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# BEYOND THE BASICS: REHEARSAL STRATEGIES TO GROW YOUR ACTORS

## Instructor

JULIE HARTLEY

## Materials

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

## Course length

16 modules  
3 hours, 3 minutes of video  
5 credit hours

## Course Description

The focus of the teacher-director should be not only on the quality of the show, but on the value of the experience offered to student actors. This course takes you on this journey through practical rehearsal strategies that apply an ensemble approach.

This course starts with those all important first rehearsals, explores warm ups, and looks at character development. We examine specific types of plays, like classical texts and comedy, and conclude with strategies to solve common rehearsal problems.

Go beyond the basics!

## About the Instructor

Julie Hartley is a poet, playwright, acting teacher, storyteller and theatre director. She was head of drama at Leicester Grammar School in England and Havergal College in Toronto before working with the Department of Drama and Speech Communication at the University of Waterloo for more than a decade, as session instructor for acting courses, and guest director for mainstage productions.

Julie's poetry and short stories have appeared in literary magazines in Canada and England, and she was the 2010 recipient of the International Peace Prize for her poetry. Julie's plays have toured across England and Ireland and have been staged by schools, youth theatres and colleges throughout Ontario, Canada. She has served as the resident artistic director of the Centauri Summer Arts Camp for the past 22 years directing productions, designing arts programs and training arts staff. Julie teaches components of the creative writing and theatre courses for the Centauri Arts Academy. Julie's novel for middle grade readers, *The Finding Place*, was published by Red Deer Press in September 2015.

## Course Curriculum

### Module 0: Introduction 10:34

An overview of the course, including an outline of each module.

### Module 1A: First Rehearsals 11:56

This module explores the special demands of the first few rehearsals.

### Module 1B: First Rehearsals 7:26

This module expands on further ways a cast can explore the themes of the play in the first few rehearsals.

### Module 2A: Physical Warm-Ups 8:39

This module looks at warm-up and focus activities for your cast, starting with physical warm-ups.

### Module 2B: Vocal Warm-Ups 12:03

This module provides resources on vocal warm-ups for your cast that feed directly into the needs of the scene you're about to rehearse.

### Module 3: Rehearsal Techniques 20:03

This module looks at ways to maximize the educational value of the rehearsal process, and explores a collaborative approach.

### Module 4A: Character Development 11:47

This module looks at how to empower students by providing them with the necessary skills to develop a character.

### Module 4B: Improvisation 8:58

This module explores the role of improv in character development; investing all cast members in the building of characters.

### Module 5A: Classical Texts 8:53

This module looks at how to use classical texts and explores practical ways to make them accessible to students.

### Module 5B: Classical Texts 14:17

This module deals directing with the question of language in classical texts, and activities to overcome challenges in rehearsal.

### Module 6A: Comedy 11:10

This module covers comedies and how to mount a production.

### Module 6B: Comedy 14:40

This module continues the exploration of comedy and working with a cast to examine the comedy in your script.

### Module 7A: Practical Solutions 10:26

This module covers challenges and problems that often arise during the rehearsal process.

### Module 7B: Practical Solutions 13:53

This module covers how to face challenges in rehearsal, and how to invest an entire cast in collective problem solving.

### Module 8A: Final Stages of Rehearsal 11:42

This module focuses on the critical final stages of rehearsal from tech, dress, to opening night.

### Module 8B: The Director's Role 7:07

This module focuses on the director's role in the final stages of rehearsal, and includes a wealth of practical activities involving the entire cast.

# 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.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.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.

### 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.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.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

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

TH:Cr1.1.HS1.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.HS1.a - Examine how character relationships assist in telling the story of a drama/theatre work.

TH:Pr4.1.HS1.b - Shape character choices using given circumstances in a drama/theatre work.

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

TH:Cr1.1.HS11.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.HS11.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

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

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.

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

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.

### 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.

### 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.

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

TH:Cr2.1.HS11.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.HS11.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.HS111.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 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.

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

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

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

TH:Cr3.1.HS1.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.HS1.a - Perform a scripted drama/theatre work for a specific audience.

### 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.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

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.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

TH.912.C.2.6 - Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.

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

### Innovation, Technology & the Future

TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

### 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.

### Skills, Techniques & Processes

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

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

TH.912.S.2.4 - Sustain a character or follow technical cues in a production piece to show focus.

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

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

## 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: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: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.

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

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

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

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

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

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

Prof.TH:Pr4.b - Shape character choices using given circumstances in a drama/theatre work.

### Acc.TH:Cr1 Generate and conceptualize artistic ideas and 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:Pr4 Select, analyze, and interpret artistic work for presentation.

