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# 21ST CENTURY SKILLS THROUGH DEVISING

## Instructor

ALLISON WILLIAMS

## Materials

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

## Course length

12 modules  
1 hours, 18 minutes of video  
4 credit hours

## Course Description

Allison Williams leads the course: *21st Century Skills Through Devising*. This course covers what devising is, why to do it, how to do it, and how your students can master the 21st Century Skills of collaborations and cooperation, critical thinking, creative thinking through devising.

High school is a great place to try devising with your students. But it's not something you want to throw at your students without any preparation. Framework is important and this course takes you through a number of exercises you can take into the classroom tomorrow to help build a place of physical safety, a place where students work at making a lot of choices instead of waiting for the perfect choice, and a place where students feel comfortable making creative choices. The material also reviews the process of putting together a show from the idea/research stage to editing, to giving feedback.

Your students have what it takes to create their own material, collaborate with each other, and have a unique theatrical experience!

## About the Instructor

Allison Williams trained in mask and movement theatre and playwriting, and holds a BA in Theatre from Eckerd College and an MFA in Playwriting from Western Michigan University.

She has been a member of the theatre faculty at Western Michigan University and Kalamazoo College, and served as a guest artist in residence at Rollins College, University of Missouri-Kansas City, University of Nevada-Las Vegas, Otterbein College, the University of South Florida, Writer's Wing in Mumbai, India, and the International Community Theatre Conference in Monaco. Allison has guest directed for the Kentucky Shakespeare Festival, the Kalamazoo Symphony Orchestra, American Stage and The Rosebud Company (Off-Broadway).

Her plays include the Heidemann Award finalist *MISS KENTUCKY*, the Mark Twain Humor Writing Award finalist *POSTCARDS FROM SHAKESPEARE* and the London Fringe Best Of Fringe winner, *TRUE STORY* as well as several scripts widely produced in high schools. Her radio trilogy, *DEAD MEN DON'T CARRY HANDBAGS*, *DEAD MEN DON'T JAYWALK*, and *DEAD MEN DON'T CATCH BOUQUETS* aired on National Public Radio.

She has also written for Canadian Broadcasting Corporation, The New York Times and The Christian Science Monitor. As a storyteller, Allison has performed at London's Theatre Royal and Rich Mix, Filocafe in Mumbai and The Kautilya Society in Varanasi, India. She is a two-time winner of The Moth StorySLAM.

Currently, Allison is the Artistic Director of Aerial Angels, and has led the creation of *Fallen* (Bible women + circus), *Sleepwalkers* (Grand Guignol + circus) and *Stand Up 8* (reality circus). Their company outreach program, *Starfish Circus*, trains 2000 K-12 students every year in circus arts, problem-solving and courageous action.

Allison splits her time between the USA and the United Arab Emirates, where she also freelances as an event producer for Dolphin Creative.

## Course Curriculum

### Module 1: Introduction 8:44

This module introduces the instructor and what the teacher will learn through the modules laid out in the course.

### Module 2: Key Elements of Successful Devising 6:18

This module covers the elements of successful devising.

### Module 3: Physical Safety 6:42

This module covers how to create a physically safe space for devising, and how to get your students to buy in.

### Module 4: Creative Comfort 5:53

This module discusses creative comfort, how to use rules, respect, open play and your teacher energy to make a space where students feel comfortable to make creative choices and safe enough to take creative risks.

### Module 5: Group Dynamics and Collaboration 7:36

This module covers how to keep the group dynamics collective with our collaborative thinking, how to lead from behind and how to encourage considerate but fast decision-making.

### Module 6: Finding a Topic 7:26

This module covers how to find a topic to use when you start devising a play.

### Module 7: Research 7:33

This module covers how your students can do useful research, how to make sure it's factual, and how to keep the other side in mind.

### Module 8: Developing Material 7:59

This module talks about developing material with specific limited assignments.

### Module 9: Feedback 6:00

This module talks about giving and using quality feedback.

### Module 10: Edit and Refine into a Finished Show 5:44

This module covers how to edit and refine the material your students generate into a finished show.

### Module 11: Devising Chorus Work 5:08

This module discusses how to use devising to make small parts big and your chorus as specific and exciting as the leading roles.

### Module 12: Wrap-Up 2:59

This module wraps up the course and recaps the key elements.

# Standards Connections

## National Core Arts Standards

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

TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.

TH:Cr1.1.6.b - Identify solutions to design challenges in a drama/theatre work.

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.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

TH:Cr1.1.7.b - Explain and present solutions to design challenges in a drama/ theatre work.

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

### Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.a - Consider various staging choices to enhance the story in a drama/theatre work.

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

### Synthesize and relate knowledge and personal experiences to make art - Grade 7

TH:Cn10.1.7.a - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

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

TH:Cr1.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

TH:Cr1.1.8.b - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

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.

### Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.a - Explore different pacing to better communicate the story in a drama/theatre work.

TH:Pr4.1.8.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

### Synthesize and relate knowledge and personal experiences to make art - Grade 8

TH:Cn10.1.8.a - Examine a community issue through multiple perspectives in a drama/theatre work.

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

TH:Cr1.1.HSI.a - Apply basic research to construct ideas about the visual composition of a drama/theatre work.

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

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.

