



[Click Here to Access this Course](#)

GOOGLE DRIVE IN THE DRAMA CLASSROOM

Instructor
JOSH HATT

Materials

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

Course length

10 modules
1 hours, 21 minutes of video
3 credit hours

Course Description

Instructor Joshua Hatt has taught drama students all over the world. He is passionate about the power of drama to connect people and the importance of reflection and journaling to build creative, critical thinkers.

He started using Google Drive as a response to the frustration of having his students lose curriculum booklets time and time again. His work developed into a powerful online home whereby students and teachers can communicate, contribute, collaborate, edit, and house all their documents online.

In this course, Josh will show you how to use Google Drive and Slides in your drama classroom. He's included step-by-step guided instruction, as well as activities to help you solidify your knowledge. Your drama classroom will be forever transformed!

About the Instructor

Joshua Hatt has taught drama in international schools all over the world - in China, Germany, Dubai, and Shanghai. He is a self-professed 'huge drama nerd' who believes that drama teaches humanity, emotions and the human experience.

Joshua has a firm belief that in order for technology to be useful, it has to have a meaningful application into the instruction, and has discovered effective, hands-on ways to use online tools to transform his classroom.

Course Curriculum

Lesson 0: Introduction 9:44

Meet the instructor and learn how Google, specifically Google Slides, can be used in the Drama classroom.

Lesson 1: The Basics 6:12

You'll jump right in and learn how to plan your class by using the workbook journal approach and how to make it fit your educational context and needs

Lesson 2: The Google Journal in Action 11:08

In lesson 2 you'll get up close and personal with the program itself and through a series of examples, and mini-activities, you'll have a better understanding of the possibilities for your classroom and how to begin your journals.

Lesson 3: Using Google Slides 11:17

You'll learn how to make a copy of your journal, and add photos and video. You'll have a solid understanding of how to navigate through your own journal and have a customized version that you might be able to use with your students.

Lesson 4: Customize your Google Slides 9:38

Building on what you've already learned in previous lessons, in lesson 4 will teach how to make your own document and how to format it. You'll learn how to add text boxes, tables and how to add slides. Through examples, demonstrations, and mini-activities, you'll have a solid understanding of how to make your own journal from scratch to fit your own classroom needs.

Lesson 5: Preparing for your Students 9:01

Learning all of these wonderful elements is great and you want to make sure you can share this with your students. In lesson 5 you'll recap what you've learned and then move forward into the prep involved to make sure you feel confident that you can engage your students with this technology with as few "hiccups" as possible.

Lesson 6: Introducing Google Drive to your students 8:19

In this lesson you'll learn how to use an introductory lesson to get your students started. Using an lesson provided to you below the video module, by the end of this lesson you should feel confident delivering your introductory lesson to your students.

Lesson 7: Addressing Common Issues 5:36

Troubleshooting! In this lesson Joshua steps you through various "glitches" you might run into when working with you students on this project. "Forewarned is forearmed" and Joshua makes sure you feel prepared to take on this new project and for implementation.

Lesson 8: The Basics: Part 2 7:02

If you're a Power Point or Keynote user, working offline might make your more comfortable. In this lesson, Joshua guides you through how to design your journal in Power Point and upload it to Google Drive. He'll also share tips and trick to ensure proper formatting. By the end of the lesson, you'll be able to transition between Power Point and Google Slides seamlessly.

Lesson 9 : You Can Do It! 3:23

In this final lesson you'll get to hit the "save" button on everything you've learned through a thorough review and recap.

Standards Connections

National Core Arts Standards

Perceive and analyze artistic work - Grade 6

TH:Re7.1.6.a - Describe and record personal reactions to artistic choices in a drama/theatre work.

Perceive and analyze artistic work - Grade 7

TH:Re7.1.7.a - Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

Perceive and analyze artistic work - Grade 8

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

Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

Perceive and analyze artistic work - Grade HS Proficient

TH:Re7.1.HSI.a - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Perceive and analyze artistic work - Grade HS Accomplished

TH:Re7.1.HSII.a - Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.a - Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.

