



# **DIRECTOR'S TOOLBOX 2: 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, 47 minutes of video  
4 credit hours

## Course Description

Director's Toolbox 2: Teaching Students to Direct, explores the tools of the actor, rehearsal, space, and design. The tool of the actor will focus on creating a safe place to play, auditions, and how to communicate with actors. Rehearsals will look at the whole process from the first meeting to opening night. The tool of space will explore how to direct in different spaces and how to create focus through stage composition. Discover how an understanding of the elements of design help student-directors communicate with designers. The final step is a return to self and the mastery of self evaluation.

## 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 4:29

Lesson 1 lays out the course path and introduces the tools that will be covered in this course.

### Lesson 2: The Actor 20:25

This lesson explores the tool of the actor by defining acting and the actor's purpose, creating a positive work and rehearsal environment, and explore 'positioning'.

### Lesson 3: The Audition Process 17:58

This lesson looks at the audition process including cold readings versus prepared auditions, callbacks and casting.

### Lesson 4: Communicating with the Actor 27:19

This lesson looks at the best way to communicate with actors, and the synergistic relationship between actor and director.

### Lesson 5: The Rehearsal Process 19:50

This lesson explores the rehearsal process, stage manager role, and the steps of rehearsal scheduling, table reads, blocking, run-throughs, and tech week.

### Lesson 6: Composition 26:32

This lesson explores the specific directorial approaches to each of the five basic spaces, and how staging creates focus through the use of compositional elements. The lesson also reviews how levels and planes can be used to create focus, and explores dialogue, lights, and movement as a hierarchy of focus.

### Lesson 7: Tool of Design 26:49

This lesson explores the elements and principles of design and art, and period in style, as well as the design process. The lesson will cover sets, lights, costumes, props, sound, and multimedia.

### Lesson 8: Self-Evaluation 23:48

This lesson covers self-evaluation, the final step in the directing process, and discusses four approaches to evaluation as the student-director learns to become their own best critic.

# Standards Connections

## National Core Arts Standards

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

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

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

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

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

TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

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

TH:Cr1.1.7.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

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

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

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

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

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

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

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

### 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 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.b - Create a complete design for a drama/theatre work that incorporates all elements of technology.

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

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

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

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

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

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

### 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.

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

TH:Pr5.1.HS.II.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

### 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.

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

TH:Cr3.1.HS.I.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

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

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

## Common Core

### Speaking and Listening

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

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

### Language

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

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

### 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.

### 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.

## California VAPA Standards (2019)

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

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

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

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

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

6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

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

7.TH:Cr1.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

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

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

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

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

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

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

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

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

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

### 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.c - Create a complete design for a drama/theatre work that incorporates all technical theatre elements.

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

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

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

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

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

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

### 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.

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

Acc.TH:Pr5.b - Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.

### 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.

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

Prof.TH:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

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

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

## 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 place.

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

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

### Innovation, Technology & the Future

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

### Organizational Structure

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

### Skills, Techniques & Processes

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

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

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

TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.

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.2.9 - Research and defend one's own artistic choices as a designer.

TH.912.S.3.8 - Direct a scene or one-act play.

## 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.

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 - Performing

TA6.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate technical elements in performance.

### 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 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.2 - Execute artistic and technical elements of theatre., a. Incorporate artistic and technical elements into a theatre production., b. Resolve conflicts in technical applications.

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

TAHSA.CR.1 - Organize, design, and refine theatrical work., a. Use script analysis in the development and presentation of formal and informal theatre performances., b. Examine

various theories of dramatic structure., c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

### Grades 9-12 - 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 - Performing

TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

### Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Creating

TAHSMT.CR.1 - Organize, design, and refine theatrical work., a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical., b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.

### Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Connecting

TAHSTT.CN.1 - Connect technical elements of theatre., a. Explore and understand the collaborations between designers and directors to develop design elements., b. Investigate the history of theatre architecture, stage technology, and other technical elements., c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres), d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits), e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

### 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.

## North Carolina Essential Standards

### Beginning High School Standards - Communication

B.C.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

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

B.C.2.2 - Interpret various selections of dramatic literature

through formal and informal presentations.

### **Beginning High School Standards - Analysis**

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

### **Beginning High School Standards - Aesthetics**

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

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

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

### **Intermediate High School Standards - Aesthetics**

I.AE.1.1 - Use technical knowledge and design skills to formulate designs.

### **Proficient High School Standards - Communication**

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

### **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.

### **Proficient High School Standards - Aesthetics**

P.AE.1.1 - Analyze design concepts for aesthetic impact of technical elements.

P.AE.1.2 - Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

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

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

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

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

## **Tennessee Theatre Curriculum Standards**

### **GRADES 6-8**

3.0 Scene Design - Students will design by developing environments for improvised and scripted scenes.

4.0 Directing - Students will direct by organizing rehearsals for improvised and scripted scenes.

5.0 Research - Students will research by using cultural and historical information to support improvised and scripted scenes.

