# Theatre Education

Based on the National Association of Schools of Theatre (NAST) [Competencies Summary Standards](https://nast.arts-accredit.org/wp-content/uploads/sites/4/2015/11/BFA-TheatreEducation.pdf).

The items listed in this document are excerpts from the National Association of Theatre (NAST) Handbook.   
Only the handbook in its entirety contains all standards and guidelines applicable to and used by all phases   
of NAST membership reviews.

**Key:**

* **Items 1 through 5:** the content and natures of the competencies expected of   
  those graduating with a Theatre education degree.
* **Items 6 and 7:** desirable personal qualities and recommendations for   
  competency development.
* **“H:”** Describes the location of the excerpted text within the NAST handbook.
* **“All:”** indicates standards applicable to all professional undergraduate theatre   
  degrees including theatre education.
* **Theatre Education**: indicates standards that are specific to Theatre Education.

## 1. COMMON BODY OF KNOWLEDGE AND SKILLS (All) (H.VIII.B.)

| **Common Body of Knowledge and Skills** | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| **PRODUCTION.** Students must acquire: |  |  |  |
| 1a Technical skills requisite for artistic self-expression in at least one major area of production (for example, acting, design/technology, playwriting, directing)  and those skills must be progressively developed to the highest level appropriate  to the area of concentration. | ☐ | ☐ |  |
| 1b. An overview understanding of the major aspects, techniques, and directions within  the area of concentration. | ☐ | ☐ |  |
| 1c. Fundamental, comprehensive understanding of the various elements and basic interrelated processes of creation, interpretation, performance, and production. | ☐ | ☐ |  |
| 1d. Fundamental, conceptual understanding of  the expressive possibilities of theatre. | ☐ | ☐ |  |
| 1e. Knowledge and skills sufficient to work in both collaborative and individual roles in matters of theatre interpretation. | ☐ | ☐ |  |
| 1f. Growth in artistry, technical skills, collaborative competence, and knowledge  of repertory through regular performance  and production experiences. | ☐ | ☐ |  |
| **REPERTORY**. The candidate must acquire: |  |  |  |
| 1g. Experience with specific repertories and comparative standards of production quality  through performance, academic study, and attendance at productions. | ☐ | ☐ |  |
| 1h. Familiarity with theatre literature of various historical periods, cultural sources,  and modes of presentation. | ☐ | ☐ |  |
| **THEORETICAL AND HISTORICAL STUDIES:** The candidate must acquire: |  |  |  |
| 1i. The ability to analyze plays perceptively and to evaluate them critically. | ☐ | ☐ |  |
| 1j. An understanding of the common elements and vocabulary of theatre and of the interaction of these elements, and be able to employ this knowledge in analysis, including analyses of their productions. | ☐ | ☐ |  |
| 1k. The ability to place works of theatre in historical and stylistic contexts and have some understanding of the cultural milieu in which they were created. | ☐ | ☐ |  |
| 1l. The ability to develop and defend informed judgments about theatre. | ☐ | ☐ |  |
| **TECHNOLOGY** |  |  |  |
| 1m. The candidate must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization. | ☐ | ☐ |  |
| **SYNTHESIS** |  |  |  |
| 1n. The candidate must be able to work independently on a variety of professional problems by combining, as appropriate to the issue, their capabilities in performance, repertory, theory, history, and technology, as well as other fields they have studied. | ☐ | ☐ |  |

## 2. RESULTS (H.VIII.C.) (All)

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate must: |  |  |  |
| 2a. Demonstrate achievement of professional, entry-level competence in the area of specialization including significant technical mastery, the capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work. | ☐ | ☐ |  |
| 2b. Demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or presentation in the major area is required in many concentrations, and strongly recommended for all others. | ☐ | ☐ |  |
| 2c. Have the ability to communicate ideas, concepts, and requirements to theatre professionals and laypersons related to the practice of the major field. Such communication may involve oral, written, visual, and musical media. | ☐ | ☐ |  |

