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# ■ PLAY ADAPTATION PROJECT ■

## **Instructor**

LINDSAY PRICE

## **Materials**

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

## **Course length**

6 modules  
44 minutes of video  
2 credit hours

# Course Description

Adaptation is a fabulous classroom project: it requires students to analyze, adapt, modify, plan, synthesize, devise. All the higher order thinking skills.

But you can't just throw a narrator into a script and call it a day. You have to have a preparation process leading up to the writing process.

In this course you will learn practical exercises and a path to prepare your students to take on their own adaptation project. We'll look at the guidelines to adaptation, things to think about when choosing a text, how to analyze the source material and writing that first draft.

So join me, Lindsay Price, in the Play Adaptation Project.

## 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 lays out the path for the course.

### Lesson 1: What is Adaptation? 6:51

This lesson defines adaptation, as well as introduces 'hook' exercises to get students engaged in the project.

### Lesson 2: Adaptation Guidelines 12:34

This lesson looks at the guidelines for adaptation that students can follow when they start their own project, as well as exercises for students to practice applying these guidelines.

### Lesson 3: Choosing a Text 5:27

In this lesson we're going to look at choosing a text - what goes into choosing a text for adaptation? Students will learn about copyright, the thesis for the adaptation, the why and discussing how changes will affect the original source material - meaning, is the original iconic.

### Lesson 4: Close Reading and Analysis 6:20

This lesson gets into the nitty gritty of adaptation; the analysis and close reading of the source material.

### Lesson 5: The First Draft 9:47

This lesson covers the next step of taking all this pre-work, all this analysis, and writing the first draft.

# Standards Connections

## National Core Arts Standards

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

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

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

TH:Cr1.1.7.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.b - Use various character objectives in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

### 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.

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

TH:Pr4.1.HS1.a - Examine how character relationships assist in telling the story of a drama/theatre work.

TH:Pr4.1.HS1.b - Shape character choices using given circumstances in a drama/theatre work.

### Perceive and analyze artistic work - Grade HS Proficient

TH:Re7.1.HS1.a - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### 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.

### 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.

### 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.

### Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.c - Identify a specific audience or purpose for a drama/theatre work.

### Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.c - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

## California VAPA Standards (2019)

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

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

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

7.TH:Cr1.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.b - Use various character objectives in a drama/theatre work.

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

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

### 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: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.

### 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.

### 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.

### 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.

### 6.TH:Re9 Apply criteria to evaluate artistic work.

6.TH:Re9.b - Identify a specific audience or purpose for a drama/theatre work.

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

7.TH:Re9.b - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

## Colorado Academic Standards - Drama and Theatre Arts

### Sixth Grade

DT.6.1.2.b - Students Can: Contribute ideas and accept and incorporate the ideas of others in preparing or devising a drama/theatre work.

DT.6.2.1.a - Students Can: Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

DT.6.2.4.a - Students Can: Adapt a drama/theatre work and present it for an audience.

DT.6.3.4.c - Students Can: Identify a specific audience or purpose for a drama/theatre work.

### Seventh Grade

DT.7.1.1.c - Students Can: Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

DT.7.1.2.b - Students Can: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

DT.7.2.1.b - Students Can: Apply various character objectives in a drama/theatre work.

DT.7.3.4.c - Students Can: Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

### **Eighth Grade**

DT.8.2.1.b - Students Can: Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.

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

### **High School - Fundamental Pathway**

DT.H1.2.1.a - Students Can: Examine how character relationships assist in telling the story of a drama/theatre work.

DT.H1.2.1.b - Students Can: Shape artistic choices using given circumstances 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 - 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**

### **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.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

### **Reading: Literature**

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

CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

### **Language**

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation,

and spelling when writing.

### **Writing**

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.

## **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.2.7 - 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.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

### **Organizational Structure**

TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

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

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

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

## **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.

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

### **Grade 6 - Responding**

TA6.RE.1 - Engage actively and appropriately as an audience member., a. Identify the role of the audience in different environments., b. Analyze the relationship between an audience and a performer., c. Create guidelines for behaviors appropriate to a theatre experience., d. Model

appropriate audience behaviors.

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 7 - Creating**

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 7 - Responding**

TA7.RE.2 - Critique various aspects of theatre and other media., a. Identify the benefits of constructive dramatic criticism., b. Apply performance rubrics to evaluate theatre and other media productions.

