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# FRIENDLY SHAKESPEARE

## Instructor

TODD ESPELAND

## Materials

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

## Course length

9 modules  
2 hours, 5 minutes of video  
4 credit hours

## Course Description

Friendly Shakespeare teaches a simple and effective method of script analysis for Shakespeare. It uses punctuation and keywords in the text to help students understand the characters' needs, make specific acting choices, and get them on their feet immediately.

This is not dry, sitting in a classroom discussion. It's physicalizing the text, focusing on the character's needs and tactics (something every drama student should know full well) and bringing Shakespeare to life.

At the end of the class you will be able to demystify Shakespeare's text and understand how to help your actors make clear, active and emotionally connected choices in Shakespeare's plays.

## 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 3:58

Review of objectives of the course and how to approach each module.

### Lesson 2: Warm-Ups 26:12

Why we do warm ups and explanation and demonstration of two great warm ups for Shakespeare.

### Lesson 3: Barbs from the Bard 13:17

Learn about using specific words that lie outside our natural normal vocabulary and how to turn them into understandable action.

### Lesson 4: The Givens 23:22

It's the Who, What, Where, When, Need and Tactic - all the basics that you need to begin working on a role.

### Lesson 5: Keywords 13:35

Looking at keywords; picking keywords specific in the text that carry the meaning and weight of the text.

### Lesson 6: Punctuation 19:34

Picking specific punctuation in the text and showing how Shakespeare used these to carry meaning and give clues to the actors on how to act this text. This is one of the key lessons in the entire workshop.

### Lesson 7: Physicalizing the Punctuation 13:46

Explore physicalizing that punctuation, turning that script analysis into action on-stage.

### Lesson 8: Bringing it All Together 6:23

Bring everything together, perform the monologues, and watch the students work on-stage.

### Lesson 9: Unpacking the Experience 5:44

We're going to unpack the experience and reflect on what we've experienced through the entire workshop.

# 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.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.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.a - Explore different pacing to better communicate the story in a drama/theatre work.

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.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.

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

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

TH:Cr1.1.HSII.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

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

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

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

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

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

TH:Pr4.1.HSIII.b - Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

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

TH:Cr2.1.6.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

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

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

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

TH:Cr2.1.7.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.

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

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

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

### 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 8

TH:Pr5.1.8.a - Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

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

TH:Cr2.1.HSI.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

TH:Pr5.1.HSI.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

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

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

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

TH:Cr2.1.HSIII.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.

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

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

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

TH:Cr3.1.6.a - Articulate and examine choices to refine a

devised or scripted drama/theatre work.

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

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

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

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

TH:Cr3.1.7.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

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

### **Convey meaning through the presentation of artistic work - Grade 7**

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

### **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.

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

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

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

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

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

TH:Cr3.1.HSII.b - Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

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

TH:Cr3.1.HSIII.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

## **Common Core**

### **Reading: Literature**

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

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

### **Reading: Informational Text**

CCSS.ELA-LITERACY.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### **Language**

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.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

## **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.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.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.a - Explore different pacing to better communicate the story in a drama/theatre work.

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

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

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

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

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

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

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

Acc.TH:Cr1.b - Use personal experiences and knowledge to develop a character that is believable and authentic in a

drama/theatre work.

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

Acc.TH:Pr4.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:Cr1 Generate and conceptualize artistic ideas and 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.

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

Adv.TH:Pr4.b - Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

**6.TH:Cr2 Organize and develop artistic ideas and work.**

6.TH:Cr2.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

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

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

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

7.TH:Cr2.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.

7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

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

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

**8.TH: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:Pr5 Develop and refine artistic techniques and work for presentation.**

8.TH:Pr5.a - Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

**Prof.TH:Cr2 Organize and develop artistic ideas and work.**

Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

**Prof.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

Prof.TH:Pr5.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

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

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

**Adv.TH: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.

**Adv.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

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

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

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

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

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

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

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

7.TH:Cr3.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

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

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

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

**8.TH: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.

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

8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

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

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

**Acc.TH:Cr3 Refine and complete artistic work.**

Acc.TH:Cr3.b - Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

**Adv.TH:Cr3 Refine and complete artistic work.**

Adv.TH:Cr3.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

### Innovation, Technology & the Future

TH.912.F.1.1 - Synthesize research, analysis, and

imagination to create believable characters and settings.

### Organizational Structure

TH.912.O.2.2 - Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.

