



# COMMEDIA I: PLAYING COMEDY

## Instructor

TODD ESPELAND

## Materials

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

## Course length

8 modules  
2 hours, 31 minutes of video  
7 credit hours

## Course Description

Commedia dell'arte is a 16th Century masked acting form. It's the basis of all comedy and it's a form that many teachers want to include in their curriculum.

Instructor Todd Espeland has designed two courses that work hand-in-hand with teaching this fantastic physical form.

In Commedia I: Playing Comedy - Todd teaches the principles of comedy through four key elements: status, appetite, swing, and intention/invention. This course provides an excellent foundation upon which to explore Commedia to its fullest. Includes bonus videos, handouts, reflections, and exit slip question ideas for each lesson.

## About the Instructor

Todd is Artistic Director of the Kalamazoo Civic Theatre, the founder and former Artistic Director of Commedia Zuppa and a graduate of the world renowned Dell'Arte International in Blue Lake California. While at Dell'Arte, Todd did extensive post-graduate work in Mask, Clown, Commedia Dell'Arte and Physical Theatre.

He has an MFA in Directing from the University of Nevada Las Vegas, where he directed such plays as On the Verge, Equus and toured work to the Adelaide Fringe Festival in Adelaide Australia. While in Las Vegas, he was a Clown consultant on Cirque du Soleil's show Zumanity, working alongside lead Cirque clown Shannan Calcutt. With Commedia Zuppa Todd has toured work nationally and internationally. He has also directed, served as a Master Teacher and artist in residence Off-Broadway for the Rosebud Theatre Company, and at many regional theatres, colleges and universities. He is a specialist in mask and movement actor training.

Todd has also served as a Guest Artist/visiting Assistant Professor at Kalamazoo College where he taught classes in acting, mask performance and directed recent productions of Peer Gynt and Romeo and Juliet. In 2002 his mask show BOXHEAD was nominated for a Brickenden Award for best touring production by the London Free Press. His production of Richard the Third won the Civic Theatre Production Excellence award (2015).

## Course Curriculum

### Lesson 1: Introduction 15:40

Meet the instructor and learn what this class is and how it works in connection with the next class.

### Lesson 2: Status 27:59

In lesson 2 you'll explore status and its effect on comedy. You'll learn exercises that will help your students understand how status affects them physically and you'll learn helpful side coaching tips to keep your students engaged and on track. You'll also learn an observation assignment for your students that they'll continue to use throughout their exploration of comedy and Commedia.

### Lesson 3: Status Games 30:24

Building what you've learned in lesson 2, you'll learn status games that you can use to really drive home status, observation of status, and most importantly playing status in a scene as part of the action of the scene.

### Lesson 4: The Appetites 29:09

You'll learn how to use a free-form impulse improv to explore appetites - the engine of comedy and the primal needs of characters in comedy.

### Lesson 5: Swing 19:36

Swing is the instantaneous switch between two emotional states or two needs of a character. In this lesson you'll explore how swing effects comedy through the "laugh/cry" game as well as other exercises.

### Lesson 6: Intention/Invention 16:52

In lesson 6 you'll explore how characters solve their problem or obtain their need, also known as intention/invention. You'll utilize the "Do It Get It Done Game" to understand the effect intention/invention has on comedy.

### Lesson 7: Long Term Capstone 7:35

You've learned the various tools of comedy: status, appetites, swing, and intention/invention. Now you'll learn how to use these tools in having your students prepare a scene.

### Lesson 8: Wrap Up 4:31

This lesson is a quick review of everything you've learned in this course - a great way to "press the save button."

# Standards Connections

## National Core Arts Standards

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

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

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

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

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

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

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

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

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

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

### 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.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.HS2.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 Advanced

TH:Pr4.1.HS3.b - Apply a variety of researched acting techniques as an approach to character choices in a 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.

### 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.

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

TH:Pr5.1.HS2.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

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

TH:Pr5.1.HS3.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

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

TH:Cr3.1.6.b - Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

### Convey meaning through the presentation of artistic work - Grade 6

TH:Pr6.1.6.a - Adapt a drama/theatre work and present it informally for an audience.

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

TH:Cr3.1.7.b - Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

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

TH:Cr3.1.8.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

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

TH:Cr3.1.HS1.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

## 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.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.

## California VAPA Standards (2019)

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

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

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

6.TH:Pr4.b - Experiment with various physical choices to

communicate character in a drama/theatre work.

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

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

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

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

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

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

### **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.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.

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

Adv.TH:Pr4.b - Apply a variety of researched acting techniques as an approach to character choices in a 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: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: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:Pr5 Develop and refine artistic techniques and work for presentation.**

Adv.TH:Pr5.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

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

6.TH:Cr3.b - Identify effective physical and vocal traits of characters in a drama/theatre work.

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

6.TH:Pr6 - Adapt a piece of literature and present it for an audience.

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

7.TH:Cr3.b - Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

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

8.TH:Cr3.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

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

Prof.TH:Cr3.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

## **Florida Sunshine State Standards**

### **Critical Thinking & Reflection**

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.2.5 - 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.

### **Historical & Global Connections**

TH.912.H.1.3 - Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.

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

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

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

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.3.2 - 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.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 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 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.

## 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 -Creating

TAHSAD.CR.1 - Organize, design, and refine theatrical work., a. Examine various theories of dramatic structure., b. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

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

TAHSFT.CR.1 - Organize, design, and refine theatrical work., a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse., b. Incorporate dramatic elements through improvisation., c. Recognize and interpret artistic choices in performance.

## Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing

TAHSFT.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement)., b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters., c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development., d. Perform acting choices for an audience based on critiques.

# North Carolina Essential Standards

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

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

# Tennessee Theatre Curriculum



## Standards

### GRADES 6-8

2.0 Character Acting - Students will develop basic acting skills by portraying characters in improvised and scripted scenes.

### GRADES 9-12

2.0 Character Acting - Students will act by developing, communicating, and sustaining characters in improvisations and in informal or formal productions.

## Texas Essential Knowledge and Skills for Theatre Arts

### MS 117.212 LII - Creative Expression: performance

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

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

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

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

C.1.C - develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally.

C.1.D - develop and practice effective voice and diction to express thoughts and feelings.

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.

### HS 117.315 LI - Creative Expression: performance

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

### HS 117.315 LI - Historical and cultural relevance

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

### HS 117.317 LIII - Creative Expression: performance

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

## Alberta, Canada

### Speech Drama 10

- 13 - speak spontaneously within a given context
- 14 - demonstrate effective narrative techniques

### Speech Drama 20

- 16 - communicate mood and emotion through voice
- 21 - apply previously learned speech skills to characterization and presentation

### Improvisation Drama 10

- 15 - initiate a dramatic situation in response to a given stimulus
- 16 - make logical choices spontaneously within the boundaries of situation and character
- 23 - use varied stimuli for character development
- 26 - use body language to add physical dimensions and

depth to a character

28 - demonstrate how attitude, and change in attitude, affects a character

29 - demonstrate understanding of and apply the concept of status

32 - sustain a character throughout a scene or exercise

5 - create experiences through imaging, visualizing and fantasizing

6 - demonstrate thinking in a divergent mode

### Improvisation Drama 20

33 - sustain a single character in a variety of situations

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

5 - demonstrate a character's main objective within a scene

6 - demonstrate a character's immediate or moment-to-moment objectives within a scene

8 - demonstrate the ability to memorize required text

### Acting Drama 30

20 - physicalize character through selected and economical movement and gesture

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

5 - recognize elements of tragedy and comedy

### Movement Drama 10

10 - demonstrate focus, concentration and energy in all movement and gesture

11 - demonstrate the ability to move isolated body parts

19 - demonstrate qualities of energy

21 - demonstrate the ability to extend a movement

23 - demonstrate non-verbally the who, what, where, why and when of a story

8 - extend flexibility

### Improvisation/Acting Level III - Advanced

26 - pick up cues effectively

29 - use improvisational skills and concepts in exploration of text

31 - recite text from memory

### Junior Goal II Objectives

become familiar with disciplines that enhance dramatic process

gain awareness of how the integration of disciplines enriches dramatic communication

### Junior Orientation

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

investigate a variety of roles and situations

listen effectively

move in a variety of ways

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

### Movement Level I - Beginning

10 - use varying speed of movement

13 - control focus and energy in movement and gesture

7 - demonstrate awareness of his or her own body and its movement potential

8 - display increased freedom of movement

### **Movement Level II - Intermediate**

20 - extend body flexibility

22 - use exaggerated movement and gesture

### **Movement Level III - Advanced**

27 - create and sustain mood through movement

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

3 - use effective breathing techniques

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

13 - use voice to communicate mood and emotion

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

10 - use essential story elements in spontaneous and planned scenes

4 - create experiences through imaging, visualizing and fantasizing

9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

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

15 - use the body and body language to enhance characterization

21 - sustain a character throughout an exercise or scene

23 - demonstrate understanding of character motivation

### **Junior Goal I Objectives**

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

extend the ability to explore meaning through abstract concepts

extend the ability to think imaginatively and creatively  
strengthen powers of concentration

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

6 - show awareness of selected periods and playwrights

### **Senior Goal I Objectives**

apply imaginative and creative thought to problem-solving situations

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

### **Senior Goal II Objectives**

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

gain knowledge of disciplines that enhance dramatic process and product

### **Orientation Drama 10**

demonstrate trust by becoming comfortable with others, physically and emotionally

recognize that values are expressed through the arts

solve problems imaginatively and creatively

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

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

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

### **GRADE 6 - ARTS - Communicating and documenting**

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

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

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

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

### **GRADE 7 - ARTS - Communicating and documenting**

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

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

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

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

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama

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

Receive, offer, and apply constructive feedback

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

Improvise and take creative risks to express meaning

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

Apply feedback to develop and refine ideas

### **GRADE 10 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and the audience

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

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

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

Demonstrate awareness of self, others, and audience

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

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**

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

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

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

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

Use self-reflection and awareness of audience to refine

ideas

### **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 - 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)

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

B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

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

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 - Creating and Presenting - Presentation Techniques & Technologies**

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

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

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

### **Grade 11 - Foundations - 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

C.1.2 - use correct terminology for the various components and processes of their own and others' drama works

### **Grade 11 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

B.3.2 - analyse their use of the creative process in drama activities, and explain what they learned from it and how that learning can be applied in work and other social contexts

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

B.1.1 - use the critical analysis process before and during drama projects to assign roles within the group, monitor the group process, and modify the roles and process as needed

### **Grade 12 - Foundations - Context and Influences**

C.2.1 - demonstrate an understanding of the theatre traditions of a variety of historical periods and cultures

### **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

C.1.2 - use correct terminology for the styles, components, processes, and techniques of drama in creating and critiquing drama works and theatre performances

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

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

### **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