

## **MASTERY GRIDS**

Commonalities Across Options extracted from Mastery Grids

### Year 1

- **Focus on basics/fundamentals**
- **Explore and evaluate own and others' work based on criteria**
- **Articulate/communicate that evaluation**

### Year 2

- Developing proficiency in applications of basics/fundamentals
- Evaluate and communicate own and others' work (2/3, design and acting)
- Collaboration (2/3, acting and directing)

### Year 3

- **Extend skills et al to different/more complex professional settings**
- **Collaboration**

### Year 4

- **Collaboration**
- Assess own work for improvement purposes (2/3, design and acting)

## **SCHOOL OF DRAMA COMMON COURSES**

Critical History of the Arts (1 semester)

Computer Skills Workshop (1 mini)

Interpretation and Argument (1 semester)

Foundations of Drama (4 semesters)

Labs (5-8 semesters)

Conservatory Hour (1 year freshman)

6-9 units of electives out of the department.

<i>Level of Expertise</i>	<b>Actor/Musical Theatre</b>
<b>Entry level</b>	<p>Demonstrates an exceptional potential for vocal, physical, intellectual, and creative development and an ability to personally connect to material.</p> <p>Demonstrates a sensitivity that allows them to enter an imaginary world of the play.</p> <p>Exhibits a strong desire to deepen and expand an understanding of the theatre and the total performance process.</p> <p>Shows a flexibility with and openness to new approaches.</p>
<b>Emergent 1 Year 1</b>	<p>Has acquired the fundamental concepts, techniques, and skills (e.g., acting, voice, speech, movement, dance, singing, text analysis) and a basic ability to execute these skills with a high degree of support.</p> <p>Can begin to articulate and apply the criteria used to reflect, analyze, and evaluate a particular technique and skill.</p> <p>Can broadly trace the evolution of the history of the theatre.</p> <p>Understands and values good work habits, professional discipline, the nature and importance of ensemble, working cooperatively and receiving constructive criticism.</p> <p>Demonstrates sufficient progress towards developing a stronger, more expressive and flexible physical, vocal, and imaginative artistic instrument.</p>
<b>Emergent 2 Year 2-3</b>	<p>Has deepened the understanding of and ability to apply the fundamental concepts, techniques and skills (e.g., acting, voice, speech, movement, dance, singing, text analysis).</p> <p>Can execute these techniques and skills more consistently and can apply them to moderately difficult material with a high degree of support.</p> <p>Can more consistently articulate and apply the criteria used to reflect, analyze, and evaluate a variety of techniques and skills.</p> <p>Has expanded the knowledge of the history of the theatre. Has begun to develop reasoning ability and can understand and situate diverse, seminal Western works.</p> <p>Can conduct research and, with a high degree of support, can apply research to inform the understanding and execution of techniques and skills.</p> <p>Regularly exhibits and applies good work habits, professional discipline, working cooperatively and can implement constructive criticism.</p> <p>Demonstrates continual development of a stronger, more expressive and flexible physical, vocal, and imaginative artistic instrument.</p> <p>Has begun to demonstrate the ability to judge the value of the actor's contribution to the ensemble process.</p> <p>Possesses a basic understanding of the elements of production and how they relate, and has learned to cooperate and contribute to the production process.</p>

<i>Level of Expertise</i>	<b><u>Actor/Musical Theatre</u></b>
<b>Novice</b> <b>Year 3</b>	<p>Demonstrates a more sophisticated understanding and higher level of proficiency with the basic concepts, techniques and skills (e.g., acting, voice, speech, movement, dance, singing, text analysis).</p> <p>Has the ability to apply these techniques and skills to more difficult and complex contexts with a high degree of support. Has acquired more advanced acting, vocal and physical techniques and skills.</p> <p>Can consistently and more accurately articulate and apply the criteria used to reflect, analyze, and evaluate a variety of techniques and skills.</p> <p>Possesses a broader knowledge of the history of the theatre, including non-western and non-traditional history and practice.</p> <p>Consistently applies good work habits and professional discipline. Can integrate and apply the techniques and skills in a performance role within a production process with consistent coaching.</p> <p>Has a more sophisticated understanding of the actor's function and the demands in fulfilling the purpose of the play. Understands and values the contribution of all members of the production ensemble.</p>
<b>Emergent Practitioner</b> <b>Year 4</b>	<p>Demonstrates a higher level of expertise with the basic concepts, techniques and skills and can apply them to sophisticated, complex material with a moderate degree of coaching.</p> <p>Possesses the ability to self-initiate a critical process (i.e., reflection, analysis and evaluation) of techniques and skills and overall performance.</p> <p>Has developed self-reliance in the work process. Has acquired and executes advanced acting, vocal and physical techniques and skills.</p> <p>Has an expanded knowledge of the history of the theatre.</p> <p>With coaching, can integrate and apply with greater ease the techniques and skills in a performance role within a production process with a variety of directors.</p> <p>Consistently applies good work habits and professional discipline when working cooperatively and collaboratively in a complex production process with directors, choreographers, designers, technicians, playwrights and ensemble casting.</p> <p>Has begun to expand an aesthetic "world view " and has the ability to incorporate direction and adjust to a variety of acting and performance styles in a range of material.</p> <p>Prepared to make the transition to life as a working member of the profession.</p>
<b>Emerging Professional</b>	<p>Can interpret text and approach material with a viable process and adjust techniques to accommodate a variety of theatrical styles.</p> <p>Has an established self-reliance in work process and can understand and execute direction from directors, acting, voice and movement coaches.</p> <p>Demonstrates high standards of professional behavior.</p> <p>Recognizes the need for continued formal and informal learning and practice.</p>

