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# CLOSE READING IN THE DRAMA CLASSROOM

## **Instructor**

LINDSAY PRICE

## **Materials**

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

## **Course length**

11 modules  
3 hours, 38 minutes of video  
7 credit hours

## Course Description

Close reading is an activity that puts curriculum standards into practice and it can be easily applied to the drama classroom.

Close reading asks a lot of your students. They have to read and think at the same time.

This course teaches drama teachers how the close reading process works, and gives them exercises and tools to apply it in the classroom.

## About the Instructor

Lindsay Price has been a professional playwright for 20 years working specifically in the education market. She averages 500 productions a year in schools across Canada, the US and overseas and has over 60 published plays. Her work has advanced to the Showcase Level of the Sears Drama Festival, been performed at the International Thespian festival, and in 2013 she won the Ronald M. Ruble New Play award.

Lindsay is also an accomplished workshop instructor, dramaturg and adjudicator. She teaches regularly at the International Thespian Festival. She has taught at the Educational Theatre Association Conference as part of the Professional Development Institute, and was invited to teach at the World Congress of the International Drama and Education Association in Paris. She is a mainstage adjudicator for the Educational Theatre Association and has adjudicated one act festivals in Florida, Ontario, Virginia, and Indiana. She is an invited member of the Theatre Ontario Talent Bank in adjudication, creative writing, and play polishing. She is a member of the Playwrights Guild of Canada, The Dramatists Guild of America, The Educational Theatre Association, and Theatre Ontario.

## Course Curriculum

### Lesson 0: Introduction 15:03

#### Lesson 1: Be Prepared 22:14

This module answers questions like: What is Close Reading? What is its purpose? And what are the steps of Close Reading?

#### Lesson 1A: Being the Preparedest 12:55

In module 1A you'll learn the final step to Close Reading - questions. Questions are key to Close Reading since they allow students to demonstrate comprehension.

#### Lesson 2: Pre-Study Exercises 27:56

This module is all about pre-study exercises such as how to Close Read a picture, a title and a sentence as a way to prepare your students to Close Read something more complicated.

#### Lesson 3: Modelling 37:26

You'll learn about modelling the process and how it helps your students approach Close Reading. In addition to using a monologue to model the process, you'll also learn some culminating activities.

#### Lesson 4: Shakespeare 29:34

In this module, you'll learn the guidelines and steps to Close Reading Shakespeare. You'll also Close Read the prologue to Romeo and Juliet.

#### Lesson 4A: Shakespeare Continued 21:00

You'll continue on with the Close Reading of Shakespeare as you Close Read the Sampson and Gregory scene from Romeo and Juliet.

#### Lesson 5: Modern 14:18

In this module you'll learn pre-study exercises and step through the Close Reading process with an Early Modern play - The Importance of Being Earnest.

#### Lesson 6: Modern Continued 22:24

Continuing on with the Modern era, you'll Close Read an absurd play: The Bald Soprano and a teen issue play: Censorbleep.

#### Lesson 7: Exercises 6:18

You'll learn even more exercises that will serve as exercises for your students' minds. These are exercises you can take immediately into the classroom.

#### Lesson 8: Assessment 8:52

You'll address assessment of Close Reading by seeking the answers to the following questions: How do you assess something that is by and large a process? How do you assess something that demands a student draw conclusions?

# Standards Connections

## National Core Arts Standards

### Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HSI.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade HS Proficient

TH:Pr4.1.HSI.a - Examine how character relationships assist in telling the story of a drama/theatre work.

### Perceive and analyze artistic work - Grade HS Proficient

TH:Re7.1.HSI.a - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### Select, analyze, and interpret artistic work for presentation - Grade HS Accomplished

TH:Pr4.1.HSII.b - Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

### Perceive and analyze artistic work - Grade HS Advanced

TH:Re7.1.HSIII.a - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

### Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

### Interpret intent and meaning in artistic work - Grade 6

TH:Re8.1.6.b - Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

### Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

### Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.a - Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

### Interpret intent and meaning in artistic work - Grade HS Proficient

TH:Re8.1.HSI.a - Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

### Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 6

TH:Cn11.2.6.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7

TH:Cn11.2.7.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

### Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 8

TH:Cr3.1.8.a - Use repetition and analysis in order to revise devised or scripted drama/theatre work.

### Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HSI.a - Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Proficient

TH:Cn11.2.HSI.a - Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.HSI.b - Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

### Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.a - Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

TH:Re9.1.HSII.b - Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Accomplished

TH:Cn11.2.HSII.b - Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

### Apply criteria to evaluate artistic work - Grade HS Advanced

TH:Re9.1.HSIII.a - Research and synthesize cultural and

historical information related to a drama/theatre work to support or evaluate artistic choices.

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Advanced**

TH:Cn11.2.HSIII.b - Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

**California VAPA Standards (2019)**

**6.TH:Cr1 Generate and conceptualize artistic ideas and work**

6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

**6.TH:Pr4 Select, analyze, and interpret artistic work for presentation.**

6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

**7.TH:Cr1 Generate and conceptualize artistic ideas and work**

7.TH:Cr1.b - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

**8.TH:Cr1 Generate and conceptualize artistic ideas and work**

8.TH:Cr1.b - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

**Prof.TH:Cr1 Generate and conceptualize artistic ideas and work**

Prof.TH:Cr1.b - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

**Prof.TH:Pr4 Select, analyze, and interpret artistic work for presentation.**

Prof.TH:Pr4.a - Examine how character relationships assist in telling the story of a drama/theatre work.

**Prof.TH:Re7 Perceive and analyze artistic work.**

Prof.TH:Re7 - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

**Acc.TH:Pr4 Select, analyze, and interpret artistic work for presentation.**

Acc.TH:Pr4.b - Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

**Adv.TH:Re7 Perceive and analyze artistic work.**

Adv.TH:Re7 - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

**6.TH:Cr2 Organize and develop artistic ideas and work.**

6.TH:Cr2.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

**6.TH:Re8 Interpret intent and meaning in artistic work.**

6.TH:Re8.b - Identify cultural contexts that may influence the evaluation of a drama/theatre work.

**7.TH:Cr2 Organize and develop artistic ideas and work.**

7.TH:Cr2.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis,

personal experience, and historical and cultural context.

**8.TH:Cr2 Organize and develop artistic ideas and work.**

8.TH:Cr2.a - Articulate and apply critical analysis, personal experience, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

**Prof.TH:Re8 Interpret intent and meaning in artistic work.**

Prof.TH:Re8.a - Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

**Adv.TH:Cr2 Organize and develop artistic ideas and work.**

Adv.TH:Cr2.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

**6.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

6.TH:Cn11.2.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

**7.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

7.TH:Cn11.2.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

**8.TH:Cr3 Refine and complete artistic work.**

8.TH:Cr3.a - Practice collaboration, analysis and reflection to refine a devised or scripted drama/theatre work.

**Prof.TH:Re9 Apply criteria to evaluate artistic work.**

Prof.TH:Re9.a - Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

Prof.TH:Re9.b - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

**Prof.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Prof.TH:Cn11.2.a - Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using research methods.

Prof.TH:Cn11.2.b - Use basic research methods to better understand the social and cultural background of a drama/theatre work.

**Acc.TH:Re9 Apply criteria to evaluate artistic work.**

Acc.TH:Re9.a - Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria

Acc.TH:Re9.c - Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of technical theatre elements while respecting others' interpretations.

**Acc.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Acc.TH:Cn11.2.b - Investigate how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

**Adv.TH:Re9 Apply criteria to evaluate artistic work.**

Adv.TH.Re9.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

### **Adv.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Adv.TH:Cn11.2.b - Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

## **Colorado Academic Standards - Drama and Theatre Arts**

### **Sixth Grade**

DT.6.1.1.c - Students Can: Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

DT.6.1.2.a - Students Can: Analyze to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

DT.6.1.4.a - Students Can: Examine and articulate choices to refine a devised or scripted drama/theatre work.

