

Arts Education Program Assessment Worksheet

For use by
ABC Sites in South Carolina
Based on Exemplars from
Opportunity-to-Learn Standards for Arts Education
Developed by the Consortium of National Arts Education Associations

Arts Area: THEATRE

Grade Levels: KINDERGARTEN

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	Theatre is integrated into the curriculum everyday.				
2	A locally developed curriculum is updated annually and revised periodically. The document includes:				
	a. agreed-upon philosophy and goals of learning to be expected at each level,				
	b. a sequential listing of learning experiences derived from the eight domains of theatre inquiry and expression,				
	c. detailed lists of materials, equipment, educational media, and local resources, and recommendations for their use				
	d. recommendations for time, space, and personnel necessary to carry out the planned learning experiences,				
	e. statements of health and safety precautions and regulations established by district policy, local law, and federal regulations as specific to the needs of this discipline.				
3	All theatre teachers and appropriate school personnel share in curriculum planning, evaluation, and revision.				
4	Theatre curriculum documents are appropriately distributed to teachers, administrators, guidance counselors, and media center personnel.				
5	Student learning experiences includes storytelling, pantomime, improvisation, and puppetry.				
6	At least 10% of the school day is devoted to experiences in theatre.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Theatre instruction in every prekindergarten and kindergarten is provided by instructors who have received formal training in early-childhood theatre.				
	b. A theatre specialist qualified in early-childhood education is available as a consultant.				
2	Theatre specialists meet the standards found in the American Alliance for Theatre and Education and Speech Communication Association document, <i>Teacher Preparation and Certification Standards</i> .				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. In addition to standard furniture, the classroom contains props and toys that encourage improvisation;				
	b. CDs, records, tapes, CD player, TV, and VCR; musical and sound-effect instruments;				
	c. fabric and costume pieces; and literature collections. The equipment is simple, sturdy, and safe.				
2	An annual budget provides for the expenses of the theatre curriculum and the purchase of books, plays, audio- and videotapes, electronic materials, and other special supplies, materials, and equipment needed for the teaching of theatre.				
3	a. All equipment is maintained in good repair and meets safety codes.				
	b. An annual budget provides for the repair, maintenance, and replacement of equipment.				

Facilities

	Exemplar	Lacking	Meets	Exceeds	Comments
1	The theatre space is an open area in the classroom or a space separate from the classroom where the materials just listed can be used to create a safe, rich, and flexible play environment.				

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Arts Area: THEATRE
Grade Levels: ELEMENTARY

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	A locally developed curriculum is updated annually and revised periodically. The document includes:				
	a. agreed-upon philosophy and goals of learning to be expected at each level,				
	b. a sequential listing of learning experiences derived from the eight domains of theatre inquiry and expression,				
	c. detailed lists of materials, equipment, educational media, and local resources, and recommendations for their use				
	d. recommendations for time, space, and personnel necessary to carry out the planned learning experiences,				
	e. statements of health and safety precautions and regulations established by district policy, local law, and federal regulations as specific to the needs of this discipline.				
2	All theatre teachers and appropriate school personnel share in curriculum planning, evaluation, and revision.				
3	Theatre curriculum documents are appropriately distributed to teachers, administrators, guidance counselors, and media center personnel.				
4	Theatre is taught as a course of study as well as used as an instructional tool for other curricular areas.				
5	The theatre curriculum is a balanced program of				
	a. script writing; acting; designing; directing;				
	b. researching; comparing dramatic forms, genres and styles;.				