<i>Level of Expertise</i>	<b><u>Actor/Musical Theatre</u></b>
<b>Practicing Professional</b>	<p>Competently integrates and executes a range of techniques within a wider range of material.</p> <p>Demonstrates well-established self-reliance in the work process. Can quickly and easily understand and execute direction.</p> <p>Consistently exhibits high standards of professional behavior.</p> <p>Able to successfully engage in a collaborative process in appropriate settings.</p> <p>Engages in formal and informal learning and practice.</p>
<b>Expert</b>	<p>Has fully integrated a range of techniques.</p> <p>Performs consistently at a level of excellence in diverse and complex roles in a range of performance styles.</p> <p>Maintains high standards of professional behavior.</p> <p>Maintain formal and informal learning and practice.</p>
<b>Master</b>	<p>Possesses a mature and broad imagination.</p> <p>Has a fully integrated technique that appears effortless and flawless.</p> <p>Possesses a unique, original artistic style.</p> <p>Maintains high standards of professional behavior.</p> <p>Maintain formal and informal learning and practice.</p>

Indicate the level of expertise you expect students to acquire by the end of each academic year.

The highest levels of mastery should be beyond the scope of the program but will give students a realistic picture of what skills, knowledge, attitudes, and proficiencies they still need to develop after leaving the program.

<u>Expertise Level</u>	<u>Directing Mastery Model</u>
<b>Beginner – 1</b>  <b>Entry level</b>	Possesses a creative spark; is self-motivated; has had some artistic-leadership experience such as shooting a film, directing a play, etc. Has a basic understanding of text analysis as an intelligent reader, including understanding theme & literary values; recognizes theatre as a means of self-expression; has some basic acting abilities; brings empathy, a readiness, a hunger & good will to the work.
<b>Beginner-2</b>  <b>Years 1 - 2</b>	Demonstrates basic skills in thematic & action analysis: begins to understand the contemporary relevance in any text; begins to recognize the complexity & multiple levels upon which text can be analyzed; has an expanded understanding of directing as an integration of all the arts; is aware & can describe what constitutes a story & can recognize a story in various forms, including short story, novel, narrative, poetic, musical & visual forms; is able to communicate ideas clearly; begins to recognize & internalize the basic criteria for evaluating the work of self & others; has an awareness that great art has no boundaries; has a basic & flexible understanding of the vocabulary of the stage, the acting process, voice, movement, professional courtesy & the production process; acquires an understanding of the necessity of expanding one's view of the world beyond the walls of the drama school.
<b>Emergent – 1</b>  <b>Year 2</b>	Is able to tell stories in a three-dimensional medium; begins to develop proficiency in using directorial tools & techniques such as planes, levels, stage areas, body positions, composition, picturization, rhythm, emphasis, focus & movement; begins to learn the responsibilities of the director toward collaborators; able to discuss & critique a theatrical event using the vocabulary of directorial tools; further develops an understanding of the acting process; begins practice in collaboration with designers; familiar with & respectful of the role & responsibilities of stage management.
<b>Emergent – 2</b>  <b>Year 3</b>	Begins to learn how to select, combine & apply directorial tools & techniques toward a divergent set of dramatic writing forms in various staging formats; further develops command of visual, aural & temporal directorial controls; further develops how to responsibly collaborate with designers; expands the collaborative process by directing actors in the service of telling a story for an audience; acquires time management skills, the ability to plan & execute a rehearsal process; to serve as a stage manager in a full production; begins to integrate greater world knowledge & understanding into the creative collaboration.
<b>Novice</b>  <b>Years 3-4</b>	Is able to communicate ideas in an inspiring way; is able to independently & pro-actively make artistically-informed choices regarding play selection, analysis, table work, staging & production synthesis; is able to collaborate independently & responsibly with designers, technicians, actors & stage managers to direct a complete text for an audience; able to collaborate with playwrights in developing new works; combines & applies previously mastered stage directing techniques with camera techniques; possesses confidence in

