

# Career & Technical Education | Arts & Communication

## Introduction to Performing Arts

### Subject Code: 340210

### Outcome & Competency Descriptions

#### Course Description:

In this course, students examine how music, dance, and theatre disciplines connect to create a production. They learn about the physical and emotional demands of a career in show business. They learn the roles and functions of the many different departments within a production, including costuming, makeup, acting, and tech.

#### Strand 1. Business Operations / 21st Century Skills

Learners apply principles of economics, business management, marketing, and employability in an entrepreneur, manager, and employee role to the leadership, planning, developing, and analyzing of business enterprises related to the career field.

#### Outcome: 1.1. Employability Skills

Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

#### Competencies

- 1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
- 1.1.4. Describe the role and function of professional organizations, industry associations, and organized labor and use networking techniques to develop and maintain professional relationships.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, resumé writing, interviewing skills, portfolio development).
- 1.1.6. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.1.8. Identify the correlation between emotions, behavior, and appearance and manage those to establish and maintain professionalism.
- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.

- 1.1.12 Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits, and abusive behavior.

**Outcome: 1.2. Leadership and Communications**

Process, maintain, evaluate, and disseminate information in a business.  
Develop leadership and team building to promote collaboration.

**Competencies**

- 1.2.2. Deliver formal and informal presentations.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses, and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications (e.g., common content for large audience, control of tone, speed, cost, lack of non-verbal cues, potential for forwarding information, longevity).
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration, and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications, and resumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.

**Outcome: 1.6. Business Literacy**

Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations.

**Competencies**

- 1.6.5. Describe organizational structure, chain of command, the roles and responsibilities of the organizational departments, and interdepartmental interactions.

**Outcome: 1.7. Entrepreneurship/Entrepreneurs**

Analyze the environment in which a business operates, and the economic factors and opportunities associated with self-employment.

**Competencies**

- 1.7.13. Protect intellectual property and knowledge (e.g., copyright, patent, trademark, trade secrets, processes).

**Outcome: 1.10. Sales and Marketing**

Manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service.

**Competencies**

- 1.10.2. Determine the customer's needs and identify solutions.

- 1.10.5. Monitor customer expectations and determine product/services satisfaction by using measurement tools.

**Outcome: 1.12. Cyber Hygiene**

Apply digital information security principles to keep information secure.

**Competencies**

- 1.12.1. Identify the purpose and practices of Cyber Hygiene.
- 1.12.2. Differentiate between appropriate and inappropriate information.
- 1.12.3. Interpret security policies through job specific training and training updates.
- 1.12.4. Apply secure password behavior.
- 1.12.5. Apply physical and virtual situational awareness (e.g., clean desk policies, shoulder surfing, social engineering, tailgating).

## **Strand 2.**

### **Design**

Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.

#### **Outcome: 2.1.**

#### **Arts Elements and Design Principles**

Analyze works of art for the art elements and the design principles needed to create professional products.

#### **Competencies**

- 2.1.2. Identify specific characteristics (i.e., positive and negative, organic, geometric, quality, weight, direction, variety, unity, balance, symmetry) of art elements that communicate and express ideas.
- 2.1.3. Determine how and when to apply the principles of design, including: unity, variety, balance, movement, emphasis, visual hierarchy, and proportion/scale to communicate ideas.
- 2.1.4. Identify, compare, and contrast unity and variety within a design (e.g., formal/symmetrical, informal/asymmetrical, and radial balance).
- 2.1.5. Observe movement shown through repetition, pattern, and rhythm.
- 2.1.6. Interpret emphasis through contrast, isolation, size, and placement.
- 2.1.7. Identify visual hierarchy used to establish dominance.
- 2.1.8. Recognize the use of proportion/scale.

### **Strand 3. Written Content Creation**

Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism, or marketing purposes.

#### **Outcome 3.1. Career-Based Writing**

Develop basic skills and knowledge related to fact-, entertainment-, and marketing-based copy.

##### **Competencies**

- 3.1.2. Compare and contrast fiction and nonfiction.
- 3.1.6. Adapt writing for the literacy level of the audience, including the use of readability software.

#### **Outcome 3.2. Entertainment-based Writing**

Produce copy for products designed for amusement and enjoyment.