	Exemplars	Lacking	Meets	Exceeds	Comments
	c. analyzing and constructing meaning; and understanding context				
6	The theatre curriculum is described and outlined in a series of sequential and articulated curriculum guides for each grade level.				
7	Every student receives theatre instruction each week for at least 90 minutes, excluding theatre integrated into other subject areas throughout the school day.				
8	Regularly scheduled instruction provides for motivation, instruction, planning, dramatization, evaluation, and clean-up.				
9	All students have multiple opportunities to attend performances by community and touring theatre companies.				
10	Performances from each group may be occasionally presented to peers and the community, but the emphasis is on the process of theatre and on participating as an audience to the theatre of others.				
11	Guest artists enhance and strengthen the school theatre curriculum.				
12	Theatre instruction is provided for special education students.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Theatre is taught by specialists who use a variety of techniques to teach acting, design, play writing, directing, research, comparison of art forms, and the construction of meaning within specific contexts.				
	b. Specialists' efforts are complemented by classroom teachers who have the unique opportunity to make theatre a part of the daily life of the students and to integrate it into the total curriculum.				
2	Theatre specialists meet the standards found in the American Alliance for Theatre and Education and the Speech Communication Association document, <i>Teacher Preparation and Certification Standards</i> .				
3	a. One theatre specialist in every district or school is designated as coordinator or administrator to provide leadership for the				

	Exemplars	Lacking	Meets	Exceeds	Comments
	theatre program				
	b. This person is employed on a full-time basis for administration when the staff includes 25 or more theatre educators.				
	c. The amount of administrative time is adjusted proportionately when the staff is smaller.				
4	In order for every student to have reasonable access to the specialist's attention, the teacher-pupil ratio is no greater than 1:400.				
5	a. Every theatre educator has a block of at least 30 minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.				
	b. Sufficient time for travel is calculated in the teaching loads of specialists required to move from one building to another.				
6	Every school district or school provides a regular program of in -service theatre education and at least two paid days per year for professional development activities.				
7	a. Special-education classes in theatre are no larger than other special-education classes.				
	b. Teacher aides are provided for special -education classes in theatre if they are provided for other special-education classes.				
	c. If a student with a disability has an aide to assist in other classes, the aide also assists the student in theatre activities.				
8	Every theatre educator working with these students has received training in special education and has for purposes of consultation, convenient access to trained professionals in special education or drama therapy.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	The classroom or performance area contains				

	Exemplars	Lacking	Meets	Exceeds	Comments
	a. rostrum blocks; some modular scenic units; rehearsal props; mood lighting instruments (e.g., colored floodlights) that can be dimmed;				
	b. a record, tape, or CD player; computers with CD-ROM drives and access to the Internet; musical and sound effect instruments; overhead, slide, and filmstrip projectors; videotape camera, recorder, and monitor;				
	c. fabric and costume pieces; literature collections for improvisations and standard classroom research reference books; play scripts; records, tape recordings, videotapes, and films.				
	d. The equipment is simple, sturdy, and safe enough for the youngest child to operate.				
2	a. An annual budget is provided for the expenses of curricular, co-curricular, and extracurricular theatre activities.				
	b. An annual budget is provided for the purchase of books, plays, audio- and videotapes, electronic materials, and other special supplies, materials, and equipment needed for the teaching of theatre.				
3	All equipment is maintained in good repair and meets safety codes. An annual budget provides for the repair, maintenance, and replacement of equipment.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	For instructional purposes, a classroom (preferably carpeted) has:				
	a. adequate performance space to accommodate theatre activities and learning.				
	b. It contains movable student desks; a teacher desk; worktables; chairs; chalkboards; bulletin boards; projection screen; outlets for intercom and monitor; lockable storage for books, audiovisuals, and props, and costume pieces; audiovisual hookup; and computer Internet hookup systems.				
	c. This classroom is located near other arts rooms and in a part of the school when there may be improvisation at rehearsal volume.				
2	a. The theatre space can range from something				

	Exemplars	Lacking	Meets	Exceeds	Comments
	as simple as a room without school desks and tables, to a space with portable stage platforming and a set of chairs.				
	b. The ideal facility is the same as that of middle and junior high schools.				
	c. A cafeteria or multipurpose room may suffice as a theatre space when it has been equipped with dimming lights and has acoustic modifications.				