### Synthesize and relate knowledge and personal experiences to make art - Grade HS Proficient

TH:Cn10.1.HSI.a - Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

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

TH:Cr1.1.HSII.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

TH:Cr1.1.HSII.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

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

TH:Pr4.1.HSII.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

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 Accomplished

TH:Re7.1.HSII.a - Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

### Synthesize and relate knowledge and personal experiences to make art - Grade HS Accomplished

TH:Cn10.1.HSII.a - Choose and interpret a drama/theatre work to reflect or question personal beliefs.

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

TH:Cr1.1.HSIII.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of 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.

### Synthesize and relate knowledge and personal experiences to make art - Grade HS Advanced

TH:Cn10.1.HSIII.a - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

### 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.

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

### Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

TH:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

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

TH:Re8.1.6.a - Explain how artists make choices based on personal experience in a drama/theatre work.

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

TH:Re8.1.6.c - Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.

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

TH:Cn11.1.6.a - Identify universal themes or common social issues and express them through 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.

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

#### **Develop and refine artistic techniques and work for presentation - Grade 7**

TH:Pr5.1.7.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

TH:Pr5.1.7.b - Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

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

TH:Cn11.1.7.a - Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic 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.

TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

#### **Develop and refine artistic techniques and work for presentation - Grade 8**

TH:Pr5.1.8.a - Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

#### **Interpret intent and meaning in artistic work - Grade 8**

TH:Re8.1.8.a - Recognize and share artistic choices when participating in or observing a drama/theatre work.

#### **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 8**

TH:Cn11.1.8.a - Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

#### **Organize and develop artistic ideas and work - Grade HS Proficient**

TH:Cr2.1.HS1.a - Explore the function of history and culture

in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

TH:Cr2.1.HS1.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

#### **Develop and refine artistic techniques and work for presentation - Grade HS Proficient**

TH:Pr5.1.HS1.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

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

TH:Cn11.1.HS1.a - Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

#### **Organize and develop artistic ideas and work - Grade HS Accomplished**

TH:Cr2.1.HSII.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

#### **Develop and refine artistic techniques and work for presentation - Grade HS Accomplished**

TH:Pr5.1.HSII.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

#### **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.

TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

#### **Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6**

TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

#### **Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 7**

TH:Cr3.1.7.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

#### **Convey meaning through the presentation of artistic work - Grade 7**

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

#### **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.

#### **Convey meaning through the presentation of artistic work - Grade 8**

TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for an audience.

#### **Apply criteria to evaluate artistic work - Grade 8**

TH:Re9.1.8.b - Apply the production elements used in a drama/theatre work to assess aesthetic choices.

TH:Re9.1.8.c - Assess the impact of a drama/theatre work on a specific audience.

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

TH:Cr3.1.HSI.a - Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

#### **Convey meaning through the presentation of artistic work - Grade HS Proficient**

TH:Pr6.1.HSI.a - Perform a scripted drama/theatre work for a specific audience.

#### **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.b - Consider the aesthetics of the production elements in a drama/theatre work.

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

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

TH:Cr3.1.HSII.a - Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

#### **Convey meaning through the presentation of artistic work - Grade HS Accomplished**

TH:Pr6.1.HSII.a - Present a drama/theatre work using creative processes that shape the production for a specific audience.

#### **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.

TH:Re9.1.HSII.c - Verify how a drama/theatre work communicates for a specific purpose and audience.

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

TH:Cn11.2.HSII.a - Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

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

TH:Cr3.1.HSIII.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal

process to invent or re-imagine style, genre, form, and conventions.

TH:Cr3.1.HSIII.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

#### **Convey meaning through the presentation of artistic work - Grade HS Advanced**

TH:Pr6.1.HSIII.a - Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

#### **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.

TH:Re9.1.HSIII.b - Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

TH:Re9.1.HSIII.c - Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

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

TH:Cn11.2.HSIII.a - Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

### **California VAPA Standards (2019)**

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

6.TH:Cr1.a - Identify possible solutions to staging challenges in a drama/theatre work.

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

6.TH:Cr1.c - Identify solutions to design challenges 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.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

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

7.TH:Cr1.c - Explain and present solutions to design challenges in a drama/ theatre work.

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

7.TH:Pr4.a - Consider various staging choices to enhance the story in a drama/theatre work.

7.TH:Pr4.b - Use various character objectives in a drama/theatre work.

#### **7.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.**

7.TH:Cn10 - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.



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

8.TH:Cr1.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre 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.

8.TH:Cr1.c - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

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

8.TH:Pr4.a - Explore different pacing to better communicate the story in a drama/theatre work.

8.TH:Pr4.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

### **8.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.**

8.TH:Cn10 - Examine a community issue through multiple perspectives in a drama/theatre work.

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

Prof.TH:Cr1.a - Apply basic research to construct ideas about the visual composition of a drama/theatre 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:Cr1.c - Explore the impact of technical theatre elements on design choices 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:Cn10 Synthesize and relate knowledge and personal experiences to make art.**

Prof.TH:Cn10 - Investigate how cultural contexts, community ideas, and personal beliefs impact a drama/theatre work.

### **Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.**

Acc.TH:Cr1.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

Acc.TH:Cr1.b - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

Acc.TH:Cr1.c - Understand and apply technical theatre elements to design solutions for a drama/theatre work.

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

Acc.TH:Pr4.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

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.

### **Acc.TH:Re7 Perceive and analyze artistic work.**

Acc.TH:Re7 - Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

### **Acc.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.**

Acc.TH:Cn10 - Choose and interpret a drama/theatre work to reflect or question personal beliefs.

