**Transcript Review Worksheet**

 **5440-37 Theatre Arts**

The holder is authorized to teach theatre arts in grades PK-8, 5-12, and PK-12, as specified on the endorsement.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content** **Topic** | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. Knowledge Standards: Knowledge of instruction, curriculum, and assessment in theatre arts as reflected in the National Core Arts Standards approved by the State Board of Education for students. Specifically, the educator understands:  |
| 1.1. The goals and purposes of theatre arts education, including: 1.1.1. Theatre arts as a fundamental and collaborative expression of human communication and emotion and the various ways theatre arts impacts society  |  |  |
| 1.1.2. How theatre arts can foster artistic literacy through lifelong communication skills, creative personal realization, cultural and historical connections, while enhancing well-being, and community engagement  |  |  |
| 1.1.3. Inspiring students to appreciate and value the theatre arts and become life-long supporters and/or participants in the arts.  |  |  |
| 1.1.4. Developing students’ ability to investigate and respond diverse perspectives and approaches in storytelling and theatrical work  |  |  |
| 1.1.5. Developing students’ ability to relate artistic ideas, traditions, and work with societal, cultural, and historical context to deepen understanding  |  |  |
| 1.2. Dramatic Literature: How to respond to, analyze, and critique key works of the evolving canon of dramatic literature from different historical periods and cultures and perspectives including feminist, theatre from various ethnic groups, gay, lesbian, bisexual, transgender, political, religious, and indigenous theatre |  |  |
| 1.3. Theatre History: The social and cultural context of dramatic works and the reciprocal impact they have on the evolution of the theatre arts and society  |  |  |
| 1.4. Creative Process: How to foster the creative process using a variety of techniques and the essential acts of imagining, interpreting, researching, collaborating, analyzing, expressive risk taking, and creative choice making, intrinsic to each sub-discipline below:  |  |  |
| 1.4.1. Acting: Theories of acting, including acting styles and techniques, character creation, and improvisation; the fundamentals of speech, such as articulation and production; the audition, rehearsal, and performance processes;  |  |  |
| 1.4.2. Directing: Theories of directing; making directorial and/or performance choices for a variety of styles and media; staging and blocking; writing, devising, analyzing and evaluating dramatic texts for artistic merit based on the six aspects of drama; and theatrical production and management that complies with legal and ethical standards and safety codes and regulations.  |  |  |
| 2. Performance Standards: Ability to implement a theatre arts curriculum that engages students in theatre arts and other dramatic forms as an artistic, educational, social, and cultural experience. Specifically, the educator: |
| 2.1. Demonstrates the ability to teach, demonstrate, and/or practice the following: 2.1.1. Dramatic literature; as well as the fundamentals of speech and movement for a variety of media;  |  |  |
| 2.1.2. Skills associated with styles and techniques of acting, directing, and technical theatre, with in-depth mastery in at least one area;  |  |  |
| 2.1.3. A comprehensive theatre arts curriculum within the school context including planning, direction and production in compliance with legal and ethical standards and safety codes and regulations;  |  |  |
| 2.1.4. Effective processes of theatre critique and reflection;  |  |  |
| 2.1.5. Advocates for the importance of theatre arts education.  |  |  |
| 2.1.6. Linking 21st century transferable skills acquired through theatre arts practice such as clear and effective communication, creative and practical problem solving, and informed and integrative thinking, etc. to inspire college and career readiness in theatre arts professions.  |  |  |
| 2.2. Motivates students and develop their appreciation of the theatre arts and media.  |  |  |
| 2.3. Develops students' unique artistic expression through script writing, acting, designing, directing, devising and production of a variety of dramatic forms.  |  |  |
| 2.4. Directs students in the safe and proper use of current technologies and multimedia to amplify and augment performances and productions.  |  |  |
| 2.5. Collaborates across the curriculum with classroom and other arts educators using a variety of techniques for theatre arts integration to both draw out creativity and achieve interdisciplinary learning goals in a variety of settings and content areas.  |  |  |
| 2.6. Differentiates and personalizes the curriculum, instruction, assessment, and experiences to meet the developmental level, needs, interests and abilities of students  |  |  |
| 3. A minimum of a practicum, or the equivalent, in theatre education.  |