##### **Competencies**

- 3.2.1. Compare and contrast entertainment-based models of content created for print, electronic, audio, video, digital, live performance, speech, and audio-visual genres.
- 3.2.2. Compare and contrast writing to be read and writing to be performed.
- 3.2.3. Brainstorm the theme and plot through outlining or storyboarding.
- 3.2.4. Create copy in verse format using imagery and symbolism to express sensory details and enhance meaning.
- 3.2.5. Create copy with appropriate tone, content, emotion, and psychology for the speaker or performer.
- 3.2.6. Annotate copy with phonetic spelling for the speaker or performer.
- 3.2.7. Create text for fiction and non-fiction artistic genres.
- 3.2.8. Create fiction and non-fiction scripts for various media.
- 3.2.9. Develop provocative and persuasive audio essays.
- 3.2.10. Determine how the script dictates various elements including setting, music, and blocking.
- 3.2.11. Identify different features of scripts (e.g., setting, dialogue, plot, characters).

## **Strand 7.**

### **Performance**

Learners apply knowledge and skills for performance, including roles, processes, procedures, and production design.

#### **Outcome: 7.1.**

##### **Interrelationships**

Examine and explore how music, dance, and theatre disciplines connect to create a production.

##### **Competencies**

- 7.1.1. Identify the similarities and differences in preparation and audition among the performing arts disciplines.
- 7.1.2. Evaluate the importance of the audience and its relationship to the performance.
- 7.1.3. Explain the differences between practice, rehearsal, tech week, and performance.
- 7.1.4. Explain the level of skill and training to reach a professional production level of a performance.
- 7.1.6. Determine the relationship among production elements including costume, scenic, lighting, video, sound, and property design.
- 7.1.7. Describe the role of the stage manager.

#### **Outcome: 7.3.**

##### **Basic Movement**

Execute basic movement concepts in performance.

##### **Competencies**

- 7.3.1. Use exercises that build strength, stamina, flexibility, agility, and coordination in locomotor and non-locomotor movements.

#### **Outcome: 7.6.**

##### **Music Elements**

Distinguish the elements of music through listening.

##### **Competencies**

- 7.6.7. Identify the instrumentation and form of a work.
- 7.6.8. Identify different instrumental and vocal timbres.

#### **Outcome: 7.7.**

##### **Musical Symbols**

Interpret musical symbols.

##### **Competencies**

- 7.7.1. Identify music notational symbols from a vocal or instrumental score.

7.7.3. Identify major, minor, and modal tonalities.

**Outcome: 7.11. Production Management**

Assign roles, functions, and procedures based on a script or production plan.

**Competencies**

- 7.11.1. Identify the stages in the production process.
- 7.11.2. Describe the function and responsibilities of individuals involved in creating, planning, scheduling, and producing a production.

**Outcome: 7.14. Performance Demands**

Meet the physical, vocal, and psychological demands of performance.

**Competencies**

- 7.14.1. Apply the warm-up process and other techniques that prevent strain on various parts of the body and voice.
- 7.14.2. Recognize the levels of physical and mental stress as potential risk factors to the body's various movements.
- 7.14.3. Develop techniques to enhance a performance based on the knowledge of anatomy and physiology.
- 7.14.4. Develop a nutrition plan and lifestyle choices that support optimal performance and reduce stress and injury.
- 7.14.5. Anticipate the physical requirements of a performance.
- 7.14.6. Overcome psychological stresses to minimize their impacts on a performance.
- 7.14.7. Demonstrate strategies to manage and relieve anxieties.

**Outcome: 7.15. Rehearsal and Audition**

Establish skills and habits necessary for auditions, individual practice, and rehearsals.

**Competencies**

- 7.15.1. Plan for different types of auditions and adapt to in-person, audio, and video format requirements.
- 7.15.2. Select the audition material that meets the expectations of the company or individual holding the audition.
- 7.15.3. Prepare physically and mentally for rehearsal and audition demands.
- 7.15.4. Critique the strengths and weaknesses of a performance during rehearsal.
- 7.15.5. Prepare for an audition by identifying required elements including pre-screens, reels, portfolios, resumes, headshots, and websites.