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DIRECTOR'S TOOLBOX 1: TEACHING STUDENTS TO DIRECT

Instructor

JAMES VAN LEISHOUT

Materials

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

Course length

8 modules
2 hours, 12 minutes of video
3 credit hours

Course Description

In this course, James Van Leishout explores why students should direct, and covers the first two tools in the director's toolbox: self and the script. What background should every director have? Why should they learn to love research? What should happen in the first four reads of a script?

With every step along the way, there will be exercises and activities your student directors can take on before they step into the rehearsal process.

About the Instructor

James Van Leishout has been a professional director and producer for four decades, including 14 years as the Artistic Director of the Washington Shakespeare Festival. James has taught at South Puget Sound Community College, University of Illinois: Edwardsville, Brigham Young University, and as a Master Teacher at the Vancouver Film School (Canada). James has given workshops at numerous national theatre conventions and state Thespian conferences. He has adjudicated for Kennedy Center American College Theatre Festival, International Thespian Festival and several state Thespian festivals. He owns Voices Unlimited, a marketing consulting firm to non-profit groups, specializing in marketing strategies and training.

Course Curriculum

Lesson 1: Introduction 5:17

This lesson introduces the course and lays out the details for lessons 2-8.

Lesson 2: Why Students Should Direct 17:22

This lesson discusses why students should direct in more detail and introduces the tools of self and script.

Lesson 3: The Tool of Self 17:19

This lesson examines a director's training by answering three questions. One, why a student director needs to be a student of their own craft? Two, why a student needs to be culturally literate, especially in theatre, as well as the arts, politics and history, and science and technology? Three, how to help the student director develop a love of research through a nimble mind and an insatiable curiosity?

Lesson 4: The First Read 23:10

Lesson 4 covers the first read of the play, the gestalt and first impressions. Students read the play to garner a sense of the whole play. Students should record their first impressions in the script.

Lesson 5: The Second Read 27:15

In the second read, students will identify the elements of the play, i.e., plot, character, theme, language, music and spectacle. Play structure will be discussed as part of the plot element.

Lesson 6: The Third Read 20:35

The third read takes a closer look at the recurring themes, allusions, motifs and symbols, which lead to a unifying vision, metaphor or concept.

Lesson 7: The Fourth Read 15:25

Lesson 07 covers the fourth read, which applies the proverbial Procrustean bed and creates a battle plan.

Lesson 8: Recap 5:57

Lesson 08 reviews the course and looks at the next course (Director's Toolbox 2).

Standards Connections

National Core Arts Standards

Perceive and analyze artistic work - Grade 8

TH:Re7.1.8.a - Apply criteria to the evaluation of artistic choices in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Proficient

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

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

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

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

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

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

TH:Pr4.1.HSIII.a - Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.

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

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

Organize and develop artistic ideas and work - Grade 7

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

Organize and develop artistic ideas and work - Grade 8

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

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

Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HSII.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

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

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

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

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

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

TH:Cn11.2.HSI.b - Use basic theatre research methods to

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

Apply criteria to evaluate artistic work - Grade HS Advanced

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

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

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

California VAPA Standards (2019)

8.TH:Re7 Perceive and analyze artistic work.

8.TH:Re7 - Apply appropriate criteria to the evaluation of artistic choices in a drama/theatre work.

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

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

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

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

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

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

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

Adv.TH:Pr4.a - Apply reliable research to form unique choices for a directorial or designer concept in a drama/theatre work.

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

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

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

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

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

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

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

Acc.TH:Re8 Interpret intent and meaning in artistic work.

Acc.TH:Re8.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

6.TH:Cn11.2 Relate artistic ideas and works with

societal, cultural, and historical context to deepen understanding.

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

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

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

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

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

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

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

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

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

Colorado Academic Standards - Drama and Theatre Arts

Seventh Grade

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

Eighth Grade

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

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

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

DT.8.3.1.a - Students Can: Apply criteria to analyze artistic choices in a drama/theatre work.

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

High School - Fundamental Pathway

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

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

DT.H1.3.3.a - Students Can: Implement fundamental theatre research methods to better understand the social and cultural background of a drama/theatre work.

High School - Advanced Pathway

DT.H2.2.1.b - Students Can: Assess how essential text information, research from various sources, and the director's

concept influence artistic choices in a drama/theatre work.

DT.H2.3.2.a - Students Can: Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

High School - Professional Pathway

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

DT.H3.2.1.a - Students Can: Apply reliable research of directors' styles to form unique choices for a directorial concept in 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.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

Reading: Literature

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

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

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

CCSS.ELA-LITERACY.RL.9-10.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Language

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

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

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

CCSS.ELA-LITERACY.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.4 - Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

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

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

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.

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.

Organizational Structure

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

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

Skills, Techniques & Processes

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

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

TH.912.S.2.7 - Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.

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

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

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

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and

structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

Grade 6 - Connecting

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

Grade 7 - Creating

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

Grade 7 - Connecting

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play), d. Draw conclusions about the influence of theatre on society.

