a professional resume reflecting his/her career goals in the entertainment industry. H. The student can identify and use employment resource materials specific to the entertainment industry. I. The student can identify and understand the professional attributes and qualities that contribute to success in the entertainment industry.

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<p>V Professional Growth & Development</p>	<ol style="list-style-type: none"> 1. Collects ideas, information, written works, visuals, etc. for personal journals. 2. Understands the purpose and components of a portfolio. 3. Maintains consistency and reliability in completing assignments. 4. Demonstrates a positive attitude towards personal work and the work of others. 5. Respects their own culture and the cultures of others. 6. Employs time management skills through being punctual, prioritizing, organizing, and meeting deadlines. 7. Understands and respects organizational structure and hierarchy. 8. Demonstrates professional etiquette. 9. Understands the advantage of bilingualism in the South Florida market. 	<ol style="list-style-type: none"> A. The student can demonstrate a commitment to the creative process by maintaining a written journal. B. The student can begin to develop a personal portfolio. C. The student can demonstrate responsibility, ethical behavior and time management skills. D. The student can apply the principles of collaboration by working on projects and productions in a shared, decision-making environment.
<p>VI Live Event Production</p>	<ol style="list-style-type: none"> 1. Recognizes that live event production originates from a broad variety of sources. 2. Demonstrates the ability to differentiate the production requirements necessary for live event venues. 3. Explains the marketing process as it applies to the various types of live event productions. 4. Understands the relationship between the support services and live event production. 	<ol style="list-style-type: none"> A. Student can identify and describe the various types of live event production (outdoor concerts, indoor concerts, social galas, hospitality tents, convention services, etc.) B. Student can discuss production elements and differences for different venues – crowd flow, acoustics, lighting requirements, props/décor, permitting, insurance, etc. C. Students can demonstrate a knowledge and understanding of the vocabulary specific to the live event production industry. D. Understand the scope and role of support services to the live event production industry.

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<p>VII Photography and Print Media</p>	<ol style="list-style-type: none"> 1. Understands the fundamental knowledge of the varied aspects of the still photography production industry. 2. Recognizes and gives examples of the creative and artistic differences in the various types of photo shoots. 3. Assesses the impact of technological advances on the creative processes in the still photography industry. 4. Identifies the businesses that are impacted by the still photography production industry. 5. Demonstrates an understanding of still photography project development. 6. Recognizes the financial impact of technological advances on the still photography industry. 7. Utilizes still photography terminology in discussion and writing. 	<ol style="list-style-type: none"> A. Student can be able to understand the elements of creating a still photo shoot. B. Student can be able to understand the creative and technical differences of a fashion catalogue shoot and a commercial/ "lifestyle" shoot. C. Student can understand the production differences between a location shoot and studio shoot. D. Student can understand artistic and marketing differences in black and white and color shoots. E. Student can demonstrate knowledge and understanding of the elements of production in a still photo shoot. F. Student can understand the scope and role of support services to the print production industry.
<p>VIII Film and Commercial Production</p>	<ol style="list-style-type: none"> 1. Observes a film production in progress and/or a professional at work. 2. Observes a variety of films and analyzes the influence of different artistic and technical elements involved in moviemaking. 3. Compares and contrasts film and television careers. 4. Compares the aesthetics and look of film and video. 5. Identifies computer skills and other new media necessary for film production. 6. Demonstrates an understanding of the elements involved in the pre-production, production and post-production processes. 	<ol style="list-style-type: none"> A. The student can develop an idea through the writing process. B. The student can identify the basic steps necessary to take a film/commercial from idea to delivery. C. The student can demonstrate knowledge of the steps necessary to complete a film/commercial. D. The student can create a storyboard for a commercial.