### **Adv.TH:Cr1 Generate and conceptualize artistic ideas and work.**

Adv.TH:Cr1.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technical theatre elements to create the visual composition of 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.

### **Adv.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.**

Adv.TH:Cn10 - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural contexts.

### **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:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

### **6.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

6.TH:Pr5.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

6.TH:Pr5.b - Articulate how technical theatre elements are integrated into a drama/ theatre work.

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

6.TH:Re8.a - Explain how artists make choices based on personal experience in a drama/theatre work.

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

6.TH:Re8.c - Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.

### **6.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

6.TH:Cn11.1.a - Identify universal themes or common social issues and express them through 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.

7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

### **7.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

7.TH:Pr5.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

7.TH:Pr5.b - Choose a variety of technical theatre elements that can be applied to a design in a drama/theatre work.

### **7.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

7.TH:Cn11.1.a - Incorporate music, dance, art, and/or media

arts to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic 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.

8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

#### **8.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

8.TH:Pr5.a - Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

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

8.TH:Re8.a - Recognize and share artistic choices when participating in or observing a drama/theatre work.

#### **8.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

8.TH:Cn11.1.a - Use different forms, styles, genres of drama/theatre work to examine contemporary social, cultural, or global issues.

#### **Prof.TH:Cr2 Organize and develop artistic ideas and work.**

Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

#### **Prof.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

Prof.TH:Pr5.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

#### **Prof.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Prof.TH:Cn11.1.a - Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

#### **Acc.TH:Cr2 Organize and develop artistic ideas and work.**

Acc.TH:Cr2.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre in western or non-western theatre traditions.

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

#### **Acc.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

Acc.TH:Pr5.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

#### **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.

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

#### **6.TH:Cr3 Refine and complete artistic work.**

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

#### **7.TH:Cr3 Refine and complete artistic work.**

7.TH:Cr3.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

#### **7.TH:Pr6 Convey meaning through the presentation of artistic work.**

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

#### **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.

#### **8.TH:Pr6 Convey meaning through the presentation of artistic work.**

8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

#### **8.TH:Re9 Apply criteria to evaluate artistic work.**

8.TH:Re9.b - Assess the impact of a drama/theatre work on a specific audience.

8.TH:Re9.c - Differentiate the effect of technical theatre elements used in a drama/theatre work to assess aesthetic choices.

#### **Prof.TH:Cr3 Refine and complete artistic work.**

Prof.TH:Cr3.a - Rehearse and revise a devised or scripted drama/theatre work using theatrical conventions.

#### **Prof.TH:Pr6 Convey meaning through the presentation of artistic work.**

Prof.TH:Pr6 - Perform a rehearsed, scripted short drama/theatre work for a specific audience.

#### **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:Re9.c - Analyze and evaluate the aesthetics and effect of the technical theatre elements in a drama/theatre work.

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

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

#### **Acc.TH:Cr3 Refine and complete artistic work.**

Acc.TH:Cr3.a - Use the rehearsal process to analyze the dramatic concept and design elements of a devised or scripted drama/theatre work.

#### **Acc.TH:Pr6 Convey meaning through the presentation of artistic work.**

Acc.TH:Pr6 - Present a drama/theatre work using creative processes that shape the production for a specific audience.

### **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.b - Justify how a drama/theatre work communicates for a specific purpose and audience.

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.a - Formulate creative choices for a devised or scripted drama/theatre work based on research about the selected topic.

### **Adv.TH:Cr3 Refine and complete artistic work.**

Adv.TH:Cr3.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and theatrical conventions.

Adv.TH:Cr3.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

### **Adv.TH:Pr6 Convey meaning through the presentation of artistic work.**

Adv.TH:Pr6 - Present a drama/theatre production for a specific audience that employs research and analysis grounded in creative perspectives of the playwright, director, designer, and dramaturgy.

### **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.Re9.b - Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Adv.TH.Re9.c - Analyze and evaluate varied aesthetic interpretations of technical theatre elements for the same drama/theatre work.

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

Adv.TH:Cn11.2.a - Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from research.

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

### **Sixth Grade**

DT.6.1.1.a - Students Can: Identify possible solutions to staging challenges in a drama/theatre work.

DT.6.1.1.b - Students Can: Identify possible solutions to design challenges in a drama/theatre work.

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.6.1.2.b - Students Can: Contribute ideas and accept and incorporate the ideas of others in preparing or devising a

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.6.2.2.a - Students Can: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

DT.6.2.2.b - Students Can: Articulate how technical elements are integrated into a drama/theatre work.

DT.6.3.2.a - Students Can: Explain how artists make choices based on personal experience 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.

DT.6.3.2.c - Students Can: Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.

### **Seventh Grade**

DT.7.1.1.a - Students Can: Integrate multiple perspectives and solutions to staging challenges in a drama/theatre work.

DT.7.1.1.b - Students Can: Explain and present possible solutions to design challenges in a drama/theatre work.

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

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

DT.7.1.2.b - Students Can: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

DT.7.1.3.a - Students Can: Consider incorporating multiple perspectives and diverse community ideas in a drama/theatre work.

DT.7.1.4.a - Students Can: Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

DT.7.2.1.a - Students Can: Experiment various staging choices to enhance the story in a drama/theatre work.

DT.7.2.1.b - Students Can: Apply various character objectives in a drama/theatre work.

DT.7.2.2.a - Students Can: Recognize how acting exercises and techniques can be applied to a drama/theatre work.