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

### 6.TH:Cr2 Organize and develop artistic ideas and 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.

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

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.

### 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.

### 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.

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

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.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in 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: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.

### **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.

### **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.

## **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.

### **Language**

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

### **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.

### **Language**

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

writing or speaking.

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

### **Grade 6 - Creating**

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

### **Grade 6 - Performing**

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

### **Grade 6 - Responding**

TA6.RE.1 - Engage actively and appropriately as an audience member., a. Identify the role of the audience in different environments., b. Analyze the relationship between an audience and a performer., c. Create guidelines for behaviors appropriate to a theatre experience., d. Model appropriate audience behaviors.

### **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.

### **Grade 7 - Performing**

TA7.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance., c. Engage in various performance styles.

### **Grade 7 - Responding**

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

### **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.

### **Grade 8 - Performing**

TA8.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement)., b. Demonstrate appropriate ensemble skills throughout a performance., c. Use appropriate listening and response skills during performances.

### **Grade 8 - Responding**

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles)., d. Demonstrate appropriate audience behaviors.

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

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

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

TAHSA.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the voice, body, observation, and imagination as tools of the actor in presentations of formal and informal theatre., b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences., c. Act by developing, communicating, and sustaining roles within a variety of situations and environments., d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew., e. Use the skills and tools of a director to conduct rehearsals for performance.

### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Performing**

TAHSAD.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the skills and tasks associated with acting, incorporating voice, body, observation, and imagination to create characters for formal and informal performances., b. Implement the duties of the stage manager, including communication and safety procedures, that will assist the director in all areas of production., c. Develop a schedule and organizational plan to prepare a scene for performance, including a rehearsal schedule and a prompt script., d. Conduct rehearsals and

present a full theatrical presentation to a live audience.

## **North Carolina Essential Standards 2024**

### **Beginning High School Create**

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

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

### **Beginning High School Present**

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.

### **Intermediate High School Create**

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

### **Intermediate High School Present**

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

### **Advanced High School Create**

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.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.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 - Culture**

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

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

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

I.C.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.

### **Advanced High School Standards - Communication**

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.

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

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

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

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

### MS 117.213 LIII - Creative Expression: performance

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

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

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.I - identify and practice memorization skills.

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

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

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

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

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

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

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.D - interpret scripted scenes of various styles to portray believable characters.

## Alberta, Canada

### Acting Drama 20

- 1 - analyze a script for explicit character clues
- 2 - create, select and sustain physical details of the character from scripted material
- 3 - demonstrate understanding of and identify motivation and objectives (overall, main and immediate).
- 8 - demonstrate the ability to memorize required text
- 9 - demonstrate the ability to pick up cues effectively

### Acting Drama 30

- 21 - create appropriate stage business

22 - display appropriate character relationships with all other characters in a scene

### Junior Goal II Objectives

become familiar with dramatic terminology and script format

### 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

### 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

listen effectively

recognize the purposes of and participate in warmup activities

share ideas confidently with others

support positivity the work of others

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

### Improvisation/Acting Level I - Beginning

1 - use warm-up techniques for preparation of body, voice and mind

7 - use stage vocabulary: stage areas, body positions and crosses

8 - demonstrate appropriate rehearsal behaviours and routines

### 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 interact effectively and constructively in a group process

develop the willingness to make a decision, act upon it and accept the results

strengthen powers of concentration

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

12 - analyze a script to identify character, setting and plot

8 - demonstrate understanding of directions used in a script

### Senior Goal I Objectives

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

develop a positive and realistic self-image

extend the ability to concentrate

increase self-confidence

increase self-discipline

### Orientation Drama 10

concentrate on the task at hand

demonstrate self-discipline, self-direction and a sense of responsibility

display consideration and respect for self and others

listen to self and others

offer and accept constructive criticism with a desire to progress  
positively support the work of others  
work cooperatively and productively

## British Columbia (2018)

### 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

Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways

### 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  
Explore and create dramatic works to express ideas and emotions  
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 - Connect and expand

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic performance  
Demonstrate respect for self, others, and the audience

### 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  
Experiment with a range of materials, props, processes, and technologies to create and refine performances

### 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  
Make connections through drama with family and community on local, regional, and national scales

### GRADE 12 - DRAMA - Explore and Create

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance  
Develop dramatic works for an intended audience

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works  
Explore and create dramatic works to express ideas, meaning, and emotions

### 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  
Use self-reflection and awareness of audience to refine ideas

### GRADE 12 - DRAMA - Connect and expand

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works  
Demonstrate respect for self, others, and audience  
Make connections through drama with family and community on local, national, and global scales

## Ontario, Canada

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

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

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

C.1.2 - 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)