DT.6.2.1.a - Students Can: Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

DT.6.3.2.b - Students Can: Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

### **Seventh Grade**

DT.7.1.1.c - Students Can: Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.

DT.7.1.2.a - Students Can: Examine and justify original ideas and artistic choices in a drama/theater work based on background knowledge, historical, and cultural context.

### **Eighth Grade**

DT.8.1.1.c - Students Can: Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

DT.8.1.2.a - Students Can: Articulate and apply background knowledge, research, historical, and cultural context to the development of original ideas for a drama/theatre work.

DT.8.1.4.a - Students Can: Use repetition and analysis in order to revise devised or scripted drama/theatre work.

DT.8.3.3.a - Students Can: Research and discuss the playwright's intent for a drama/theatre work.

### **High School - Fundamental Pathway**

DT.H1.1.1.c - Students Can: Generate ideas about a character that are believable and authentic using script analysis.

DT.H1.2.1.a - Students Can: Examine how character relationships assist in telling the story of a drama/theatre work.

DT.H1.2.3.a - Students Can: Apply creative processes to tell stories in a scripted drama/theatre work to connect with audience, community, and ensemble.

DT.H1.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

DT.H1.3.2.a - Students Can: Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

DT.H1.3.3.a - Students Can: Implement fundamental theatre

research methods to better understand the social and cultural background of a drama/theatre work.

DT.H1.3.4.a - Students Can: Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

### **High School - Advanced Pathway**

DT.H2.2.1.b - Students Can: Assess how essential text information, research from various sources, and the director's concept influence artistic choices in a drama/theatre work.

DT.H2.2.3.a - Students Can: Execute creative processes to tell stories in a scripted drama/theatre work, to connect with audience, community, and ensemble.

DT.H2.3.3.a - Students Can: Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

DT.H2.3.4.a - Students Can: Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

DT.H2.3.4.b - Students Can: Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

### **High School - Professional Pathway**

DT.H3.1.2.a - Students Can: Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and Western or non-Western theatre traditions.

DT.H3.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to analyze artistic choices and justify meaningful feedback based on historical, cultural, and personal context.

DT.H3.3.3.a - Students Can: Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

DT.H3.3.4.a - Students Can: Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choice.

## **Common Core**

### **Reading: Literature**

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension,

or surprise.

CCSS.ELA-LITERACY.RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

TH.912.C.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

### Historical & Global Connections

TH.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

TH.912.H.1.2 - Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

TH.912.H.1.4 - Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

TH.912.H.2.3 - Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

TH.912.H.2.5 - Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.

TH.912.H.2.6 - Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

### Organizational Structure

TH.912.O.1.1 - Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.1.2 - Compare the conventions of western theatre with eastern theatre practices.

TH.912.O.2.6 - Deconstruct a play, using an established theory, to understand its dramatic structure.

### Skills, Techniques & Processes

TH.912.S.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

TH.912.S.2.3 - Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

TH.912.S.3.9 - Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

### Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories., b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

### Grade 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome), c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production.,

g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

TA8.CR.2 - Develop scripts through theatrical techniques., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

### **Grades 9-12 - ACTING LEVELS I-IV - Creating**

TAHSA.CR.1 - Organize, design, and refine theatrical work., a. Use script analysis in the development and presentation of formal and informal theatre performances., b. Examine various theories of dramatic structure., c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

### **Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Connecting**

TAHSFT.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Identify and analyze plays and dramas from a variety of historical periods and cultures., b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre., c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development., d. Interpret cultural and historical research for use in a production.

## **North Carolina Essential Standards 2024**

### **Beginning High School Create**

B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.

B.CR.1.2 - Create scenarios that communicate character, setting, plot, and conflict.

B.CR.1.3 - Incorporate introductory technical elements using available facilities, technology, and tools to enhance theatrical works.

B.CR.2.1 - Adapt theatrical works using personal experiences through a collaborative process.

### **Beginning High School Present**

B.PR.1.2 - Communicate characters, situations, and scenarios using body and voice while adhering to staging conventions.

B.PR.2.1 - Develop scripted or devised theatre for presentation.