DT.7.2.2.b - Students Can: Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

DT.7.2.3.a - Students Can: Incorporate music, dance, art, and/or media to heighten the connection between performer and audience in a drama/theatre work.

DT.7.2.4.a - Students Can: Participate in rehearsals for a drama/theatre work that will be shared with an audience.

### **Eighth Grade**

DT.8.1.1.a - Students Can: Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

DT.8.1.1.b - Students Can: Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.

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.8.1.2.b - Students Can: Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

DT.8.1.3.a - Students Can: Examine and analyze community issue through multiple perspectives in 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.8.2.1.a - Students Can: Explore different pacing to better communicate the story in a drama/theatre work.

DT.8.2.1.b - Students Can: Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.

DT.8.2.2.a - Students Can: Develop a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

DT.8.2.3.a - Students Can: Identify universal themes or common social issues and express them through a drama/theatre work.

DT.8.2.4.a - Students Can: Perform/present a rehearsed/designed drama/theatre work for an audience.

DT.8.3.2.a - Students Can: Summarize and share artistic choices when participating in or observing a drama/theatre work.

DT.8.3.4.b - Students Can: Analyze the production elements used in a drama/theatre work to assess aesthetic choices.

DT.8.3.4.c - Students Can: Assess the impact of a drama/theatre work on a specific audience.

### High School - Fundamental Pathway

DT.H1.1.1.a - Students Can: Apply basic research to construct ideas about the visual composition of a drama/theatre work.

DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a drama/theatre work.

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

DT.H1.1.2.a - Students Can: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

DT.H1.1.2.b - Students Can: Investigate the collaborative nature of the actor, director, playwright, and designers to explore their interdependent roles in a drama/theatre work.

DT.H1.1.3.b - Students Can: Explore how personal, cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

DT.H1.1.4.a - Students Can: Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

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

DT.H1.2.2.a - Students Can: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

DT.H1.2.4.a - Students Can: Perform/present a scripted drama/theatre work for a specific audience.

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.

DT.H1.3.4.b - Students Can: Evaluate the aesthetics of the production elements in a drama/theatre work.

### High School - Advanced Pathway

DT.H2.1.1.a - Students Can: Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

DT.H2.1.1.b - Students Can: Understand and apply technology to design solutions for a drama/theatre work.

DT.H2.1.1.c - Students Can: Develop a character that is believable and authentic in a drama/theatre work based on personal experiences and knowledge.

DT.H2.1.2.b - Students Can: Cooperate as a creative team to make interpretive choices for a drama/theatre work.

DT.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.

DT.H2.1.3.b - Students Can: Make creative choices based on connections with the selected topic.

DT.H2.1.4.a - Students Can: Analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work through the use of the rehearsal process.

DT.H2.2.1.a - Students Can: Analyze how unique choices shape believable and sustainable drama/theatre work.

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.H2.2.2.a - Students Can: Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

DT.H2.2.4.a - Students Can: Present a drama/theatre work using creative processes that shape the production for a specific audience.

DT.H2.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to critique artistic choices and justify meaningful feedback based on historical, cultural, and personal context.

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.

DT.H2.3.4.c - Students Can: Verify how a drama/theatre work communicates for a specific purpose and audience.

### High School - Professional Pathway

DT.H3.1.1.a - Students Can: Synthesize knowledge from a variety of dramatic forms, theatrical conventions and technologies to create the visual composition of a drama/theatre work.

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.H3.1.2.b - Students Can: Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

DT.H3.1.3.a - Students Can: Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

DT.H3.1.3.b - Students Can: Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data on ensemble, community.

DT.H3.1.4.a - Students Can: Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

DT.H3.1.4.b - Students Can: Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

DT.H3.2.3.a - Students Can: Effectively execute creative processes to tell stories in a devised or scripted drama/theatre work, to connect with audience, community, and ensemble.

DT.H3.2.4.a - Students Can: Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

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.

DT.H3.3.4.b - Students Can: Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

DT.H3.3.4.c - Students Can: Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

## Common Core

### Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### 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.9-10.3 - 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.9-10.6 - 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.

### Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

### Writing

CCSS.ELA-LITERACY.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.912.C.1.1 - Devise an original work based on a global issue that explores various solutions to a problem.

TH.912.C.1.2 - Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.C.2.2 - Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.

TH.912.C.2.5 - Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

TH.912.C.3.1 - Explore commonalities between works of theatre and other performance media.

### Historical & Global Connections

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

### Innovation, Technology & the Future

TH.912.F.1.3 - Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

TH.912.F.2.4 - Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the

mounting of a theatrical performance.

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

### **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.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

TH.912.O.3.4 - Create a performance piece to document a significant issue or event.

TH.912.O.3.5 - Design technical elements to document the progression of a character, plot, or theme.

TH.912.O.3.7 - Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.

### **Skills, Techniques & Processes**

TH.912.S.1.3 - Develop criteria that may be applied to the selection and performance of theatrical work.

TH.912.S.1.5 - Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

TH.912.S.1.6 - Respond appropriately to directorial choices for improvised and scripted scenes.

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.2.4 - Sustain a character or follow technical cues in a production piece to show focus.

TH.912.S.2.5 - Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

TH.912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.

TH.912.S.3.1 - Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

TH.912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

TH.912.S.3.3 - Develop acting skills and techniques in the rehearsal process.

## **Georgia Performance Standards - Theatre Arts**

### **Grade 6 - Creating**

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.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 - ADVANCED DRAMA LEVELS I-IV -Creating**

TAHSAD.CR.2 - Develop scripts through theatrical techniques., a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.

