



# GET STUDENTS TO EMBRACE FAILURE IN THE DRAMA CLASSROOM

## **Instructor**

LINDSAY PRICE

## **Materials**

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

## **Course length**

5 modules

38 minutes of video

1 credit hour

## Course Description

This course by Lindsay Price explores strategies you can use to encourage students to embrace failure rather than see it as a point of shame or something to hide from.

Our goal for students is to embrace a try/fail/try again/fail/try again/succeed formula. Each module in this course comes with exercises and activities that you'll be able to take into the classroom right away.

It's one thing to talk about embracing failure, it's another to give students practical tools to help them achieve that goal. Join Lindsay in getting students to embrace failure in the drama classroom as we look at Failure from a Yes! perspective.

## About the Instructor

Lindsay Price has been a professional playwright for 20 years working specifically in the education market. She averages 500 productions a year in schools across Canada, the US and overseas and has over 60 published plays. Her work has advanced to the Showcase Level of the Sears Drama Festival, been performed at the International Thespian festival, and in 2013 she won the Ronald M. Ruble New Play award.

Lindsay is also an accomplished workshop instructor, dramaturg and adjudicator. She teaches regularly at the International Thespian Festival. She has taught at the Educational Theatre Association Conference as part of the Professional Development Institute, and was invited to teach at the World Congress of the International Drama and Education Association in Paris. She is a mainstage adjudicator for the Educational Theatre Association and has adjudicated one act festivals in Florida, Ontario, Virginia, and Indiana. She is an invited member of the Theatre Ontario Talent Bank in adjudication, creative writing, and play polishing. She is a member of the Playwrights Guild of Canada, The Dramatists Guild of America, The Educational Theatre Association, and Theatre Ontario.

## Course Curriculum

### Lesson 0: Introduction *3:41*

This module introduces the topic and outlines lessons 1-4.

### Lesson 1: Redefine Failure *10:28*

This lesson redefines the word 'failure' - making it a positive experience.

### Lesson 2: Make Failure Familiar *11:18*

Students and humans fear failure so much, they tend to avoid it at all costs. Learn exercises to make failure familiar, so that it's no longer a point of fear, just something that happens as part of the process.

### Lesson 3: Celebrate Failure *6:10*

This module includes exercises to celebrate failure, rather than make it a tragic event.

### Lesson 4: Analyze Failure *7:08*

This last module focuses on analyzing failure, a tool to allow students to distance themselves from failure and look at it from an analytical standpoint.

# Standards Connections

## National Core Arts Standards

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

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others 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 7

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

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

TH:Cn11.1.HSIII.a - Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

### Convey meaning through the presentation of artistic work - Grade HS Proficient

TH:Pr6.1.HSI.a - Perform a scripted drama/theatre work for a specific audience.

## Common Core

### 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.

## California VAPA Standards (2019)

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

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

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

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.

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

Adv.TH:Cn11.1.a - Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

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

Prof.TH:Pr6 - Perform a rehearsed, scripted short drama/theatre work for a specific audience.

## Florida Sunshine State Standards

## Skills, Techniques & Processes

TH.912.S.1.5 - Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

TH.912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.

## 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 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.

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 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 - 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.

## North Carolina Essential Standards

### Beginning High School Standards - Communication

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

### Proficient High School Standards - Communication

P.C.1.3 - Create original works, such as monologues, scenes,

or performance pieces.

## Texas Essential Knowledge and Skills for Theatre Arts

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

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

### HS 117.315 LI - Creative Expression: performance

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

### HS 117.316 LII - Creative Expression: performance

C.2.F - create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.

### HS 117.317 LIII - Creative Expression: production

C.3.C - cast and direct duet scenes.

## Alberta, Canada

### Playwriting - Drama 20

1 - demonstrate understanding of the basic structure of a play

3 - demonstrate understanding of script format

6 - identify character types and their functions and attributes

### Junior Orientation

listen effectively

meet deadlines and follow through on individual and group commitments

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

### Improvisation/Acting Level I - Beginning

10 - use essential story elements in spontaneous and planned scenes

### Improvisation/Acting Level II - Intermediate

13 - recognize the techniques of offering, accepting, advancing and blocking

### Junior Goal I Objectives

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

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

### Senior Goal I Objectives

increase self-confidence

### Orientation Drama 10

concentrate on the task at hand

demonstrate effective use and management of time

listen to self and others

make effective decisions or choices

share ideas confidently

work cooperatively and productively

## British Columbia (2018)

### GRADE 6 - ARTS - Reasoning and reflecting

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

### GRADE 6 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

### GRADE 7 - ARTS - Reasoning and reflecting

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

### GRADE 7 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

### GRADE 8 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

### GRADE 9 - DRAMA - Exploring and creating

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

### GRADE 9 - DRAMA - Communicating and documenting

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

### GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

### GRADE 10 - DRAMA - Explore and Create

Improvise and take creative risks to express meaning

### GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

### GRADE 11 - DRAMA - Explore and Create

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

### GRADE 12 - DRAMA - Explore and Create

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

## Ontario, Canada

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

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