



# ■ IMPOWERMENT IMPROV ■

## **Instructor**

JENNINE PROFETA

## **Materials**

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

## **Course length**

6 modules

56 minutes of video

2 credit hours

## Course Description

Jennine Profeta, Second City performer and theatre educator, leads this course. This course was designed to give a teacher tools to create a safe environment in which students can go beyond their old patterns to take risks, embrace failure, be more confident and aware of the effects of their word choice. The course includes modules on risk-taking, creating a safe environment, failure, confidence, and positive/negative speak.

## About the Instructor

Jennine Profeta is an actor, improviser, writer and instructor at The Second City Training Centre in Toronto. After graduating with an Honours Theatre Degree from the University of Winnipeg, Jennine moved to Toronto to pursue her love of comedy. There she was a member of the first Conservatory Program in Toronto, and went on to be a member of The Second City's National Touring Company. She also spent a year working for The Second City aboard Norwegian Cruise Line's Jewel and Gem ships, performing and teaching in the Mediterranean and Caribbean.

As an instructor, Jennine has used her improv skills to train doctors, lead corporate training workshops and develop original works with young people. Through various organizations she teaches improv, prepares students for public performances and uses standard improv exercises to build self-esteem and develop confidence in young performers.

In addition to improv, Jennine has appeared in many commercials and was a principal player on Howie Mandel's "Howie Do It" on NBC. She's performed all over Canada, in the U.S. and Australia. She is the producer of the all-female comedy extravaganza Girls Nite Out and has written for television, radio, newspapers and magazines.

## Course Curriculum

### Module 0: Introduction 4:29

This module introduces the course and lays the foundation for the modules to come.

### Module 1: Risk Taking 17:54

This module introduces exercises that encourage risk taking and creating a safe environment.

### Module 2: Encouraging Failure 9:34

This module explores failure, and how an improv failure can be a gift.

### Module 3: Confidence 12:26

This module is all about developing confidence in your students, through improv.

### Module 4: Positive and Negative Speak 9:37

This module focusses on positive and negative speak, and how to identify it.

### Module 5: Wrap Up 2:07

This module wraps up the course and emphasizes the key learnings.

# 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.

### 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.

### 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 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.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 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.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.

### 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.

### 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.

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

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

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

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

### 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.

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

TH:Cn11.2.HSI.a - Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

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

TH:Cn11.2.HSII.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.

### Language

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

### Reading: 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.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## 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.

### 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.

### 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.

### 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.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising 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.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: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: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.

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

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

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

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

#### **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.

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

Prof.TH:Cn11.2.a - Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using research methods.

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

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

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

### **Innovation, Technology & the Future**

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

### **Skills, Techniques & Processes**

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

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

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

TH.912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

TH.912.S.3.3 - Develop acting skills and techniques in the rehearsal process.

## **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 - 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 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.

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.

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

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

### **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 - 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 - THEATRE HISTORY AND LITERATURE I AND II - Creating**

TAHSTL.CR.1 - Develop original theatre literature., a. Compare and summarize theatre literature from various historical periods, cultures, and styles., b. Examine and outline the steps and conventions involved in the creation of a theatre text., c. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises).

### **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.1.1 - Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.

B.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

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

### **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.

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

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

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

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

B.3.A - determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes.

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

B.2.C - create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively.

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

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

C.1.C - develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally.

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

C.1.H - define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience.

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

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.

## **Alberta, Canada**

### **Speech Drama 10**

12 - create specific vocal sound effects

### **Speech Drama 20**

16 - communicate mood and emotion through voice

20 - apply movement and gesture to clarify and enhance spoken interpretation

### **Speech Drama 30**

23 - use vocal variety in character development

### **Improvisation Drama 10**

1 - use warmup techniques for preparation of body, voice and mind

10 - demonstrate appropriate rehearsal methods

11 - apply the essential elements of a story: character, setting, conflict, climax and plot in planned and unplanned scenes



- 12 - create, relate and polish a story
- 13 - communicate meaning without words
- 14 - discover how various emotions affect one vocally and physically
- 15 - initiate a dramatic situation in response to a given stimulus
- 16 - make logical choices spontaneously within the boundaries of situation and character
- 17 - demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively
- 18 - extend the illusion of the onstage environment by creating an offstage reality
- 19 - demonstrate techniques for creating effective entrances and exits, consistent with character
- 2 - demonstrate the ability to be still
- 20 - critique the work of self and others through observation and expression of specific detail
- 21 - demonstrate techniques for communicating the "illusion of the first time" within a planned situation
- 22 - distinguish between performer and character
- 23 - use varied stimuli for character development
- 24 - select and use vocal techniques appropriate to a character
- 25 - select and use language appropriate to character and situation
- 26 - use body language to add physical dimensions and depth to a character
- 27 - demonstrate economy in movement and speech by making appropriate selections
- 28 - demonstrate how attitude, and change in attitude, affects a character
- 29 - demonstrate understanding of and apply the concept of status
- 3 - maintain concentration during exercises
- 30 - demonstrate understanding of and apply the concepts of a character's objectives and motivation
- 31 - demonstrate the ability to focus on, and achieve, the objective of a scene
- 32 - sustain a character throughout a scene or exercise
- 4 - demonstrate heightened sensory awareness
- 5 - create experiences through imaging, visualizing and fantasizing
- 6 - demonstrate thinking in a divergent mode
- 7 - examine and express feelings
- 8 - tell a story spontaneously
- 9 - use appropriate stage directions

### **Improvisation Drama 20**

- 33 - sustain a single character in a variety of situations
- 34 - demonstrate the techniques of sharing, giving and taking focus
- 35 - demonstrate understanding of how the use of levels and planes can focus the stage picture
- 36 - integrate improvisational skills learned, in planned and spontaneous improvisations