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<p>IX Television Broadcast Production</p>	<ol style="list-style-type: none"> 7. Describes basic set protocol on a film/commercial production. 8. Utilizes film terminology in discussion and writing. 9. Understands the fundamental processes that are similar and different in commercial and film production. 10. Recognizes the impact of new technology on the creative process for both films and television commercials. 1. Surveys a variety of television programs including news, talk shows, dramatic series, sitcoms, soap operas, documentaries, game shows, and reality shows. 2. Discusses his/her viewing experiences. 3. Identifies target audience based on program and commercial content. 4. Identifies various camera angles and shots from examples on tape. 5. Demonstrates and understands the rule-of-thirds. 6. Demonstrates appropriate framing through the use of storyboards. 7. Describes the sequence of the production process. 8. Understands and applies elements of mood and setting. 9. Describes the function of basic controls on a consumer camcorder, industrial camcorder, and studio camera. 10. Utilizes and defines television broadcast production terminology. 11. Utilizes trade abbreviations and acronyms. 12. Lists the job function for members of the television production team. 	<ol style="list-style-type: none"> E. The student can participate as a team member on a film/commercial production. F. The student can examine jobs/skills that can be used in other entertainment fields. G. The student can explain the effect of new technology on film/commercial production. A. The student can exhibit knowledge of the factors influencing television industry decision-makers through class discussion and evaluation. B. The student can analyze television technique in oral and written form. C. The student can demonstrate the steps necessary to set-up and operate a camcorder with attention to good audio and video quality. D. The student can identify lighting problems specific to television production. E. The student can understand the key areas moving from the design stage to the completed video.

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<p>X Visual Technology</p>	<ol style="list-style-type: none"> 13. Identifies the common videotape formats. 14. Understands how to properly prepares a consumer camcorder for recording. 15. Understands how to connect an external microphone to a consumer camcorder. 16. Understands the importance of lighting to television production. 1. Explains the purpose of visual technology as it relates to the film and entertainment industries. 2. Understands that visual technology requires an artistic ability that uses the elements of art and principles of design to create original works. 3. Manipulates and applies technology to formulate imagery for computer graphics and/or animation. 4. Examines the sequential process of production in graphic design and animation. 5. Understands the team process and the management of project from concept sketch to final product. 6. Understands the purpose of the storyboard in visual technology. 7. Recognizes the various computer applications used in production. 8. Lists and defines the major careers related to graphic design and animation. 9. Describes how the graphic designer and animator are utilized in the various entertainment industries. 10. Lists skills, attitudes and training required for careers in graphic design and animation. 	<ol style="list-style-type: none"> A. The student will create an original graphic design for the film and entertainment industry: business cards, stationery, logos, package designs or other visual representations of a corporate visual identity package. B. The student will act as a team member and create a 2-D animation. C. The student will connect the graphic designer's role to other areas of film and entertainment industries. D. The student will explain the effect of new technology on graphic design and animation careers.

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<p>XI Set Design, Properties, and Construction</p>	<ol style="list-style-type: none"> 1. Describes the process of scenic construction. 2. Constructs scenery and properties. 3. Reads scale drawings for transfer to set model building and full-size scenery. 4. Identifies the basic hand and power tools utilized in scenery and property construction. 5. Uses and defines scenery and property construction vocabulary. 6. Understands how to research style and design. 7. Drafts ground plans to scale. 8. Uses properties to suggest season, time, and period, as well as illustrate cultural, historical, and economic differences. 9. Lists various ways of acquiring properties. 	<ol style="list-style-type: none"> A. The Student can demonstrate a basic knowledge of construction techniques and materials as it applies to specific film and entertainment venues. (museums, galleries, music, dance, film, television, theatre, multimedia, special events, print production, etc.) B. The student can compare and contrast, verbally and in writing, the basic use of design and construction in each of the film and entertainment venues. (museums, galleries, music, dance, film, television, theatre, multimedia, special events, print production, etc.) C. The student can design and build a model of a set for an event in one of the film and entertainment fields. (museums, galleries, music, dance, film, television, theatre, multimedia, special events, print production, etc.) D. The student can demonstrate an understanding of the historical, cultural, and social influences relevant to set and property design. E. The student can convert a set designed for one of the film and entertainment mediums to a different film and entertainment medium.