Apply criteria to evaluate artistic work - Grade 8

TH:Re9.1.8.a - Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

TH:Re9.1.8.c - Assess the impact of a drama/theatre work on a specific audience.

California VAPA Standards (2019)

6.TH:Re7 Perceive and analyze artistic work.

6.TH:Re7 - Describe and record personal reactions to artistic choices in a drama/theatre work.

7.TH:Re7 Perceive and analyze artistic work.

7.TH:Re7 - Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

8.TH:Re7 Perceive and analyze artistic work.

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

Prof.TH:Re7 Perceive and analyze artistic work.

Prof.TH:Re7 - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

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

Prof.TH:Cr1.c - Explore the impact of technical theatre elements on design choices in a drama/theatre work.

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

Acc.TH:Cr1.c - Understand and apply technical theatre elements to design solutions for a drama/theatre work.

Acc.TH:Re7 Perceive and analyze artistic work.

Acc.TH:Re7 - Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

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

7.TH:Re9.a - Explain preferences, using supporting evidence and criteria to develop a personal aesthetic to evaluate drama/theatre work.

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

8.TH:Re9.a - Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria

8.TH:Re9.b - Assess the impact of a drama/theatre work on a specific audience.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.3.1.a - Students Can: Describe and record personal reactions to artistic choices in a drama/theatre work.

Seventh Grade

DT.7.3.1.a - Students Can: Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

DT.7.3.4.a - Students Can: Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.

Eighth Grade

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

DT.8.3.4.a - Students Can: Critique a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.

DT.8.3.4.c - Students Can: Assess the impact of a drama/theatre work on a specific audience.

High School - Fundamental Pathway

DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a drama/theatre work.

DT.H1.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

High School - Advanced Pathway

DT.H2.1.1.b - Students Can: Understand and apply technology to design solutions for a drama/theatre work.

High School - Professional Pathway

DT.H3.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to analyze artistic choices and justify meaningful feedback based on historical, cultural, and personal context.

Common Core

Writing

CCSS.ELA-LITERACY.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen

writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.3 - Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

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

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

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

TH.912.C.1.8 - Apply the components of aesthetics and criticism to a theatrical performance or design.

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.

TH.912.C.2.3 - Analyze different types of stage configurations to determine the effects of each as potential production solutions.

TH.912.C.2.5 - Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

TH.912.C.2.6 - 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.

TH.912.C.3.1 - Explore commonalities between works of theatre and other performance media.

TH.912.C.3.2 - Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.

TH.912.C.3.3 - Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

Historical & Global Connections

TH.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

TH.912.H.2.10 - Analyze how the history of American musical theatre is tied to events in U.S. history and popular

culture, detailing the ways in which theatre evolved.

TH.912.H.2.11 - Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.

TH.912.H.2.2 - Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

TH.912.H.2.3 - Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

TH.912.H.2.4 - Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.

TH.912.H.2.7 - Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.

TH.912.H.2.8 - Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.

TH.912.H.3.1 - Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.

TH.912.H.3.2 - Compare the applications of various art forms used in theatre production.

TH.912.H.3.5 - Explain how the social interactions of daily life are manifested in theatre.

Innovation, Technology & the Future

TH.912.F.1.4 - Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.

TH.912.F.3.4 - Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

Organizational Structure

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

TH.912.O.2.7 - Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.

Skills, Techniques & Processes

TH.912.S.1.1 - Describe the interactive effect of audience members and actors on performances.

TH.912.S.1.2 - Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.

TH.912.S.1.3 - Develop criteria that may be applied to the selection and performance of theatrical work.

TH.912.S.1.4 - Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.

TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.

TH.912.S.3.1 - Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

TH.912.S.3.5 - Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.

TH.912.S.3.6 - Compare the Stanislavski Method with other acting methods to support development of a personal

method.

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

Georgia Performance Standards - Theatre Arts

Grade 6 - Responding

TA6.RE.2 - Critique various aspects of theatre and other media., a. Identify the purpose of a critique., b. Evaluate a theatre production using an assessment instrument.

Grade 6 - Connecting

TA6.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Identify similarities between theatre and other art forms., b. Draw conclusions about the relationships between theatre and life., c. Define tasks associated with a theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

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.