B.PR.2.2 - Demonstrate appropriate theatre audience behavior with the understanding of the impact on performers and technicians.

B.PR.2.3 - Implement technical elements to support scripted or devised presentations.

B.PR.2.4 - Identify the responsibilities of a performer in a variety of theatrical venues.

### **Beginning High School Respond**

B.RE.1.1 - Analyze the dramatic structure of written and presented theatrical works.

B.RE.1.2 - Interpret how theatre artists use dramatic structure to convey meaning.

### **Intermediate High School Present**

I.PR.1.2 - Apply staging conventions to formal and informal theatrical productions by employing vocal and physical acting techniques.

### **Accomplished High School Present**

AC.PR.1.2 - Display a progression of character moments within the performance of theatrical texts.

AC.PR.2.1 - Develop theatrical works for a specific audience, audition, or production.

### **Advanced High School Present**

AD.PR.1.2 - Apply conventions of acting, directing, and technical theatre to refine theatrical works for presentation.

## **North Carolina Essential Standards 2010**

### **Beginning High School Standards - Communication**

B.C.1.1 - Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.

B.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

B.C.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

B.C.2.2 - Interpret various selections of dramatic literature through formal and informal presentations.

### **Beginning High School Standards - Analysis**

B.A.1.1 - Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.

B.A.1.2 - Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.

### **Beginning High School Standards - Aesthetics**

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

### **Beginning High School Standards - Culture**

B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.

B.CU.2.2 - Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

### **Intermediate High School Standards - Communication**

I.C.1.1 - Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.

### **Proficient High School Standards - Communication**

P.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.

P.C.2.2 - Interpret monologues through formal and informal presentations.

## Advanced High School Standards - Communication

A.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters.

## Texas Essential Knowledge and Skills for Theatre Arts

### HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.A - understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall.

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

### HS 117.315 LI - Creative Expression: performance

C.2.D - use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques.

### HS 117.315 LI - Historical and cultural relevance

C.4.B - relate historical and cultural influences on theatre.

### HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.D - analyze and evaluate dramatic structure and genre.

### HS 117.317 LIII - Creative Expression: performance

C.2.C - analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

## Alberta, Canada

### Improvisation Drama 10

- 13 - communicate meaning without words
- 2 - demonstrate the ability to be still

### Acting Drama 20

- 1 - analyze a script for explicit character clues
- 12 - analyze script for clues to create antecedent action
- 15 - analyze script for a character's transitions
- 3 - demonstrate understanding of and identity motivation and objectives (overall, main and immediate).
- 4 - demonstrate understanding that a character's behaviour is motivated by past, present and anticipated future experiences
- 6 - demonstrate a character's immediate or moment-to-moment objectives within a scene

### Acting Drama 30

20 - physicalize character through selected and economical movement and gesture

### Movement Drama 10

- 1 - display the ability to be still
- 17 - demonstrate freezing of movement in space
- 18 - appreciate that physical expression can enhance language
- 23 - demonstrate non-verbally the who, what, where, why and when of a story

## Playwriting - Drama 20

- 10 - define conflict
- 6 - identify character types and their functions and attributes
- 9 - define character objectives

## Improvisation/Acting Level III - Advanced

- 29 - use improvisational skills and concepts in exploration of text
- 30 - analyze text for meaning and character development

## Junior Goal II Objectives

- become familiar with dramatic terminology and script format
- develop the ability to give form or expression to feelings, ideas and images
- gain awareness of how the integration of disciplines enriches dramatic communication

## Junior Orientation

- demonstrate awareness of the multidisciplinary nature of drama/theatre
- listen effectively
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- recognize that there is an historical and cultural aspect of drama/theatre
- recognize the purposes of and participate in warmup activities
- share ideas confidently with others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

## Movement Level I - Beginning

- 13 - control focus and energy in movement and gesture
- 16 - demonstrate freezing of movement
- 17 - use movement to communicate non-verbally