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

TAHSFT.CR.2 - Develop scripts through theatrical techniques., a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process., b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script., c. Construct and critique elements of dramatic structure, character, and dialogue., d. Create and perform scenes for audiences.

## **North Carolina Essential Standards**

## 2024

### Beginning High School Connect

B.CN.1.1 - Describe how the emergence of theatre as an art form has influenced society prior to 1400.

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

### Beginning High School Respond

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

### Intermediate High School Create

I.CR.1.1 - Develop a variety of unique characters within given situations through improvisation.

I.CR.2.1 - Adapt unique personal experiences into theatrical works.

### Intermediate High School Present

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

I.PR.2.1 - Develop scenes for formal or informal presentations.

### Accomplished High School Create

AC.CR.1.1 - Improvise a variety of extended scenes or performance pieces reflecting specific situations, styles, or genres.

AC.CR.1.2 - Create a variety of scripted extended scenes or performance pieces reflecting specific situations, styles, or genres.

### 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.

### Accomplished High School Respond

AC.RE.1.1 - Analyze the impact of historical and cultural context on written and presented theatrical works.

### Advanced High School Create

AD.CR.1.1 - Develop a variety of extended scenes or short plays through improvisation, applying acting and directorial techniques in anticipation of various audiences or theatrical settings.

AD.CR.1.2 - Create a variety of extended scenes or plays inspired by various time periods or cultures.

### Advanced High School Present

AD.PR.1.1 - Implement justified choices made in response to feedback and specific criteria.

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

AD.PR.2.1 - Develop contrasting theatrical works for diverse genres, audiences, auditions, or productions.

AD.PR.2.4 - Adapt staging and direction for various stage configurations.

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

### Beginning High School Standards - Culture

B.CU.1.1 - Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

B.CU.1.2 - Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.

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.

I.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes.

I.C.1.3 - Produce scripts based on literature texts.

I.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.

I.C.2.2 - Interpret scenes through formal and informal presentations.

### Intermediate High School Standards - Culture

I.CU.2.2 - Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

### 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.1.2 - Apply vocal elements of volume, pitch, rate, tone,



articulation, and vocal expression to develop characters.

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

P.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.

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

### **Proficient High School Standards - Analysis**

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

### **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.

A.C.1.2 - Use voice to create character dialects.

A.C.1.3 - Use constructive criticism to improve original works both written and read orally.

A.C.2.1 - Use improvisation and acting skills to perform for a formal audience using prompts provided by the audience.

A.C.2.2 - Interpret scripts through formal and informal presentations.

### **Advanced High School Standards - Culture**

A.CU.2.2 - Integrate conventions and structures of theatre when creating formal or informal theatre productions.

## **Texas Essential Knowledge and Skills for Theatre Arts**

### **MS 117.211 LI - Foundations: Inquiry and Understanding**

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

C.1.F - identify the structure and form in examples of dramatic literature.

### **MS 117.211 LI - Creative Expression: performance**

C.2.D - dramatize literary selections and imitate life experiences through dramatic play.

C.2.E - express emotions and ideas using interpretive movements and dialogue.

C.2.F - create environments, characters, and actions.

### **MS 117.211 LI - Creative Expression: production**

C.3.B - create suitable environments for dramatizations.

C.3.C - collaborate to plan brief dramatizations.

### **MS 117.211 LI - Historical and cultural relevance**

C.4.A - demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities.

### **MS 117.211 LI - Critical evaluation and response**

C.5.A - identify and apply audience etiquette at all performances.

C.5.C - identify production elements of theatre, film, television, and other media.

### **MS 117.212 LII - Foundations: Inquiry and Understanding**

B.1.B - develop and apply theatre preparation and warm-up techniques.

B.1.C - create expressive and rhythmic movements.

B.1.E - demonstrate knowledge of theatrical vocabulary and terminology.

B.1.F - analyze and evaluate the structure and form of dramatic literature.

### **MS 117.212 LII - Creative Expression: performance**

B.2.C - select movements and dialogue to portray a character appropriately.

B.2.D - create stories collaboratively and individually that have dramatic structure.

B.2.G - create improvised scenes that include setting, character, and plot.

### **MS 117.212 LII - Creative Expression: production**

B.3.C - define the role of the director.

B.3.D - use technology in theatrical applications such as live theatre, video, and film.

### **MS 117.213 LIII - Foundations: Inquiry and Understanding**

B.1.B - explore preparation and warm-up techniques.

B.1.C - create expressive movement and mime to define space and characters.

B.1.E - apply knowledge of theatrical vocabulary and terminology.

B.1.F - explore and evaluate the structure and form of dramatic literature.

### **MS 117.213 LIII - Creative Expression: performance**

B.2.B - portray characters through familiar movements and dialogue.

B.2.C - create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively.

### **MS 117.213 LIII - Creative Expression: production**

B.3.D - use technology in theatrical applications such as live theatre, video, and film.

### **MS 117.213 LIII - Critical evaluation and response**

B.5.B - develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary.

B.5.D - explore career and vocational opportunities in theatre.

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

C.1.B - develop and practice theatre preparation and warm-up techniques.

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.

C.1.G - analyze and describe the interdependence of all theatrical elements.

C.1.H - define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience.

C.1.J - identify the principles of improvisation.

C.1.K - identify and recognize the importance of safe theatre practices.