### Skills, Techniques & Processes

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

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Creating

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

### Grade 6 - Performing

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

### Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

### Grade 7 - Performing

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

### Grade 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.1 - Organize, design, and refine theatrical work., a.

Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

### Grade 8 - Performing

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

### Grade 8 - 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 - ACTING LEVELS I-IV - Creating

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

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

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

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

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

schedule and a prompt script., d. Conduct rehearsals and present a full theatrical presentation to a live audience.

### **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.

### **Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Connecting**

TAHSFT.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Identify and analyze plays and dramas from a variety of historical periods and cultures., b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre., c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development., d. Interpret cultural and historical research for use in a production.

## **North Carolina Essential Standards**

### **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 - Culture**

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

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

I.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes.

### **Intermediate High School Standards - Culture**

I.CU.2.2 - Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

### **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.

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

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

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

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

B.1.B - develop and apply theatre preparation and warm-up techniques.

### **MS 117.212 LII - Creative Expression: performance**

B.2.E - apply knowledge of effective voice and diction techniques to express thoughts and feelings.

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

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

B.1.C - create expressive movement and mime to define space and characters.

### **MS 117.213 LIII - Creative Expression: performance**

B.2.B - portray characters through familiar movements and dialogue.

B.2.D - express thoughts and feelings using effective voice and diction.

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

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

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

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

### **HS 117.315 LI - Creative Expression: performance**

C.2.C - employ effective voice and diction to express thoughts and feelings.

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 117.316 LII - Foundations: Inquiry and Understanding**

C.1.A - develop and practice theatre warm-up techniques.

C.1.C - demonstrate effective voice and diction.

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

C.2.C - demonstrate effective voice and diction to express thoughts and feelings.

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

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

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

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

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

C.2.D - experiment with improvisation and scripted scenes of various styles to portray believable characters.

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

C.1.A - create and demonstrate theatre preparation and warm-up techniques.

## **HS 117.318 LIV - Creative Expression: performance**

C.2.D - interpret scripted scenes of various styles to portray believable characters.

### **Alberta, Canada**

#### **Speech Drama 10**

- 12 - create specific vocal sound effects
- 6 - perform exercises to relax and improve the movement of the articulators

#### **Speech Drama 20**

- 17 - identify script indicators of a character's vocal quality
- 20 - apply movement and gesture to clarify and enhance spoken interpretation

#### **Speech Drama 30**

- 23 - use vocal variety in character development

#### **Acting Drama 20**

- 12 - analyze script for clues to create antecedent action
- 13 - create antecedent action for character
- 14 - identify and use operative words in a script
- 15 - analyze script for a character's transitions
- 2 - create, select and sustain physical details of the character from scripted material
- 5 - demonstrate a character's main objective within a scene
- 6 - demonstrate a character's immediate or moment-to-moment objectives within a scene
- 9 - demonstrate the ability to pick up cues effectively

#### **Acting Drama 30**

- 20 - physicalize character through selected and economical movement and gesture
- 22 - display appropriate character relationships with all other characters in a scene

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

- 4 - recognize dramatic structure of a play

#### **Movement Drama 10**

- 10 - demonstrate focus, concentration and energy in all movement and gesture
- 15 - use basic locomotor movements (eg. walking, running, crawling) to explore space
- 16 - create and repeat patterns of movement
- 18 - appreciate that physical expression can enhance language
- 22 - translate words, images and emotions into movement
- 3 - recognize the necessity for physical warmups
- 4 - perform a physical warmup

#### **Improvisation/Acting Level III - Advanced**

- 26 - pick up cues effectively
- 27 - identify and create a believable emotional build
- 30 - analyze text for meaning and character development
- 33 - critique the work of self and others through observation of specific details

#### **Junior Goal II Objectives**

- become familiar with dramatic terminology and script format
- gain awareness of how the integration of disciplines enriches dramatic communication

#### **Junior Goal III Objectives**

- develop awareness of various conventions of theatre
- develop the ability to analyze and assess the process and the art

#### **Junior Orientation**

- communicate through use of voice and body
- demonstrate a willingness to take calculated and reasonable risks
- listen effectively
- move in a variety of ways
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- recognize that there is an historical and cultural aspect of drama/theatre
- respond to directions without breaking concentration-side coaching
- speak, move, and generate ideas spontaneously