## Movement Level II - Intermediate

25 - communicate environment, character and situation nonverbally

## Improvisation/Acting Level I - Beginning

- 11 - create a dramatic situation in response to varied stimuli: objects, pictures, music
- 12 - make logical choices within the boundaries of situation and character
- 3 - demonstrate the ability to be still

## Improvisation/Acting Level II - Intermediate

24 - recognize that relationships exist between characters in given situations

## Junior Goal I Objectives

- develop self-confidence
- develop the ability to interact effectively and constructively in a group process
- develop the ability to offer and accept constructive criticism
- extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences

## Theatre Studies Level II - Intermediate (Theatre History)

- 6 - show awareness of selected periods and playwrights

## Senior Goal I Objectives

demonstrate a sense of responsibility and commitment, individually and to the group



demonstrate the ability to consider decisions, act upon them and accept the results

demonstrate the ability to contribute effectively and constructively to the group process

extend the ability to concentrate

### Senior Goal II Objectives

be capable of creating and expressing a believable character from scripted and non-scripted material

explore various approaches to analyzing a script for purposes of study and/or presentation

gain knowledge of disciplines that enhance dramatic process and product

### Orientation Drama 10

concentrate on the task at hand

listen to self and others

make effective decisions or choices

offer and accept constructive criticism with a desire to progress

share ideas confidently

work cooperatively and productively

work with abstract concepts

## British Columbia (2018)

### GRADE 6 - ARTS - Reasoning and reflecting

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### GRADE 6 - ARTS - Communicating and documenting

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Describe, interpret and respond to works of art and explore artists' intent

### GRADE 7 - ARTS - Reasoning and reflecting

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### GRADE 7 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

### GRADE 8 - ARTS - Reasoning and reflecting

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

Interpret works of art using knowledge and skills from various areas of learning

### GRADE 8 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

### GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

### GRADE 9 - DRAMA - Communicating and documenting

Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

### GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

Reflect on creative processes to make connections to personal learning and experiences

### GRADE 10 - DRAMA - Reason and reflect

Describe, analyze, and respond using drama-specific language

### GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

### GRADE 11 - DRAMA - Communicate and document

Document and respond to dramatic works and experiences in a variety of contexts

### GRADE 12 - DRAMA - Reason and reflect

Reflect on dramatic works and make connections with personal experiences

## Ontario, Canada

### Grades 9 & 10 - Foundations - Responsible Practices

C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

### Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)

C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot,

light cue sheet, sound cue sheet, prompt book, set sketch, set model) themes and dramatize issues

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society**

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process**

B.1.2 - analyse a variety of drama works to compare and assess how they explore universal themes and issues (e.g., compare and contrast the handling of similar themes in dramatizations of folk tales, myths, legends, personal stories, and/or Aboriginal tales)

### **Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.2 - use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal (e.g., use voice and movement to suggest an airport, circus, or factory environment)

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works

### **Grades 9 & 10 - Creating and Presenting - Elements and Conventions**

A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

### **Grades 9 & 10 - Creating and Presenting - The Creative Process**

A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation)

### **Grade 11 - Foundations - Responsible Practices**

C.3.2 - demonstrate an understanding of the tasks and responsibilities involved in producing drama works

### **Grade 11 - Foundations - Concepts and Terminology**

C.1.1 - identify and describe the forms, elements, conventions, and techniques used in a variety of drama styles, and explain how they help achieve specific purposes and effects

### **Grade 11 - Reflecting, Responding and Analyzing - The Critical Analysis Process**

B.1.2 - analyse drama works to determine how they communicate ideas about issues, culture, and society

### **Grade 12 - Reflecting, Responding and Analyzing - The Critical Analysis Process**

B.1.1 - use the critical analysis process to reflect on and justify or revise decisions in creating drama works

B.1.2 - analyse a variety of contemporary and historical drama works to explain and evaluate how they communicate

### **Grade 12 - Creating and Presenting - The Creative Process**

A.1.1 - develop interpretations of drama texts from a variety of Western and non-Western dramatic traditions, past and present, as a basis for their own drama works