Arts Template\Theatre Elm.wpd

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Arts Area: THEATRE

Grade Levels: MIDDLE/JUNIOR HS

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	A locally developed curriculum is updated annually and revised periodically. The document includes:				
	a. agreed-upon philosophy and goals of learning to be expected at each level,				
	b. a sequential listing of learning experiences derived from the eight domains of theatre inquiry and expression,				
	c. detailed lists of materials, equipment, educational media, and local resources, and recommendations for their use				
	d. recommendations for time, space, and personnel necessary to carry out the planned learning experiences,				
	e. statements of health and safety precautions and regulations established by district policy, local law, and federal regulations as specific to the needs of this discipline.				
2	All theatre teachers and appropriate school personnel share in curriculum planning, evaluation, and revision.				
3	Theatre curriculum documents are appropriately distributed to teachers, administrators, guidance counselors, and media center personnel.				
4	Theatre is taught as a course of study as well as used as an instructional tool for other curricular areas.				
5	The theatre curriculum is a balanced program of				
	a. script writing; acting; designing; directing;				
	b. researching; comparing dramatic forms, genres and styles;.				

	Exemplars	Lacking	Meets	Exceeds	Comments
	c. analyzing and constructing meaning; and understanding context				
6	The theatre curriculum is described and outlined in a series of sequential and articulated curriculum guides for each grade level.				
7	Each theatre course meets daily for at least 45 minutes. Class size does not exceed the average class size for the school.				
8	Regularly scheduled instruction provides for motivation, instruction, planning, dramatization, evaluation, and cleanup.				
9	Performances from classes may be presented to peers and the community occasionally , but the emphasis is on the process of theatre and on participating as an audience to the theatre of others.				
10	All students have multiple opportunities to attend performances by community and touring theatre companies.				
11	Guest artists enhance and strengthen the school theatre curriculum.				
12	Theatre instruction is provided for special education students.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Theatre is taught by specialists who possess the skills and knowledge to teach acting; design; play writing; directing; research; comparison of art forms, styles, and genres; the construction of meaning; and understanding context.				
	b. Specialists' efforts are complemented by classroom teachers who have the unique opportunity to make theatre a part of the daily life of the students and to integrate it into the total curriculum.				
2	Theatre specialists meet the standards found in the American Alliance for Theatre and Education and the Speech Communication Association document, <i>Teacher Preparation and Certification Standards</i> .				
3	a. One theatre specialist in every district or school is designated as coordinator or administrator to provide leadership for the				

	Exemplars	Lacking	Meets	Exceeds	Comments
	theatre program				
	b. This person is employed on a full-time basis for administration when the staff includes 25 or more theatre educators.				
	c. The amount of administrative time is adjusted proportionately when the staff is smaller.				
4	The teacher-pupil ratio in a theatre class is no greater than 1:25.				
5	a. Every theatre educator has a block of at least 30 minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.				
	b. Sufficient time for travel is calculated in the teaching loads of specialists required to move from one building to another.				
6	Every school district or school provides a regular program of in -service theatre education and at least two paid days per year for professional development activities.				
7	a. Special-education classes in theatre are no larger than other special-education classes.				
	b. Teacher aides are provided for special -education classes in theatre if they are provided for other special-education classes.				
	c. If a student with a disability has an aide to assist in other classes, the aide also assists the student in theatre activities.				
8	Every theatre educator working with special-education students has received training in special education and has for purposes of consultation, convenient access to trained professionals in special education or drama therapy.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The classroom or performance area contains flexible platforms; some modular scenic units; rehearsal props; mood lighting instruments (e.g., colored floodlights) that can be dimmed;				
	b. a record, tape, or CD player; two computers				

