



COMMEDIA II: STYLE

Instructor

TODD ESPELAND

Materials

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

Course length

11 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 II: Style - Todd moves on to the specific style of Commedia dell'arte. This includes a history of commedia, the stock characters and how to physicalize them, sample lazzi and a capstone assignment. The course includes video demonstrations so you can see the exercises and activities in action.

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 2:23

Lesson 2: History and Style of Commedia 21:33

In lesson two you'll learn about the roots of Commedia Dell'Arte as originating from Carnevale and how it's relationship with the Church and Culture of the time helped to shape the characters we know today.

Lesson 3: Character History 24:38

Each character in Commedia Dell'Arte has a specific and unique history. By exploring the history of main characters in commedia, you'll have a better understanding of their behaviors and how they are played on stage.

Lesson 4: Warm Ups 20:31

In this lesson you'll learn warm ups that will really help you and your students begin to understand the physicalization of the characters of Commedia.

Lesson 5: Poses of Arlecchino 19:35

Focusing on the character of Arlecchino, you'll learn some movement exercises that will give you a sense of the crisp, specific physicalization that is required in Commedia Dell'Arte.

Lesson 6: Character Walks 13:49

In lesson six you'll learn the specific physicalities and body language of the character Arlecchino and you'll understand how that affects the character's psychology. Through descriptions and example videos you'll learn how to guide your students in an Arlecchino character walk.

Lesson 7: Character Walks 14:58

You'll continue to explore the physicalities of Pantalone, Capitano, The Lovers, and Dottore. Todd will guide you through the posture and walks of these various characters through explanation and demonstration videos.

Lesson 8: Lazzi 9:27

Lazzi is a comic bit based on character. Lazzis spring out of and reveal the essence of the character. In lesson eight, you'll learn some examples of character-based lazzi and how you can coach your students to perform existing lazzi and develop their own based specifically on character.

Lesson 9: Intention/Invention 6:38

In lesson nine, you'll apply what you've learned so far to specific scenarios/scenes. With a focus on intention/invention, Todd will guide you through some scenarios incorporating various Commedia characters.

Lesson 10: Bringing it all Together 12:54

In lesson ten you'll explore the various Commedia resources that are available to you to help with your continued exploration of Commedia Dell'Arte. You'll also review how to combine the important information in Commedia II - Style with what you learned in Commedia I - Playing Comedy.

Lesson 11: Wrap Up 4:57

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.HS.I.a - Apply basic research to construct ideas about the visual composition of a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished

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

Generate and conceptualize artistic ideas and work - High School Advanced

TH:Cr1.1.HS.III.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.

TH:Cr1.1.HS.III.c - Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

Organize and develop artistic ideas and work - Grade 7

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

Organize and develop artistic ideas and work - Grade HS Accomplished

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

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HS.III.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.

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.

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.

Apply criteria to evaluate artistic work - Grade HS Advanced

TH:Re9.1.HS.III.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

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.a - Apply basic research to construct ideas about the visual composition of 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.

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:Cr1.b - Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in 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.

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.

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

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

6.TH:Cr3 Refine and complete artistic work.

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

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.

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.

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 2017 - 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.

6.0 Theatrical Presentation - The students will compare and incorporate art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms

GRADES 9-12

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

6.0 Theatrical Presentation - Students will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

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

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

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

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

Receive and apply constructive feedback to develop and refine ideas

Reflect on dramatic works and make connections with personal experiences

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