### **HS 117.315 LI - Creative Expression: performance**

C.2.A - demonstrate safe use of the voice and body.

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

#### **HS 117.315 LI - Creative Expression: production**

C.3.D - demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

#### **HS 117.315 LI - Historical and cultural relevance**

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

C.4.D - appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature.

C.4.E - appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature.

#### **HS 117.315 LI - Critical evaluation and response**

C.5.H - connect theatre skills and experiences to higher education and careers outside of the theatre.

#### **HS 117.316 LII - Foundations: Inquiry and Understanding**

C.1.A - develop and practice theatre warm-up techniques.

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

C.1.E - identify examples of theatrical conventions in theatre, film, television, and electronic media.

C.1.F - relate the interdependence of all theatrical elements.

C.1.G - develop and practice memorization skills.

#### **HS 117.316 LII - Creative Expression: performance**

C.2.B - explore creativity as it relates to self and ensemble.

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

C.2.F - create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.

#### **HS 117.316 LII - Creative Expression: production**

C.3.B - read and analyze cultural, social, and political aspects of a script to determine technical elements.

C.3.D - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.

C.3.E - develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

#### **HS 117.316 LII - Critical evaluation and response**

C.5.B - analyze theatre as an art form and evaluate self as a creative being.

C.5.C - offer and receive constructive criticism of peer performances.

C.5.D - evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations.

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

C.1.A - apply theatre preparation and warm-up techniques

effectively.

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

C.1.E - distinguish between the theatrical conventions of theatre, film, television, and other media.

C.1.F - evaluate the interdependence of all theatrical elements.

C.1.G - develop and practice memorization skills.

#### **HS 117.317 LIII - Creative Expression: performance**

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

C.2.D - experiment with improvisation and scripted scenes of various styles to portray believable characters.

C.2.E - write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme.

#### **HS 117.317 LIII - Creative Expression: production**

C.3.D - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.

C.3.E - perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.

#### **HS 117.317 LIII - Historical and cultural relevance**

C.4.A - evaluate historical and cultural influences on theatre.

C.4.B - analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors.

C.4.C - employ and evaluate the impact of live theatre, film, television, and other media in contemporary society.

#### **HS 117.317 LIII - Critical evaluation and response**

C.5.B - recognize theatre as an art form and evaluate self as a creative being.

#### **HS 117.318 LIV - Foundations: Inquiry and Understanding**

C.1.A - create and demonstrate theatre preparation and warm-up techniques.

C.1.B - devise and model stage movement.

C.1.G - develop and model memorization skills.

#### **HS 117.318 LIV - Creative Expression: performance**

C.2.B - demonstrate creativity as it relates to self and ensemble and its effect on audience.

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

C.2.E - create individually or devise collaboratively imaginative scripts and scenarios.

#### **HS 117.318 LIV - Creative Expression: production**

C.3.D - analyze production plans that include research, rehearsal plans, technical designs, and blocking.

#### **HS 117.318 LIV - Historical and cultural relevance**

C.4.E - research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature.

#### **HS 117.318 LIV - Critical evaluation and response**

C.5.B - defend theatre as an art form and value self as a creative being.

## Alberta, Canada

### Technical Theatre/Design 10-20-30 - Costume

- 1 - demonstrate understanding of the purpose of costume

### Improvisation Drama 10

- 1 - use warmup techniques for preparation of body, voice and mind
- 10 - demonstrate appropriate rehearsal methods
- 11 - apply the essential elements of a story: character, setting, conflict, climax and plot in planned and unplanned scenes
- 12 - create, relate and polish a story
- 3 - maintain concentration during exercises
- 30 - demonstrate understanding of and apply the concepts of a character's objectives and motivation
- 31 - demonstrate the ability to focus on, and achieve, the objective of a scene
- 32 - sustain a character throughout a scene or exercise
- 9 - use appropriate stage directions

### Improvisation Drama 20

- 34 - demonstrate the techniques of sharing, giving and taking focus
- 36 - integrate improvisational skills learned, in planned and spontaneous improvisations

### Improvisation Drama 30

- 38 - demonstrate various ways of creating and communicating mood

### Acting Drama 20

- 1 - analyze a script for explicit character clues
- 14 - identify and use operative words in a script
- 2 - create, select and sustain physical details of the character from scripted material
- 9 - demonstrate the ability to pick up cues effectively

### Theatre Studies Drama 30 (Early or Middle or Late drama)

- 4 - recognize dramatic structure of a play

### Technical Theatre/Design 10-20-30 - Lighting

- 1 - demonstrate understanding of the purpose of stage lighting

### Technical Theatre/Design 10-20-30 - Management - Stage

- 1 - demonstrate understanding of the purpose and duties of the stage manager

### Technical Theatre/Design 10-20-30 - Management - Properties

- 1 - demonstrate understanding of the purpose of stage properties

### Technical Theatre/Design 10-20-30 - Management - Sound

- 1 - demonstrate understanding of the purpose of stage sound

### Playwriting - Drama 20

- 1 - demonstrate understanding of the basic structure of a play
- 10 - define conflict
- 13 - give and accept constructive criticism
- 2 - define and identify plot, character, thought and diction
- 3 - demonstrate understanding of script format