	Exemplars	Lacking	Meets	Exceeds	Comments
	with CD-ROM drives and access to the Internet; musical and sound-effect instruments;				
	c. overhead, slide, and filmstrip projectors; videotape camera, recorder, and monitor;				
	d. fabric and costume pieces; literature collections for improvisations; play scripts; records; tape recordings; videotapes; and films.				
2	a. An annual budget is provided for the expenses of curricular, co-curricular, and extracurricular theatre activities.				
	b. An annual budget is provided for the purchase of books, plays, audio- and videotapes, electronic materials, and other special supplies, materials, and equipment needed for the teaching of theatre.				
3	a. All equipment is maintained in good repair and meets safety codes.				
	b. An annual budget provides for the repair, maintenance, and replacement of equipment.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. For instructional purposes a classroom (preferably carpeted) has adequate performance space to accommodate theatre activities, rehearsals and learning.				
	b. It contains movable student desks; a teacher's desk; worktables; chairs; chalkboards; bulletin boards; projection screens; outlets for intercom and monitor; lockable storage for books, audiovisuals, props, and costume pieces; and audiovisual and computer Internet hookup systems.				
	c. This classroom is located near other arts rooms and in a part of the school where there may be rehearsals and improvisation at full volume.				
2	a. A flexible theatre room, theatre lab, or "black box," theatre is the performance space for grades (6) 7 and 8. b. A standard facility for a new or remodeled theatre space includes the following: X 15 to 18 feet from floor to ceiling X catwalks suspended from the ceiling around the entire area for hanging lighting instruments and rigging curtains and scenery X flexible seating to accommodate a variety of				

	Exemplars	Lacking	Meets	Exceeds	Comments
	<p>stage configurations</p> <p>X an outside entrance area for lobby and ticket sales and easy access to restroom and phone facilities</p> <p>X acoustic treatment and soundproofing;</p> <p>X noiseless climate control system; heat sensor sprinkler system to meet fire codes; emergency lighting system to meet fire codes;</p> <p>X outlets for intercom and monitor systems;</p> <p>X outlets for lighting and sound equipment which should be wired independently; sound reinforcement; audiovisual hookup;</p> <p>X control area for lighting, sound, and audiovisual equipment; electronic dimmer system with multiple preset capabilities;</p> <p>X theatrical lighting instruments which are not permanently mounted; sound equipment; headsets;</p> <p>X movable platforms and stackable chairs for audience seating; lockable storage for costumes, props, and stage craft materials located in an out-of-the-way place;</p> <p>X modular scenic units; rehearsal tables and stools;</p> <p>X and a box office with phone.</p>				

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Arts Area: THEATRE

Grade Levels: HIGH SCHOOL

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	A locally developed curriculum is updated annually and revised periodically. The document includes:				
	a. agreed-upon philosophy and goals of learning to be expected at each level,				
	b. a sequential listing of learning experiences derived from the eight domains of theatre inquiry and expression,				
	c. detailed lists of materials, equipment, educational media, and local resources, and recommendations for their use				
	d. recommendations for time, space, and personnel necessary to carry out the planned learning experiences,				
	e. statements of health and safety precautions and regulations established by district policy, local law, and federal regulations as specific to the needs of this discipline.				
2	All theatre teachers and appropriate school personnel share in curriculum planning, evaluation, and revision.				
3	Theatre curriculum documents are appropriately distributed to teachers, administrators, guidance counselors, and media center personnel.				
4	Theatre is taught as a course of study as well as used as an instructional tool for other curricular areas.				
5	The theatre curriculum is a balanced program of				
	a. script writing; acting; designing; directing;				
	b. researching; comparing dramatic forms, genres and styles;.				