North Carolina Essential Standards 2024

Beginning High School Connect

B.CN.1.1 - Describe how the emergence of theatre as an art form has influenced society prior to 1400.

B.CN.2.2 - Identify the innovative tools and technology used in theatre.

Beginning High School Respond

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

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

Intermediate High School Connect

I.CN.1.1 - Analyze the development of theatre from the 1400s through the 1700s, identifying connections to history, society, and culture.

Intermediate High School Respond

I.RE.2.2 - Generate objective critique of theatrical works using given criteria.

Accomplished High School Connect

AC.CN.2.2 - Analyze how technical elements enhance theatrical works.

Accomplished High School Present

AC.PR.2.2 - Design various procedures to encourage appropriate audience engagement.

Accomplished High School Respond

AC.RE.1.2 - Describe how individual and collective experiences impact the interpretation of theatre works.

Advanced High School Present

AD.PR.2.2 - Model appropriate audience, performer, and technician etiquette.

Advanced High School Respond

AD.RE.2.2 - Justify suggestions for improving theatrical works, utilizing created criteria.

North Carolina Essential Standards 2010

Beginning High School Standards - Analysis

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

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

Beginning High School Standards - Culture

B.CU.1.1 - Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

Intermediate High School Standards - Analysis

I.A.1.2 - Evaluate the works of theatre artists for strengths, weaknesses, and suggestions for improvement.

Intermediate High School Standards - Culture

I.CU.1.1 - Use theatre arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.

Proficient High School Standards - Aesthetics

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

Proficient High School Standards - Culture

P.CU.2.1 - Understand how the rules of audience etiquette originated, how they have evolved, and for what purpose.

P.CU.2.2 - Analyze the interrelationships of theatre roles.

Advanced High School Standards - Analysis

A.A.1.2 - Critique performances of written texts based on a set of given criteria.

Advanced High School Standards - Culture

A.CU.2.1 - Design strategies to encourage appropriate audience etiquette.

Alberta, Canada

Junior Goal II Objectives

develop the ability to give form or expression to feelings, ideas and images

Theatre Studies Level 1 - Beginning (performance analysis)

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

Senior Goal I Objectives

sharpen observations of people, situations and the environment

Senior Goal II Objectives

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

gain knowledge of disciplines that enhance dramatic process and product

Orientation Drama 10

demonstrate trust by becoming comfortable with others, physically and emotionally

recognize that values are expressed through the arts

British Columbia (2018)

GRADE 6 - ARTS - Reasoning and reflecting

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

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

Describe, interpret and respond to works of art and explore artists' intent

Experience, document and present creative works in a variety of ways

GRADE 7 - ARTS - Exploring and creating

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

Explore relationships between identity, place, culture, society, and belonging through the arts

GRADE 7 - 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

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

Describe, interpret and respond to works of art

GRADE 8 - ARTS - Exploring and creating

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

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

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

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' motivations and meanings

Respond to works of art using one's knowledge of the world

GRADE 8 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

Use the arts to communicate, respond to and understand environmental and global issues

GRADE 9 - DRAMA - Exploring and creating

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

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

GRADE 9 - DRAMA - Connecting and expanding

Collaborate through reciprocal relationships during creative processes

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

Reflect on dramatic experiences and how they relate to a specific place, time, and context

GRADE 10 - DRAMA - Communicate and document

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

GRADE 11 - DRAMA - Reason and reflect

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

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

Receive and apply constructive feedback to develop and refine ideas

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

GRADE 12 - DRAMA - Reason and reflect

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

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

Ontario, Canada

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)

C.2.2 - describe how drama is used for various purposes in a range of social contexts (e.g., to express or celebrate group or community sentiments or values in street theatre or parades; to mark important historical or religious anniversaries of a country or culture; to raise awareness of social, environmental, and political issues; to explore personal relationships or social arrangements)

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)

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 - 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 - Drama and Society

B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

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

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g., identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)

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)

B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)

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

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

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

A.1.1 - develop interpretations of issues from contemporary or historical sources (e.g., photographs, videos, music, newspaper/magazine articles, an eyewitness account of a historical event) as the basis for drama