Grade 8 - Creating

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

Grade 8 - Connecting

TA8.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play), d. Discuss theatre's role in reflecting the culture of a society.

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 - THEATRE HISTORY AND LITERATURE I AND II - Performing

TAHSTL.PR.1 - Analyze characters in theatre literature from the perspective of an actor/performer., a. Use performance (e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play.

Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Responding

TAHSTL.RE.1 - Evaluate various aspects of theatre literature using appropriate supporting evidence., a. Develop and apply a set of comprehensive criteria for theatre text analysis., b. Compare and contrast theatre texts to live/film performance.

North Carolina Essential Standards 2024

Beginning High School Create

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

Beginning High School Respond

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

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

Intermediate High School Respond

I.RE.1.1 - Compare the structure, style and genre of various written and presented theatrical works.

I.RE.1.2 - Analyze how theatre artists' choices reflect various genres and styles.

Accomplished High School Respond

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

North Carolina Essential Standards 2010

Beginning High School Standards - Communication

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

Beginning High School Standards - Analysis

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

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

Intermediate High School Standards - Analysis

I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

Proficient High School Standards - Analysis

P.A.1.1 - Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.

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

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Creative Expression: performance

C.2.B - imagine and clearly describe characters, their relationships, and their surroundings.

MS 117.212 LII - Foundations: Inquiry and Understanding

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

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

MS 117.212 LII - Creative Expression: performance

B.2.B - define characters by what they do, what they say, and what others say about them.

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

terminology.

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

MS 117.213 LIII - Creative Expression: production

B.3.C - explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator.

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.

HS 117.315 LI - Historical and cultural relevance

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

HS 117.316 LII - Foundations: Inquiry and Understanding

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

HS 117.316 LII - Historical and cultural relevance

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

HS 117.317 LIII - Historical and cultural relevance

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

HS 117.318 LIV - Creative Expression: performance

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

HS 117.318 LIV - Historical and cultural relevance

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

Alberta, Canada

Acting Drama 20

1 - analyze a script for explicit character clues

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

4 - recognize dramatic structure of a play

5 - recognize elements of tragedy and comedy

6 - recognize realism and selected other significant theatre styles

Directing - Drama 30

1 - demonstrate understanding of the function of the director

2 - demonstrate understanding of the terms directorial concept and artistic unity

3 - recognize that a directorial concept should lead to artistic unity

4 - demonstrate understanding of the relationship between the relevant research of a chosen play and the directorial concept

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 the ability to analyze and assess the process and the art

Junior Orientation

recognize that there is an historical and cultural aspect of drama/theatre
share ideas confidently with others

Junior Goal I Objectives

develop a sense of responsibility and commitment
extend the ability to think imaginatively and creatively

Theatre Studies Level II - Intermediate (Theatre History)

4 - recognize that drama exists in every culture

Theatre Studies Level III - Advanced (The script)

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

Senior Goal I Objectives

apply imaginative and creative thought to problem-solving situations

Senior Goal II Objectives

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

Senior Goal III Objectives

explore various conventions and traditions of theatre

Orientation Drama 10

concentrate on the task at hand
make effective decisions or choices
share ideas confidently
solve problems imaginatively and creatively
work with abstract concepts

British Columbia (2018)

GRADE 9 - DRAMA - Exploring and creating

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

Explore relationships between identity, place, culture, society, and belonging through dramatic experiences

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

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

GRADE 9 - DRAMA - Reasoning and reflecting

Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

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

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

Compose, interpret, and expand ideas using symbolism, imagery, and elements

GRADE 9 - DRAMA - Connecting and expanding

Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts

Demonstrate increasingly sophisticated application and/or engagement of curricular content

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

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

Intentionally select and combine drama conventions

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

Reflect on dramatic works and make connections with personal experiences

GRADE 10 - DRAMA - Communicate and document

Compose, interpret, and expand ideas using symbolism and imagery

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

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

Make connections with family and community through drama and theatre

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 and refine performance skills in a variety of contexts

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

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

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

Purposefully select and combine dramatic elements and conventions

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

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

Receive and apply constructive feedback to develop and refine ideas

GRADE 11 - DRAMA - Communicate and document

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

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

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works

Explore the impacts of dramatic works on culture and society

Explore the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts

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 and refine performance skills in a variety of contexts

Develop dramatic works for an intended audience

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

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

Intentionally select and combine dramatic elements and conventions

GRADE 12 - DRAMA - Reason and reflect

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

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

Use self-reflection and awareness of audience to refine ideas

GRADE 12 - DRAMA - Communicate and document

Document, share, and collaborate on dramatic works and experiences in a variety of contexts

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

GRADE 12 - DRAMA - Connect and expand

Analyze the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works

Demonstrate respect for self, others, and audience

scene, climax, resolution, improvisation, mask, freeze-frame image)

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

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

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

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

Ontario, Canada

Grades 9 & 10 - Foundations - Concepts and Terminology

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

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