	Exemplars	Lacking	Meets	Exceeds	Comments
	c. analyzing and constructing meaning; and understanding context				
6	The theatre curriculum is described and outlined in a series of sequential and articulated curriculum guides for each grade level.				
7	Each theatre course meets daily for at least 45 minutes. Class size does not exceed the average class size for the school.				
8	Performances by theatre classes may be presented to peers and the community as works in progress as well as fully realized productions.				
9	All students have multiple opportunities to attend performances by community and touring theatre companies.				
10	Guest artists enhance and strengthen the school curriculum.				
11	Theatre instruction is provided for students with disabilities and special-education students.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Theatre is taught by specialists who possess the skills and knowledge to teach acting; design; play writing; directing; research; comparison of art forms, styles, and genres; the construction of meaning; and understanding context.				
	b. Specialists' efforts are complemented by classroom teachers who have the unique opportunity to make theatre a part of the daily life of the students and to integrate it into the total curriculum.				
2	Theatre specialists meet the standards found in the American Alliance for Theatre and Education and the Speech Communication Association document, <i>Teacher Preparation and Certification Standards</i> (ref. B).				
3	a. One theatre specialist in every district or school is designated as coordinator or administrator to provide leadership for the theatre program				
	b. This person is employed on a full-time basis for administration when the staff includes 25 or more theatre educators.				

	Exemplars	Lacking	Meets	Exceeds	Comments
	c. The amount of administrative time is adjusted proportionately when the staff is smaller.				
4	The number of theatre instructors is sufficient to teach the courses necessary to meet the standards and to direct the acting and technical aspects of safe and meaningful productions.				
5	The teacher-pupil ratio in a theatre class is no greater than 1:25.				
6	a. Every theatre educator has a block of at least 30 minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.				
	b. Sufficient time for travel is calculated in the teaching loads of specialists required to move from one building to another.				
7	Every school district or school provides a regular program of in -service theatre education and at least two paid days per year for professional development activities.				
8	a. Special-education classes in theatre are no larger than other special-education classes.				
	b. Teacher aides are provided for special -education classes in theatre if they are provided for other special-education classes.				
	c. If a student with a disability has an aide to assist in other classes, the aide also assists the student in theatre activities.				
9	Every theatre educator working with special-education students has received training in special education and has for purposes of consultation, convenient access to trained professionals in special education or drama therapy.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The classroom or performance area contains flexible platforms; some modular scenic units; rehearsal props; mood lighting instruments (e.g., colored floodlights) that can be dimmed;				
	b. a record, tape, or CD player; two computers				

	Exemplars	Lacking	Meets	Exceeds	Comments
	with CD-ROM drives and access to the Internet; musical and sound-effect instruments;				
	c. overhead, slide, and filmstrip projectors; videotape camera, recorder, and monitor;				
	d. fabric and costume pieces; literature collections for improvisations; play scripts; records; tape recordings; videotapes; and films.				
2	a. An annual budget is provided for the expenses of curricular, co-curricular, and extracurricular theatre activities.				
	b. An annual budget is provided for the purchase of books, plays, audio- and videotapes, electronic materials, and other special supplies, materials, and equipment needed for the teaching of theatre.				
3	a. All equipment is maintained in good repair and meets safety codes.				
	b. An annual budget provides for the repair, maintenance, and replacement of equipment.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. For instructional purposes a classroom (preferably carpeted) has adequate performance space to accommodate theatre activities, rehearsals and learning.				
	b. It contains movable student desks; a teacher's desk; worktables; chairs; chalkboards; bulletin boards; projection screens; outlets for intercom and monitor; lockable storage for books, audiovisuals, props, and costume pieces; and audiovisual and computer Internet hookup systems.				
	c. This classroom is located near other arts rooms and in a part of the school where there may be rehearsals and improvisation at full volume.				
2	a. A flexible theatre room, theatre lab, or "black box," theatre is the performance space for grades (6) 7 and 8. b. A standard facility for a new or remodeled theatre space includes the following: X 15 to 18 feet from floor to ceiling X catwalks suspended from the ceiling around the entire area for hanging lighting instruments and rigging curtains and scenery X flexible seating to accommodate a variety of				