## 3. THEATRE COMPETENCIES (H.X.C.2.) (Theatre Education)

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate must: |  |  |  |
| PRODUCTION: |  |  |  |
| 3a. Be familiar with the basic expressive, technical, procedural, and organizational skills, and conceptual insights essential for theatrical performance. Instruction should include traditional processes as well as new developments. | ☐ | ☐ |  |
| 3b. Have the understanding to make pupils emphatically aware of the all-important process of artistic creation from conceptualized image to finished work. | ☐ | ☐ |  |
| 3c. Be a competent director, able to create expressive performances with various  types of groups and in general classroom situations. Laboratory experiences to give  the prospective teacher opportunities to  apply rehearsal techniques and procedures are essential. | ☐ | ☐ |  |
| AESTHETICS, THEATRE HISTORY, LITERATURE,  THEORY, AND CRITICISM: |  |  |  |
| 3d. The prospective theatre teacher understands contending philosophies of theatre, the development of past and contemporary theatre forms, major styles and periods of theatre history and dramatic literature, theories of criticism, and an understanding of the fundamental and integral relationships of all these to the theatre performance. | ☐ | ☐ |  |
| ADVANCED WORK: |  |  |  |
| 3e. The prospective theatre teacher has an area  or areas of emphasis in performance (has done advanced work in at least one production area). | ☐ | ☐ |  |

## 4. Teaching Competencies (H.X.C.3.) (Theatre Education)

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate must |  |  |  |
| 4a. Understand child development and the identification and understanding of psychological principles of learning as  they relate to theatre education. | ☐ | ☐ |  |
| 4b. Understand the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs. | ☐ | ☐ |  |
| 4c. Be able to assess aptitudes, experiential backgrounds, skills, and interests of individuals and groups of pupils, to devise learning experiences to meet assessed  needs, and to manage classrooms and rehearsals effectively. | ☐ | ☐ |  |
| 4d. Understand current methods and  materials available in all fields and levels  of theatre education. | ☐ | ☐ |  |
| 4e. Understand the principles and methods of developing curricula and the short- and long-term units that comprise them. | ☐ | ☐ |  |
| 4f. Understand evaluative techniques and the apply them in assessing both the progress of students and in the objectives and procedures of the curriculum. | ☐ | ☐ |  |

## 5 General Studies Competencies (H.VIII.A.6.) (All)

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate must: |  |  |  |
| 5a. Be to think, speak, and write clearly  and effectively. | ☐ | ☐ |  |
| 5b Be acquainted with fields of study beyond theatre such as those in the arts and humanities, the natural and physical sciences, and the social sciences. | ☐ | ☐ |  |
| 5c. Be functionally aware of the differences and commonalities regarding work in artistic, scientific, and humanistic domains. | ☐ | ☐ |  |
| 5d. Understand that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to, history, culture, moral and ethical issues, and decision-making. | ☐ | ☐ |  |
| 5e. Be able to identify possibilities and locate information in other fields that have bearing on theatre questions and endeavors. | ☐ | ☐ |  |

## 6. Personal Qualities (H.X.C.1.)

| The candidate should be able to: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 6a. Inspire others and excite the imagination of pupils, engendering a respect and desire for theatre and theatre experiences. | ☐ | ☐ |  |
| 6b. Seek out, evaluate, and apply innovative  ideas and developments in both theatre  and education. | ☐ | ☐ |  |
| 6c. Maintain positive relationships with individuals and various social and ethnic groups and empathize with pupils and colleagues of differing backgrounds. | ☐ | ☐ |  |
| 6d. Articulate and communicate the goals of a theatre program to pupils, colleagues, administrators, and parents  in an effective and professionally  responsible manner. | ☐ | ☐ |  |

## Applicable Stipulations

Check the [License with Stipulations Handbook](https://dpi.wi.gov/sites/default/files/imce/licensing/pdf/three-year-license-stipulations-handbook.pdf#page=11) for any statutory stipulations applicable to this license.