### **Improvisation Drama 30**

- 37 - demonstrate various ways of expressing emotions that are consistent with a character
- 38 - demonstrate various ways of creating and communicating mood

### **Acting Drama 20**

- 7 - demonstrate the ability to play a character from the character's point of view
- 8 - demonstrate the ability to memorize required text

### **Movement Drama 10**

- 10 - demonstrate focus, concentration and energy in all movement and gesture
- 14 - create physically shapes in space
- 18 - appreciate that physical expression can enhance language
- 19 - demonstrate qualities of energy
- 22 - translate words, images and emotions into movement
- 24 - demonstrate understanding of mood, and communicate mood

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

- 26 - pick up cues effectively
- 27 - identify and create a believable emotional build
- 28 - use contrast such as dramatic elements (movement and stillness, light and dark, sound and silence) and groupings (solo and group) in scenes
- 29 - use improvisational skills and concepts in exploration of text
- 30 - analyze text for meaning and character development
- 31 - recite text from memory
- 32 - rehearse, polish and present text
- 33 - critique the work of self and others through observation of specific details

### **Junior Goal II Objectives**

- develop belief in, identification with, and commitment to a role
- develop the ability to give form or expression to feelings, ideas and images
- develop the body and voice as tools of communication
- explore specific techniques demanded by various dramatic forms

### **Junior Orientation**

- communicate through use of voice and body
- demonstrate awareness of the multidisciplinary nature of drama/theatre
- demonstrate trust by becoming comfortable, physically and emotionally, with others
- listen effectively
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- share ideas confidently with others
- show awareness of story sequence
- speak, move, and generate ideas spontaneously
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

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

- 13 - control focus and energy in movement and gesture
- 17 - use movement to communicate non-verbally
- 19 - translate sounds, words, images, and emotions into movement
- 2 - demonstrate awareness of personal and shared space
- 5 - move individual body parts

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

- 21 - display clarity of movement and gesture

- 22 - use exaggerated movement and gesture
- 25 - communicate environment, character and situation nonverbally

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

- 27 - create and sustain mood through movement

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

- 1 - speak spontaneously
- 4 - use techniques of storytelling

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

- 12 - demonstrate a stage whisper
- 13 - use voice to communicate mood and emotion
- 14 - use a variety of character voices

### **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**

- 1 - use warm-up techniques for preparation of body, voice and mind
- 10 - use essential story elements in spontaneous and planned scenes
- 11 - create a dramatic situation in response to varied stimuli: objects, pictures, music
- 12 - make logical choices within the boundaries of situation and character
  - 2 - respond to directions without breaking concentration-side coaching
  - 3 - demonstrate the ability to be still
  - 4 - create experiences through imaging, visualizing and fantasizing
  - 5 - create and tell a story spontaneously
  - 6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot
  - 7 - use stage vocabulary: stage areas, body positions and crosses
  - 8 - demonstrate appropriate rehearsal behaviours and routines
  - 9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

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

- 13 - recognize the techniques of offering, accepting, advancing and blocking
- 14 - use varied stimuli for character development
- 15 - use the body and body language to enhance characterization
- 16 - demonstrate economy in movement and speech
- 17 - select and use language appropriate to a given character and situation
- 18 - use voice variety to enhance a character
- 19 - discover how feelings affect a character
- 20 - enter and exit in character
- 21 - sustain a character throughout an exercise or scene
- 22 - create business appropriate to character and situation
- 23 - demonstrate understanding of character motivation
- 24 - recognize that relationships exist between characters in given situations
- 25 - demonstrate understanding of focus and the processes of sharing, giving and taking

### **Junior Goal I Objectives**

- develop a positive self-image
- develop self-confidence
- develop self-discipline
- 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
- explore and develop physical and vocal capabilities
- extend the ability to explore meaning through abstract concepts
- extend the ability to explore, control and express emotions
- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

### **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.
- 5 - demonstrate understanding of the various conventions of the components being studied

### **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
- 6 - demonstrate understanding of the importance of planning and organization

### **Technical Theatre - Application**

- 13 - determine and acquire necessary supplies or substitutes to construct the planned project
- 16 - demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication

### **Senior Goal I Objectives**

- apply imaginative and creative thought to problem-solving situations
- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate the ability to offer, accept, and reflect upon, constructive criticism
- extend physical and vocal capabilities
- extend the ability to concentrate
- extend the ability to control and express emotions
- increase self-confidence
- increase self-discipline
- sharpen observations of people, situations and the environment

### **Senior Goal II Objectives**

- be capable of creating and expressing a believable character from scripted and non-scripted material
- develop techniques that enhance vocal and physical communication
- develop the ability to select appropriate physical and vocal expression for feelings, ideas and images

### **Orientation Drama 10**

- concentrate on the task at hand
- demonstrate trust by becoming comfortable with others, physically and emotionally
- demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically
- listen to self and others
- make effective decisions or choices
- positively support the work of others
- recognize that values are expressed through the arts
- share ideas confidently
- solve problems imaginatively and creatively
- work with abstract concepts

## **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

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

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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

Express, feelings, ideas, and experiences 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

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

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

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

Take creative risks to express feelings, ideas, and experiences

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

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

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 - 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

Improvise and take creative risks to express meaning

### **GRADE 10 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and the audience

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

Develop and refine performance skills in a variety of contexts

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

### **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**

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

### **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.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

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 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

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

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society**

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 - Creating and Presenting - Presentation**



### **Techniques & Technologies**

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 - 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)