	Exemplars	Lacking	Meets	Exceeds	Comments
	<p>stage configurations</p> <p>X an outside entrance area for lobby and ticket sales and easy access to restroom and phone facilities</p> <p>X acoustic treatment and soundproofing;</p> <p>X noiseless climate control system; heat sensor sprinkler system to meet fire codes; emergency lighting system to meet fire codes;</p> <p>X outlets for intercom and monitor systems;</p> <p>X outlets for lighting and sound equipment which should be wired independently; sound reinforcement; audiovisual hookup;</p> <p>X control area for lighting, sound, and audiovisual equipment; electronic dimmer system with multiple preset capabilities;</p> <p>X theatrical lighting instruments which are not permanently mounted; sound equipment; headsets;</p> <p>X movable platforms and stackable chairs for audience seating; lockable storage for costumes, props, and stage craft materials located in an out-of-the-way place;</p> <p>X modular scenic units; rehearsal tables and stools;</p> <p>X and a box office with phone.</p>				
3	Schools that expect to produce musical theatre also have a fully realized theatre (as described in # 5) to accommodate complex productions and large audiences.				
4	The theatre instructor's office is located adjacent to classroom and theatre facilities.				
	a. It contains a desk, chairs, drafting table, filing cabinet, flat file, lockable storage, bulletin board, telephone operable for both incoming and outgoing calls after regular school hours, typewriter, computer, and printer.				
5	a. For students to meet the Advanced Level, as designated in the <i>National Standards for Arts Education</i> , a fully realized theatre plant must be available for instruction. This theatre is a separate auditorium with a maximum seating capacity of 1,000.				
	b. The most common configuration is the proscenium stage, but other viable options are thrust, arena, and open staging.				
	c. <u>Stage</u> : Proscenium arch with fire safety curtain; heat sensor sprinkler system to meet fire codes; stage floor of unvarnished soft wood so that scenery can be securely attached to the stage floor, lights will not reflect, and actors will not slip; adequate backstage and wing space; trap doors in the stage floor; fly				

	Exemplars	Lacking	Meets	Exceeds	Comments
	<p>space that is at least one-and-a-half the proscenium opening height; gridiron, catwalks, and fly gallery; counterweight fly system; light bridges; electric battens; act curtain; teaser and tormentor curtains colored black to absorb light and to highlight the actor; cyclorama; scrim curtain and drops on curtain tracks; wing space that is a minimum of one-half the proscenium opening width on each side; loading doors that open directly into the construction area; outlets for lighting and sound that are wired independently; work lights that can be operated by theatre and non theatre personnel; emergency lighting system to meet fire codes; outlets for intercom and monitor systems; sound reinforcement; audiovisual hookup; theatrical lighting instruments; sound equipment and headsets.</p>				
	<p>d. <u>House</u>: For optimum viewing, auditorium with raked or inclined seating with adequate sight lines; noiseless climate control system; acoustic treatment; time able house lighting that can be operated by theatre and non theatre personnel and in cases of emergency; orchestra pit with circuits for lighting, cuing, and monitoring; orchestra pit cover that can be used as a thrust for the stage; lighting positions in beams, light trees, and portals; speaker positions; control booth for lighting, sound, and audiovisual; lobby with quiet crash-bar exit doors to meet fire codes; inner lobby or light lock area which separates the house from the lobby to eliminate outside noise and light during performance; box office; restroom and public phones; lobby seating; display area; marquee; kitchen facility for refreshments.</p>				
	<p>e. <u>Design Facility</u>: The design facility has adequate work space so that designs in set, costume, props, lights, and sound can be efficiently drafted. It contains drafting tables, worktables, stools, directional lighting instruments, drawing boards, adjustable drafting machines, bulletin and erasable boards, projections screens, file cabinets, computer, and printer. It has the equipment and supplies outlined in reference A., page 35.</p>				
	<p>d. <u>Scenery and Properties Facility</u>: The construction and paint shop has adequate work space that is equivalent to the stage space. It has high ceilings and is adjacent to the stage via wide access doors that are as tall as the proscenium. It has tall, wide-access dock doors that lead outdoors for loading and unloading supplies (e.g., lumber, furniture) and is parallel with the stage access doors. It has multiple</p>				