#### **Movement Level I - Beginning**

- 10 - use varying speed of movement
- 11 - use directions and pathways
- 13 - control focus and energy in movement and gesture
- 4 - recognize the need for and demonstrate warmup activities
- 8 - display increased freedom of movement
- 9 - travel through space in a variety of ways e.g., running, creeping and jumping

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

- 23 - plan, repeat and combine movement patterns
- 24 - plan movement for audience visibility and spatial limitations

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

- 26 - use contrast in movement
- 28 - coordinate movement and movement patterns with other students

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

- 8 - understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation

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

- 10 - demonstrate effects of intonation, rate, pause and phrasing on the meaning of words
- 11 - use pitch to effect quality of voice production
- 13 - use voice to communicate mood and emotion

#### **Speech Level III - Advanced**

- 16 - use movement and gesture to clarify and enhance speech and character
- 18 - apply speech skills in a variety of speaking situations

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

- 12 - make logical choices within the boundaries of situation and character
- 2 - respond to directions without breaking concentration-side coaching

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

- 18 - use voice variety to enhance a character
- 19 - discover how feelings affect a character
- 21 - sustain a character throughout an exercise or scene
- 23 - demonstrate understanding of character motivation
- 24 - recognize that relationships exist between characters in given situations



### **Junior Goal I Objectives**

- develop the willingness to make a decision, act upon it and accept the results
- explore and develop physical and vocal capabilities
- strengthen powers of concentration

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

- 2 - identify specific criteria to assess a presentation

### **Senior Goal I Objectives**

- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate respect for others-their rights, ideas, abilities and differences
- demonstrate the ability to consider decisions, act upon them and accept the results
- demonstrate the ability to contribute effectively and constructively to the group process
- demonstrate the ability to recall and use sensory information
  - extend physical and vocal capabilities
  - extend the ability to concentrate
  - extend understanding of, acceptance of and empathy for others

### **Senior Goal II Objectives**

- be capable of creating and expressing a believable character from scripted and non-scripted material
- demonstrate understanding of integration of disciplines to enrich a theatrical presentation
- develop techniques that enhance vocal and physical communication
  - explore various approaches to analyzing a script for purposes of study and/or presentation
  - extend the ability to give form and expression to feelings, ideas and images
  - gain knowledge of disciplines that enhance dramatic process and product

### **Senior Goal III Objectives**

- broaden knowledge of theatre by viewing as great a variety of theatrical presentations as possible
- demonstrate recognition of and respect for excellence in drama and theatre
- develop an awareness of aesthetics in visual and performing arts

### **Orientation Drama 10**

- concentrate on the task at hand
- demonstrate self-discipline, self-direction and a sense of responsibility
- make effective decisions or choices
- offer and accept constructive criticism with a desire to progress

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

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

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

- Interpret works of art using knowledge and skills from various areas of learning
- Reflect on works of art and creative processes to understand artists' intentions

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

- Express, feelings, ideas, and experiences through the arts
- Interpret and communicate ideas using symbols and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences

### **GRADE 7 - ARTS - Exploring and creating**

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

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

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

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

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

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

- Experience, document, choreograph, perform, and share creative works in a variety of ways
- Express, feelings, ideas, and experiences through the arts
- Take creative risks to express feelings, ideas, and experiences

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

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

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

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 8 - ARTS - Reasoning and reflecting**

- Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

### **GRADE 8 - ARTS - Communicating and documenting**

- Take creative risks to express feelings, ideas, and experiences

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

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

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

Receive, offer, and apply constructive feedback

### **GRADE 9 - DRAMA - Connecting and expanding**

Demonstrate respect for themselves, others, and the audience

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

Develop performance skills in a variety of contexts

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

Apply feedback to develop and refine ideas

Examine the influences of social, cultural, historical, environmental, and personal context on drama

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

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

Develop and refine performance skills in a variety of contexts

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 - Connect and expand**

Demonstrate awareness of self, others, and audience

### **GRADE 12 - DRAMA - Explore and Create**

Develop and refine performance skills in a variety of contexts

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 - Connect and expand**

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

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

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

### **Grades 9 & 10 - Foundations - Context and Influences**

C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)

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

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

B.3.3 - identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors (e.g., production and/or performance roles in community theatre, television/radio broadcasting, filmmaking)

### **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)

### **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.3.2 - 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 - Elements and Conventions**

A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

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

A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)

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)