- 4 - generate and collect ideas that have dramatic possibilities

- 5 - write a scenario

- 7 - demonstrate understanding if and write exposition

- 8 - use effective diction

- 9 - define character objectives

### Directing - Drama 30

- 1 - demonstrate understanding of the function of the director

### Improvisation/Acting Level III - Advanced

- 26 - pick up cues effectively

- 30 - analyze text for meaning and character development

- 31 - recite text from memory

- 32 - rehearse, polish and present text

### Junior Goal II Objectives

- become familiar with disciplines that enhance dramatic process

- become familiar with dramatic terminology and script format

- develop belief in, identification with, and commitment to a role

- explore specific techniques demanded by various dramatic forms

- gain awareness of how the integration of disciplines enriches dramatic communication

### Junior Goal III Objectives

- develop awareness of drama and theatre presentations as possible

- develop awareness of various conventions of theatre

- develop recognition of and respect for excellence in drama and theatre

- develop the ability to analyze and assess the process and the art

### Junior Orientation

- demonstrate a willingness to take calculated and reasonable risks

- demonstrate trust by becoming comfortable, physically and emotionally, with others

- focus concentration on one task at a time

- generate imaginative and creative solutions to problems

- investigate a variety of roles and situations

- listen effectively

- meet deadlines and follow through on individual and group commitments

- offer and accept constructive criticism, given specific guidelines, with a desire to improve

- recognize the purposes of and participate in warmup activities

- respond to directions without breaking concentration-side coaching

- share ideas confidently with others

- show awareness of story sequence

- support positivity the work of others

- work cooperatively and productively with all members of the class in pairs, small groups and large groups

### Movement Level I - Beginning

- 1 - demonstrate understanding of and apply appropriate safety procedures

### **Speech Level I - Beginning**

- 2 - use vocal relaxation and warm-up techniques
- 5 - recognize the need to control and protect the voice
- 6 - use volume appropriate to situation

### **Speech Level II - Intermediate**

- 13 - use voice to communicate mood and emotion
- 14 - use a variety of character voices

### **Speech Level III - Advanced**

- 15 - demonstrate the effect of character on oral interpretation
- 16 - use movement and gesture to clarify and enhance speech and character
- 17 - determine personal pitch, rate, volume, intonation and vocal qualities through critical listening
- 18 - apply speech skills in a variety of speaking situations

### **Improvisation/Acting Level I - Beginning**

- 1 - use warm-up techniques for preparation of body, voice and mind
- 10 - use essential story elements in spontaneous and planned scenes
- 11 - create a dramatic situation in response to varied stimuli: objects, pictures, music
- 12 - make logical choices within the boundaries of situation and character
- 2 - respond to directions without breaking concentration-side coaching
- 5 - create and tell a story spontaneously
- 6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot
- 7 - use stage vocabulary: stage areas, body positions and crosses
- 8 - demonstrate appropriate rehearsal behaviours and routines
- 9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

### **Improvisation/Acting Level II - Intermediate**

- 20 - enter and exit in character
- 21 - sustain a character throughout an exercise or scene
- 23 - demonstrate understanding of character motivation
- 24 - recognize that relationships exist between characters in given situations
- 25 - demonstrate understanding of focus and the processes of sharing, giving and taking

### **Junior Goal I Objectives**

- develop a positive self-image
- develop a sense of responsibility and commitment
- develop self-confidence
- develop self-discipline
- develop the ability to initiate, organize and present a project within a given set of guidelines
- develop the ability to interact effectively and constructively in a group process
- develop the ability to offer and accept constructive criticism
- develop the willingness to make a decision, act upon it and accept the results
- explore and develop physical and vocal capabilities
- extend the ability to explore meaning through abstract concepts
- extend the ability to think imaginatively and creatively

- extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences
- strengthen powers of concentration

### **Theatre Studies Level III - Advanced (The script)**

- 10 - demonstrate understanding of the concept of dramatic convention
- 11 - demonstrate understanding of plot structure
- 7 - define the elements of script, dialogue, directions, characters and settings
- 8 - demonstrate understanding of directions used in a script

### **Senior Goal I Objectives**

- apply imaginative and creative thought to problem-solving situations
- demonstrate a sense of inquiry and commitment, individually and to the group
- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate respect for others-their rights, ideas, abilities and differences
- 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
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines
- demonstrate the ability to offer, accept, and reflect upon, constructive criticism
- develop a positive and realistic self-image
- develop a sense of inquiry and commitment to learning
- extend physical and vocal capabilities
- extend the ability to concentrate
- increase self-confidence
- increase self-discipline
- sharpen observations of people, situations and the environment

### **Senior Goal II Objectives**

- be capable of creating and expressing a believable character from scripted and non-scripted material
- demonstrate understanding of integration of disciplines to enrich a theatrical presentation
- develop the ability to understand and apply the specific presentation techniques demanded by various dramatic forms
- participate in the theatrical style of realism as a basis for further exploration of theatrical styles

### **Senior Goal III Objectives**

- demonstrate recognition of and respect for excellence in drama and theatre
- develop an awareness of aesthetics in visual and performing arts
- explore various conventions and traditions of theatre

### **Orientation Drama 10**

- concentrate on the task at hand
- cope with success and failure in positive ways
- demonstrate behaviour appropriate to given circumstances
- demonstrate effective use and management of time
- demonstrate self-discipline, self-direction and a sense of responsibility
- demonstrate willingness to challenge and extend oneself:



physically, emotionally, intellectually and artistically  
display consideration and respect for self and others  
listen to self and others  
make effective decisions or choices  
offer and accept constructive criticism with a desire to progress  
positively support the work of others  
recognize that values are expressed through the arts  
share ideas confidently  
solve problems imaginatively and creatively  
work cooperatively and productively  
work with abstract concepts