#### **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.

## **North Carolina Essential Standards 2024**

### **Beginning High School Create**

B.CR.1.2 - Create scenarios that communicate character, setting, plot, and conflict.

### **Intermediate High School Create**

I.CR.2.1 - Adapt unique personal experiences into theatrical works.

### **Intermediate High School Respond**

I.RE.1.1 - Compare the structure, style and genre of various written and presented theatrical works.

I.RE.1.2 - Analyze how theatre artists' choices reflect various genres and styles.

### **Advanced High School Create**

AD.CR.1.2 - Create a variety of extended scenes or plays inspired by various time periods or cultures.

### **Advanced High School Present**

AD.PR.2.4 - Adapt staging and direction for various stage configurations.

## **North Carolina Essential Standards 2010**

### **Beginning High School Standards - Communication**

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

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

I.C.1.3 - Produce scripts based on literature texts.

### **Intermediate High School Standards - Analysis**

I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

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

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

## **Texas Essential Knowledge and Skills**

## **for Theatre Arts**

### **MS 117.211 LI - Foundations: Inquiry and Understanding**

C.1.F - identify the structure and form in examples of dramatic literature.

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

C.2.D - dramatize literary selections and imitate life experiences through dramatic play.

C.2.F - create environments, characters, and actions.

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

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

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

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

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

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

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

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

### **HS 117.315 LI - Creative Expression: 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 117.315 LI - Critical evaluation and response**

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

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

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

### **HS 117.316 LII - Creative Expression: 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 117.316 LII - Critical evaluation and response**

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

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

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

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

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

## **Alberta, Canada**

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

4 - recognize dramatic structure of a play

### **Playwriting - Drama 20**

- 1 - demonstrate understanding of the basic structure of a play
- 13 - give and accept constructive criticism
- 2 - define and identify plot, character, thought and diction
- 3 - demonstrate understanding of script format
- 4 - generate and collect ideas that have dramatic possibilities
- 6 - identify character types and their functions and attributes
- 9 - define character objectives

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

- become familiar with dramatic terminology and script format

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

- develop awareness of drama and theatre presentations as possible
- develop awareness of various conventions of theatre

#### **Junior Orientation**

- demonstrate a willingness to take calculated and reasonable risks
- focus concentration on one task at a time
- generate imaginative and creative solutions to problems
- investigate a variety of roles and situations
- listen effectively
- meet deadlines and follow through on individual and group commitments
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- share ideas confidently with others
- show awareness of story sequence
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

#### **Junior Goal I Objectives**

- develop a sense of responsibility and commitment
- develop the ability to initiate, organize and present a project within a given set of guidelines
- develop the ability to interact effectively and constructively in a group process
- develop the ability to offer and accept constructive criticism
- develop the willingness to make a decision, act upon it and accept the results
- extend the ability to think imaginatively and creatively
- extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences
- strengthen powers of concentration

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

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

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

- 11 - demonstrate understanding of plot structure
- 12 - analyze a script to identify character, setting and plot
- 7 - define the elements of script, dialogue, directions, characters and settings
- 9 - read a script aloud

#### **Senior Goal I Objectives**

- extend the ability to concentrate

- increase self-confidence
- increase self-discipline

#### **Senior Goal III Objectives**

- explore various conventions and traditions of theatre

#### **Orientation Drama 10**

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

### **British Columbia (2018)**

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

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

#### **GRADE 9 - DRAMA - Reasoning and reflecting**

- Receive, offer, and apply constructive feedback

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

- Collaborate through reciprocal relationships during creative processes
- Demonstrate respect for themselves, others, and the audience

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

- Create dramatic works with an intended audience in mind
- Develop a repertoire of dramatic skills and techniques through presentation or performance

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

- Apply feedback to develop and refine ideas

#### **GRADE 10 - DRAMA - Communicate and document**

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

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

- Demonstrate respect for self, others, and the audience

#### **GRADE 11 - DRAMA - Reason and reflect**

- Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language
- Receive and apply constructive feedback to develop and refine ideas

#### **GRADE 11 - DRAMA - Connect and expand**

- Demonstrate awareness of self, others, and audience
- Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works

#### **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
- Receive, provide, and apply constructive feedback to refine



dramatic works

**GRADE 12 - DRAMA - Communicate and document**

Document, share, and collaborate on dramatic works and experiences in a variety of contexts

**GRADE 12 - DRAMA - Connect and expand**

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

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

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

**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)