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XII Lighting	<ol style="list-style-type: none"> 1. Identifies the major lighting instruments. 2. Demonstrates the ability to hang, focus, and gel lighting instruments. 3. Identifies and understands the use of simple special effects in lighting, such as gobos. 4. Demonstrates the knowledge and use of color mediums. 5. Recognizes the parts of a lighting instrument. 6. Understands how to circuit the lights into a dimmer board and operate a lighting control board. 7. Uses and defines lighting vocabulary. 8. Develops a cue sheet. 9. Explains the responsibilities and duties of the lighting design staff and crew. 	<ol style="list-style-type: none"> A. The student can identify the principles of lighting for a variety of film and entertainment fields. (museums, galleries, music, dance, film, television, theatre, multimedia, special events, print production, etc.) B. The student can identify and describe the components and application of lighting systems for a variety of film and entertainment venues. (museums, galleries, music, dance, film, television, theatre, multimedia, special events, print production, etc.) C. The student can compare and contrast, verbally and in writing, the basic use of lighting in each of the film and entertainment fields. (museums, galleries, music, dance, film, television, theatre, multimedia, special events, print production, etc.) D. The student can design a light plan for an event in one of the film and entertainment fields. (museums, galleries, music, dance, film, television, theatre, multimedia, special events, print production, etc.) E. The student can demonstrate an understanding of the historical, cultural, and social influences relevant to lighting design. F. The student can convert a lighting concept design for one of the film and entertainment mediums to a different film and entertainment medium.

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<p>XIII Costumes and Make-up</p>	<ol style="list-style-type: none"> 1. Uses costumes to suggest season, time, and period, as well as illustrate cultural, historical, and economic differences. 2. Designs appropriate costumes to convey the physical and psychological qualities of a character. 3. Selects the appropriate costumes and accessories for specific characterizations. 4. Identifies the functions of costume designs. 5. Understands how to research style and design. 6. Demonstrates knowledge of source material for costume design. 7. Discusses the significance of silhouette in costume design. 8. Uses and defines costume and make-up vocabulary. 9. Explains the responsibilities and duties of the costume and make-up design crews. 10. Creates a costume and make-up plot. 11. Identifies the basic make-up products. 12. Demonstrates preparation, application, and removal techniques for make-up. 	<ol style="list-style-type: none"> A. The student can identify resource materials used to research period styles and designs for costumes and make-up in various film and entertainment venues. (music, dance, film, television, theatre, multimedia, special events, print production, etc.) B. The student can design appropriate costumes and make-up for a specific film and entertainment venue. (music, dance, film, television, theatre, multimedia, special events, print production, etc.) C. The student can demonstrate an understanding of the historical, cultural, and social influences relevant to costume and make-up design. D. The student can convert a costume and make-up design for one of the film and entertainment mediums to a different film and entertainment medium.

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<p>XIV Sound Production and Reinforcement</p>	<ol style="list-style-type: none"> 1. Describes the different types of microphones and their function in sound production and reinforcement. 2. Identifies the different types of equipment used in sound production and reinforcement. 3. Explains the difference between analog and digital recording. 4. Uses and defines basic sound production and reinforcement terminology. 5. Explains the role of the recording studio in sound design and the function it plays in pre-production. 6. Demonstrates an understanding of creating a sound design. 7. Demonstrates an understanding of the processes of editing, mixing, and re-recording and their role in postproduction. 8. Categorizes careers into pre-production, production, and postproduction. 9. Observes a working recording studio. 10. Discusses how skills learned in sound production relate to other areas of film and entertainment. 11. Identifies how new technology has impacted sound production and sound reinforcement. 12. Identifies major sound equipment. 13. Explains the basic operation of an audio control board. 14. Demonstrates the ability to connect audio sources and microphones. 15. Identifies simple sound effects sources. 16. Develops a cue sheet. 	<ol style="list-style-type: none"> A. The student can demonstrate knowledge of the components of sound production and sound reinforcement. B. The student can demonstrate an understanding of basic recording equipment and how it operates. C. The student can produce a group mini-project using basic recording equipment. D. The student can explain the effects of new technology on sound production and sound reinforcement. E. The student can compare and contrast aspects of sound production and sound reinforcement and the various ways they crossover to other areas of film and entertainment.