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Exploring and creating**

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 6 - ARTS - Reasoning and reflecting**

Develop and refine 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

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**

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

### **GRADE 7 - ARTS - Exploring and creating**

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 7 - ARTS - Reasoning and reflecting**

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

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**

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

Express, feelings, ideas, and experiences through the arts

Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

### **GRADE 8 - ARTS - Exploring and creating**

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 8 - ARTS - Reasoning and reflecting**

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

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

### **GRADE 8 - ARTS - Communicating and documenting**

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

Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

### **GRADE 9 - DRAMA - Exploring and creating**

Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play

Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

Take creative risks to experience and express thoughts, emotions, and meaning

### **GRADE 9 - DRAMA - Reasoning and reflecting**

Develop and refine ideas and technical skills to improve the quality of performance pieces

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**

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

### **GRADE 10 - DRAMA - Explore and Create**

Create dramatic works with an intended audience in mind

Develop a repertoire of dramatic skills and techniques through presentation or performance

Develop performance skills in a variety of contexts

Explore and create dramatic works to express ideas and emotions

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

Intentionally select and combine drama conventions

#### **GRADE 10 - DRAMA - Reason and reflect**

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

#### **GRADE 10 - DRAMA - Communicate and document**

Compose, interpret, and expand ideas using symbolism and imagery

#### **GRADE 11 - DRAMA - Explore and Create**

Create dramatic works for an intended audience

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Develop a repertoire of dramatic skills and techniques through presentation or performance

Develop and refine performance skills in a variety of contexts

Explore and create dramatic works to express ideas, meaning, and emotions

Improvise and take creative risks using imagination, exploration, and inquiry

Purposefully select and combine dramatic elements and conventions

#### **GRADE 11 - DRAMA - Reason and reflect**

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

#### **GRADE 11 - DRAMA - Connect and expand**

Demonstrate awareness of self, others, and audience

#### **GRADE 12 - DRAMA - Explore and Create**

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Develop a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance

Develop and refine performance skills in a variety of contexts

Develop dramatic works for an intended audience

Explore and create dramatic works to express ideas, meaning, and emotions

Improvise and take creative risks using imagination, exploration, and inquiry

Intentionally select and combine dramatic elements and conventions

#### **GRADE 12 - DRAMA - Reason and reflect**

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

Receive, provide, and apply constructive feedback to refine dramatic works

Reflect on dramatic works and make connections with personal experiences

Use self-reflection and awareness of audience to refine ideas

#### **GRADE 12 - DRAMA - Communicate and document**

Experience and express emotions through dramatic

conventions

Express personal voice, cultural identity, and perspectives using dramatic techniques

#### **GRADE 12 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

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

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 - Context and Influences**

C.2.2 - describe how drama is used for various purposes in a range of social contexts (e.g., to express or celebrate group or community sentiments or values in street theatre or parades; to mark important historical or religious anniversaries of a country or culture; to raise awareness of social, environmental, and political issues; to explore personal relationships or social arrangements)

### **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)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

B.3.1 - identify and describe skills, attitudes, and strategies they used in collaborative drama activities (e.g., brainstorming, active listening, and cooperative problem-solving skills; strategies for sharing responsibility through collaborative team roles)

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)

B.3.3 - identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors (e.g., production and/or performance roles in community theatre, television/radio broadcasting, filmmaking)

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

B.2.4 - identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions (e.g., identify insights they gained through exploring the role of ritual in Greek theatre and/or Aboriginal ceremonies)

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

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g., identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)

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.3.1 - identify and use a variety of techniques to influence the audience in specific ways (e.g., have actors enter the performance space from the audience to increase audience connection to the drama; use blocking to focus audience attention on key characters or relationships between characters)

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)

## **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.1.1 - develop interpretations of issues from contemporary or historical sources (e.g., photographs, videos, music, newspaper/magazine articles, an eyewitness account of a historical event) as the basis for drama

A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)

## **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 - Connections Beyond the Classroom**

B.3.1 - identify the collaborative skills and techniques they used to produce ensemble drama works, and explain how they can be applied in a variety of other contexts

## **Grade 11 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.2 - use a range of techniques and acting approaches to refine performance during rehearsal

## **Grade 11 - Creating and Presenting - Elements and Conventions**

A.2.2 - use a variety of drama conventions to establish a distinctive context or role in original or adapted works

## **Grade 11 - Creating and Presenting - The Creative Process**

A.1.3 - create and interpret a range of characters using a variety of acting approaches

## **Grade 12 - Foundations - Concepts and Terminology**

C.1.1 - demonstrate an understanding of the nature and function of the forms, elements, conventions, and techniques associated with the theatre of a particular period or culture

## **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

## **Grade 12 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.1 - demonstrate an understanding of how different acting and staging techniques reflect and support different purposes in drama

A.3.2 - use different acting approaches to explore and depict character in a variety of situations

## **Grade 12 - Creating and Presenting - Elements and Conventions**

A.2.1 - use the elements of drama to achieve specific purposes in drama works

A.2.2 - use a variety of drama conventions to help identify and incorporate new or emerging ideas in drama works they are developing

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

A.1.3 - create and interpret a wide range of characters using a variety of acting approaches