<u>Expertise Level</u>	<u>Directing Mastery Model</u>
	management skills.
<b>Intermediate</b>	Understands professional standards; recognizes the difference between how the professional theatre machine works & theatre in the academic environment; begins to learn the business of the business; can apply the skills learned in education to professional settings as an apprentice.
<b>Practitioner –1 Post graduate</b>	Demonstrates a mature degree of professionalism; can synthesize the skills learned in education & apply them to professional settings in a directorial role; shows a bravery & resourcefulness in applying skills in a broad array of venues & contexts, with minimal resources; understands the need to continue learning; as a leader, recognizes strengths & weaknesses of all other collaborators.
<b>Practitioner</b>	Is able to express self in creating the theatrical event; as a leader, exploits strengths & minimizes weaknesses in all other collaborators; demonstrates a comfort with the role of compromise in the artistic process & an increasing flexibility in the collaborative process.
<b>Expert</b>	Consistently performs at a sustained level of artistry & professionalism; has considerable experience working in a directorial role; can integrate techniques in a playful, inventive, improvisational way; can inspire collaborators to work at the “top of their game”.
<b>Master</b>	Is an artist who expresses ideas & visions freely, in original ways that are exciting, engaging & magical for the collaborators & audience. The ability to transcend all previous training & develop new ways of approaching performance; to become an innovator: someone who creates a new way of doing.

The levels of expertise define what the directing faculty expects students to acquire by the end of each academic year.

The highest levels of mastery are beyond the scope of the program, but give a picture of what skills, knowledge, attitudes & proficiencies to develop after leaving the program.

<i>Level of Expertise</i>	<b><u>Design</u></b>
<b>Beginner – 1</b> <b>Pre-CMU</b>	Specific interest in visual storytelling; expresses interest in theatrical conservatory training; no process yet developed.
<b>Beginner-2</b> <b>Pre-CMU</b>	Possesses a passion and aptitude for visual expression; possesses rudimentary skills. Is able to verbally (both written and oral) and visually express a point of view. Has an emerging sense of “Process.”
<b>Emergent – 1</b> <b>Year 1</b>	Possesses familiarity and basic understanding of fundamental design elements. Acquires some of the basic components of process (i.e., skills, history, general idea making). Can employ foundation skills to express a focused idea within stated objectives. Begins to explain own work and assess the work of others against stated criteria.
<b>Emergent – 2</b> <b>Year 2</b>	Continues to develop and expand their facility with the components of the design process as applied to theatrical text. Demonstrates skill facility in support of idea expression. Demonstrates an emerging awareness of self as artist/practitioner, evolves and identifies professional focus areas (lighting, scenery, costume, sound). Has developed a basic understanding of Theatrical Design Processes through guided integration. Explaining and assessing own and others’ work is still conscious and effortful.
<b>Novice</b> <b>Year 3</b>	Commits to the area of their professional focus within the processes of theatrical design. Explores creative pathways that express individual responses and points of view to text and collaborative interactions. Self-implements design processes. Continues to deepen and broaden skills and techniques, including the support for choices and self-assessment.
<b>Intermediate</b> <b>Year 3</b>	Recognizes and respects the process of theatrical design. Expected to initiate and develop a collaborative design process and successfully manage its production. Able to extend academic applications to professional settings and integrate self-assessments.
<b>Practitioner - 1</b> <b>Year 4</b>	Possesses an understanding of all of the elements of the design process; successfully engages in a complete collaborative design process from development through opening and is able to lead a complex production process. Can generally assess their work for effective improvement.
<b>Practitioner - 2</b> <b>Post Graduate</b>	Has gained confidence and proficiency in processes. Demonstrates sustained consistency in deliverables across multiple, simultaneous projects. Meets audience and collaborators’/employers’ expectations within resource parameters. Can consistently and accurately assess their work for effective improvement.
<b>Expert</b>	Significant experience in the field has evolved processes that have become self-customized, unique and recognizable. Developing the confidence to experiment and self-activate a personal and professional aesthetic and vision. Sustained consistency in deliverables sometimes producing a transformative experience for both audience and collaborators.