7.0 Scene Comprehensions - Students will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

### **GRADES 9-12**

3.0 Scene Design - Students will design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.

4.0 Directing - Students will direct by interpreting dramatic

texts and organizing and conducting rehearsals for informal or formal productions.

5.0 Research - Students will research by evaluating and synthesizing cultural and historical information to support artistic choices.

7.0 Scene Comprehensions - Students will analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions.

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

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

C.3.A - create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements.

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

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

C.5.D - examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.

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

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

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

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

### **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 - Creative Expression: production**

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

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

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

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

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

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

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

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

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

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

C.2.C - analyze characters from various genres and styles,

describing physical, intellectual, emotional, and social dimensions.

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

C.3.B - analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters.

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

## **Alberta, Canada**

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

1 - demonstrate understanding of the purpose of costume

### **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

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

1 - demonstrate understanding of the purpose of stage lighting

### **Technical Theatre/Design 10-20-30 - Makeup**

1 - demonstrate understanding of the purpose of makeup

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

1 - demonstrate understanding of the purpose of stage properties

### **Technical Theatre/Design 10-20-30 - Management - Set**

1 - demonstrate understanding of the purpose of stage scenery

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

1 - demonstrate understanding of the purpose of stage sound

### **Directing - Drama 30**

1 - demonstrate understanding of the function of the director

10 - apply compositional elements of stability, sequence and balance to reinforce emphasis within exercise/project

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

5 - demonstrate understanding of the purpose of a director's book

6 - demonstrate understanding of the terms composition, picturization and stage movement

7 - demonstrate understanding of the compositional methods of emphasis: body position, stage area plane, level, contrast, space, repetition

8 - demonstrate understanding of the necessity for variety to enhance emphasis

9 - use types of emphasis within an exercise/project: direct, duo, secondary, diversified

### **Junior Orientation**

listen effectively

meet deadlines and follow through on individual and group commitments

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

recognize the purposes of and participate in warmup activities

share ideas confidently with others

support positivity the work of others

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

### **Junior Goal I Objectives**

develop a sense of responsibility and commitment

develop the ability to initiate, organize and present a project within a given set of guidelines

develop the ability to interact effectively and constructively in a group process

develop the ability to offer and accept constructive criticism

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

extend the ability to explore meaning through abstract concepts

extend the ability to think imaginatively and creatively

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

### **Theatre Studies Level 1 - Beginning (performance analysis)**

1 - demonstrate understanding of the need for analysis of the work of self and others

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

7 - define the elements of script, dialogue, directions, characters and settings

8 - demonstrate understanding of directions used in a script

### **Technical Theatre - Levels I, II, III - Awareness**

1 - recognize the basic terminology associated with the component being studied

2 - demonstrate understanding of the basic functions of the component being studied.

3 - show awareness of the importance of research

### **Technical Theatre - Levels I, II, III - Readiness**

10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing

11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project

8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect

### **Senior Goal I Objectives**

apply imaginative and creative thought to problem-solving situations

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

demonstrate the ability to initiate, organize and present a project within a given set of guidelines

### **Senior Goal III Objectives**

develop an awareness of aesthetics in visual and performing arts

### **Orientation Drama 10**

concentrate on the task at hand

- demonstrate effective use and management of time
- demonstrate self-discipline, self-direction and a sense of responsibility
- listen to self and others
- make effective decisions or choices
- offer and accept constructive criticism with a desire to progress
- positively support the work of others
- share ideas confidently
- solve problems imaginatively and creatively
- work cooperatively and productively
- 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

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

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

### GRADE 9 - DRAMA - Reasoning and reflecting

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

Receive, offer, and apply constructive feedback

### GRADE 9 - DRAMA - Communicating and documenting

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

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

### GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

### GRADE 10 - DRAMA - Explore and Create

Explore and create dramatic works to express ideas and emotions

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

Intentionally select and combine drama conventions

### GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

### GRADE 10 - DRAMA - Communicate and document

Compose, interpret, and expand ideas using symbolism and imagery

### GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

### GRADE 11 - DRAMA - Explore and Create

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

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

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

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

Purposefully select and combine dramatic elements and conventions

### GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

### GRADE 11 - DRAMA - Communicate and document

Use symbolism and imagery to communicate about and respond to environmental and social issues

### GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

### GRADE 12 - DRAMA - Explore and Create

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

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

Develop and refine performance skills in a variety of contexts

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

Intentionally select and combine dramatic elements and conventions

### GRADE 12 - DRAMA - Reason and reflect

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

Experience and express emotions through dramatic conventions

### GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

## Ontario, Canada

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

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

C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

### Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies

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

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works