**Single Subject Content Area Pedagogies Course Matrix**

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:  Theatre** | **(Course Title and Number 1)** |  |  |  |  |  |  |  |
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| 1. Beginning Single Subject Theatre teachers demonstrate the ability to teach the state-adopted student standards for theatre and applicable English Language Development Standards, and are literate in the artistic discipline of drama and theatre, including helping students understand the history, purposes, and roles of theatre in society. |  |  |  |  |  |  |  |  |
| 1. They understand and are able to teach both broad and in-depth conceptual knowledge of the processes and roles involved in drama and theatre production, including understanding how to envision/conceptualize and generate works of drama and theatre and how to organize, develop, refine, rehearse, and complete theatrical works. |  |  |  |  |  |  |  |  |
| 1. They enable students to understand the techniques, skills, and tools used in the creative process, as well as technical theatre skills and the collaborative nature of theatrical work. |  |  |  |  |  |  |  |  |
| 1. Beginning Single Subject Theatre teachers apply broad and in-depth conceptual knowledge of theatrical performance to select, analyze, interpret, develop, and refine artistic work for student presentation and are able to convey meaning through the presentation of artistic work. |  |  |  |  |  |  |  |  |
| 1. They are able to explain to students the components of dramatic structure and technical theatre elements, the ways in which actors use a variety of exercises and techniques to create and refine character and create meaning, and the factors involved in presenting drama/theatre works to specific audiences, including both physical and visual aspects and impacts of performance. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers are able to implement student casting and other selection processes relating to drama and theatre design, development, and performance in an equitable manner and provide equitable opportunities for student involvement in artistic processes. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers are able to help all students develop their own artistic ideas relating to creating and implementing theatre movements within performances. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand and implement appropriate ways of working with all students to guide them and assist them in performing body movements relating to acting, especially when such assistance requires demonstrating, guiding, or helping students understand how to correctly position the body relative to artistic performance and movements. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers assist students with understanding appropriate actions and boundaries between students when students are participating in theatre activities that require interpersonal physical contact. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers make appropriate accommodations for students with special needs and with disabilities to ensure equitable participation in theatre instruction, activities, and performance. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers are able to identify and apply criteria for the selection of drama, theatre or other performance works appropriate for the context, the students, and the community, and to adapt such materials as legally permissible and as appropriate for use in a school setting. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand and teach students about copyright and intellectual property rights as these pertain to the selection and use of drama and theatre-related materials and works for both instructional and performance purposes. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand and implement appropriate organization of available classroom or other performance space for theatre instruction, and they assist students with understanding how to behave appropriately and safely in an open classroom space or other performance space organized for theatre instruction purposes. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers are able to organize and supervise a variety of different theatre-related processes being practiced and/or carried out by students during an instructional period. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand and teacher students how to perceive and analyze artistic work, identify the aesthetics and effects of technical theatre elements, and interpret intent and meaning in individual works of drama/theatre. |  |  |  |  |  |  |  |  |
| 1. They recognize and can explain to students the importance of reflection in understanding the impact of drama processes and theatre experiences, the role of emotions in connecting with and responding to drama/theatre works, how interpretations of drama/theatre work are influenced by and connected to personal experiences, cultural contexts, and aesthetics; and how criteria are applied to evaluate drama and theatre work. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers demonstrate both broad and in-depth conceptual knowledge of the societal, cultural, and historical contexts of drama/theatre. |  |  |  |  |  |  |  |  |
| 1. They understand and teach students western and non-western theatre traditions, the history and diversity of theatre, and the roles, forms, and uses of theatre in societies past and present |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand and teach students how empathy and the interrelationships between self and others influence and inform drama/theatre works. |  |  |  |  |  |  |  |  |
| 1. They enable students to understand both broad and in-depth conceptual knowledge of ways in which theatre is connected to other art forms. |  |  |  |  |  |  |  |  |
| 1. They demonstrate knowledge of and teach students about the important role that research plays in theatre. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers help students understand the value of arts, and of participating in arts activities as actors, audience members, and arts advocates. |  |  |  |  |  |  |  |  |
| 1. They help students understand the types of potential careers available in theatre, theatre arts, and theatre production. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand how analysis of and participation in a variety of forms of theatre contributes to the development of theatre literacy and ways that literacy in theatre can be integrated with learning and literacy in other arts and academic subjects. |  |  |  |  |  |  |  |  |