<b>Master</b>	Leader and innovator in their field, has an original, unique voice and vision that consistently inspires collaborators to go beyond the current cultural and societal expectations of dramatic story-telling. The master has vision; Process is instinctive. Consistently produces a transformative experience for both audience and collaborators.
---------------	---

Indicate the level of expertise you expect students to acquire by the end of each academic year.

The highest levels of mastery should be beyond the scope of the program but will give students a realistic picture of what skills, knowledge, attitudes, and proficiencies they still need to develop after leaving the program.

<i>Level of Expertise</i>	<b><u>Production, Technology &amp; Management</u></b>
<b><i>Beginner – 1</i></b> <b>Pre-CMU</b>	
<b>Beginner-2</b> <b>Pre-CMU</b>	
<b>Emergent–1</b> <b>Year 1</b>	Text and the play, begin to recognize what you don't know
<b>Emergent–2</b>	Recognition of resource parameters; fundamental production concepts
<b>Novice</b>	Is able to follow directions to execute components of a production process at an intermediate level.
<b>Intermediate</b>	Able to conceive and execute discrete components of a production process at a high level.
<b>Practitioner –1</b> <b>Year 4</b>	Are able to competently and consistently use the skills and techniques of the trade. Has an established process to plan, manage, supervise and engineer scenery in multiple production contexts. Is beginning to engage in lateral thinking. Beginning to work effectively within limited resources. Can understand the context of the production
<b>Practitioner – 2</b> <b>Post Graduate</b>	Continuing to develop skills and techniques of the trade. Refining the process to plan, manage, supervise and engineer scenery in multiple production contexts. Beginning to identify and focus on contexts for specialization Developing a personal style of management. Able to recognize the boundaries around your position dependent on the context.
<b>Expert</b>	Lateral thinking, creatively, synthesis, flexibility, ability to respond to changes quickly and adapt processes appropriately.
<b>Master</b>	Skills and knowledge are sufficiently flexible to support work in multiple contexts.

Indicate the level of expertise you expect students to acquire by the end of each academic year.

The highest levels of mastery should be beyond the scope of the program but will give students a realistic picture of what skills, knowledge, attitudes, and proficiencies they still need to develop after leaving the program.

<i>Level of Expertise</i>	<b><u>Technical Direction</u></b>
<b><i>Beginner – 1</i></b> <b>Pre-CMU</b>	Demonstrates a willingness to work with other people, has a work ethic, manual and technical aptitude, comfort with shop environment, a desire to participate in the theatrical venture in a technical capacity.
<b>Beginner-2</b>	Demonstrated work ethic, ability to take direction and work cooperatively as a member of a team. Has acquired elementary quantitative skills. Has acquired basic shop skills and can build simple elements with direction.
<b>Emergent–1</b>	Can read drawings and fabricate simple production elements from them. Continues to expand and improve technical skills.
<b>Emergent–2</b>	Recognition of resource parameters; acquired fundamental production concepts. Continues to expand and improve technical skills.
<b>Novice</b>	Is able to follow directions to execute components of a production process at an intermediate level. Developing a process that is sensitive to parallel processes in the production. Continues to expand and improve technical skills.
<b>Intermediate</b>	Able to execute at a high level, and beginning to conceive and direct discrete components of a production process. Has a command of the skills used in standard practice. Continues to expand and improve technical skills.
<b>Practitioner –1</b> <b>Year 4</b>	Are able to competently and consistently use the skills and techniques of the trade. Has an established process to plan, manage, supervise and engineer scenery in multiple production contexts. Is beginning to engage in lateral thinking. Beginning to work effectively within limited resources. Can understand the material that is the basis of the context of the production.
<b>Practitioner – 2</b> <b>Post Graduate</b>	Continuing to develop skills and techniques of the trade. Refining the process to plan, manage, supervise and engineer scenery in multiple production contexts. Beginning to identify and focus on contexts for specialization Developing a personal style of management. Able to recognize the boundaries around your position dependent on the context.
<b>Expert</b>	Lateral thinking, creatively, synthesis, flexibility, ability to respond to changes quickly and adapt processes appropriately.
<b>Master</b>	Skills and knowledge are sufficiently flexible to support work in multiple contexts.

Indicate the level of expertise you expect students to acquire by the end of each academic year.

The highest levels of mastery should be beyond the scope of the program but will give students a realistic picture of what skills, knowledge, attitudes, and proficiencies they still need to develop after leaving the program.