	Exemplars	Lacking	Meets	Exceeds	Comments
	electrical outlets, a dust-collecting and exhaust/ventilation system, and a deep sink with hot and cold running water with a paint well located next to it. The shop is lit with both incandescent and flourescent lights. It has the equipment and supplies outlined in reference A., page 36.				
	e. <u>Lighting Facility</u> : The lighting facility includes a separate lighting booth located in the rear of the theatre house. The light booth may be located with the sound booth. It meets all fire and safety codes. It has a sliding view window that overlooks the stage and is soundproof. An electronic dimmer system, patch panel, and control board with multiple preset capabilities are housed in the control booth. (The ideal is a computerized lighting system.) The booth is equipped with an intercom and monitor system that includes headsets. Instrument mounting positions include beam sockets and a front-of-house position for follow spots and projectors. All circuits in each position are wired independently. The lighting facility has the equipment and supplies outlined in reference A., page 36.				
	f. <u>Sound Facility</u> : The sound facility includes a control booth located in the rear of the theatre house. It may be located within the light booth area. It has a sliding viewing window that overlooks the stage and is soundproof. It has a mixer system, an amplifier, speakers, a transmitter of a turntable, a CD player, two tape decks, a reel-to-reel tape deck, and radio tuner. It is equipped with an intercom and monitor systems that include headsets. For ideal sound mix, a separate mixing island area for the mixer board should be located in the house. Sound outlet or speaker positions need to be in the house beam, proscenium, and backstage. Microphone jacks are located on the stage apron, backstage in the wall and hanging positions, in the orchestra pit along with one in the control booth, and in the audience house. Intercom and monitor outlets are located in the light and sound booth, backstage, in the beam position, dressing rooms, box office and house lobby. A sound facility contains the following equipment and supplies: It has the equipment and supplies outlined in reference A., page 37.				
	g. <u>Costume Facility</u> : The costume facility has adequate work space; is free of dirt and paint; and contains cutting tables, sewing tables, chairs, and sewing machines. It has a fitting area with a dressing room, raised platform and				

Exemplars	Lacking	Meets	Exceeds	Comments
<p>mirror. An auxiliary laundry facility contains a sink with hot and cold running water, a washer and dryer, dye sink, table, and clothing rack. The room is lit with both incandescent and fluorescent lights. It has the equipment and supplies outlined in reference A., page 37.</p>				
<p>h. <u>Makeup and Dressing Facility</u>: A minimum of two large rooms are required for the makeup and dressing facility which is connected to the stage. They are soundproof and have an intercom and monitoring system, contain makeup tables with mirrors surrounded with incandescent lights and with storage shelves beside each table. The makeup and dressing areas also contain toilets, wash basins, and a shower. Costume racks and full-length mirrors are needed in both rooms as are individual drawers and lockers for the safekeeping of actors' valuables and makeup. These areas should contain the equipment and supplies outlined in reference A., page 37.</p>				
<p>i. <u>Public Relations Facility</u>: The public relations facility includes the publicity office, the box office, and lobby area. These areas have controlled access and contain the equipment and supplies outlined in reference A., page 37.</p>				

References:

1. *Opportunity-to-Learn Standards for Arts Education*. Developed by the Consortium of National Arts Education Associations. 1995. Available from MENC Publications Sales, 1806 Robert Fulton Drive, Reston VA 20191-4348. Phone 800/828-0229.

- B. *Teacher Preparation and Certification Standards*. This publication, created by a joint task force from AATE and the Speech Communication Association, offers standards for preparation and certification for Theatre Specialists, Speech/Communication/Theatre Teachers, and Speech Communication Specialists. Available from AATA, Theatre Department, Arizona State University, P.O. Box 873411, Tempe, AZ 85287-3411. Phone 602/965-6064.