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SCREENPLAYS 101 - PART 1: BASIC STRUCTURE

Instructor

NICHOLAS PAPPAS

Materials

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

Course length

8 modules

1 hours, 22 minutes of video

3 credit hours

Course Description

Screenwriter Nick Pappas leads a two-part course on screenplays 101. Great scriptwriting is not something that can be covered in a single course: so we're going to start with the basics. Those basics are going to be split up into a Part 1 and a Part 2. Part 1, this course, will concentrate on basic film structure. Part 2 will concentrate on screenplay formatting.

By the end of this course, students should have a basic understanding of history, terminology, and are able to identify the barest bones of the three-act structure, all with an eye toward developing their own screenplay.

About the Instructor

Nicholas C. Pappas is a director, playwright, and dramaturge. His plays include *The Ballad of 423 and 424* (Heideman Award; Actors Theatre of Louisville), *Fatty* (Berkeley Rep's Ground Floor), *Including Shooter* (called "best play of the season" by critic Peter Filichia), and *The Dreams in Which I'm Dying* (Deb Aquila reading series with the American Theater Group). He has been published by *Dramatics Magazine* and *Playscripts*. Nicholas has done dramaturgical work at The Center Theatre Group, San Francisco Playhouse, Berkeley Rep, South Coast Rep, TheatreFolk, and for several college programs. He has directed for San Francisco Playhouse, Moorpark College, San Francisco State University, and others. A graduate of San Francisco State University's MFA program, he teaches at Moorpark College and is currently in development on several television and film projects. Keep up to date at nicholascpappas.com.

Course Curriculum

Module 0: Introduction 5:35

This module introduces the course, and outlines what will be covered in each section.

Module 1: What is a Screenplay? 10:53

In this module we're going to look at the history of the screenplay, identify what a screenplay is, how it's different than other forms of writing, and set up expectations for what's to come in future modules.

Module 2: Theater vs. Film from a Writer's Point of View 15:31

In this module we're going to look at playwrights and screenwriters, how the jobs differ and how they overlap.

Module 3A: The Three-Act Structure 16:18

In this module we're going to discuss the basics of the way we tell stories and how that influences the structure of a screenplay.

Module 3B: A Case Study 7:46

This is Module 3B - Structure: Pee-wee's Big Adventure - A Case Study where we'll take all of the theory that we discussed in Module 3A and apply it to Pee-wee's Big Adventure.

Module 4A: Protagonists: Goals, Obstacles, and Tactics 15:05

In this module, we'll examine how a protagonist is shaped by their goals, the obstacles against them, and how they use different tactics to get around those obstacles.

Module 4B: A Case Study 7:26

In this module we'll look at what we learned in module 4A and apply it to Pee-wee's Big Adventure.

Module 5: Wrap-Up 3:55

In this module we're going to wrap up Screenplays 101 - Part 1: Basic Structure and get ourselves ready for Screenplays 101 - Part 2: Basic Formatting.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

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

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.

Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

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.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

TH:Cr1.1.8.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

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

TH:Pr4.1.8.a - Explore different pacing to better communicate the story in a drama/theatre work.

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

Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HS1.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

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

TH:Pr4.1.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.

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

TH:Pr4.1.HSII.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

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 Advanced

TH:Cr1.1.HSIII.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of 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.

Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.a - Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

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

TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.a - Use supporting evidence and criteria to evaluate

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

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

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7

TH:Cn11.2.7.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 8

TH:Cr3.1.8.a - Use repetition and analysis in order to revise devised or scripted drama/theatre work.

Apply criteria to evaluate artistic work - Grade 8

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

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

TH:Cr3.1.HS1.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

Apply criteria to evaluate artistic work - Grade HS

Proficient

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

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.

Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.c - Verify how a drama/theatre work communicates for a specific purpose and audience.

California VAPA Standards (2019)

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

6.TH:Cr1.a - Identify possible solutions to staging challenges in a drama/theatre work.

6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

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

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:Cr1 Generate and conceptualize artistic ideas and work

7.TH:Cr1.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre 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.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

8.TH:Cr1.b - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

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

8.TH:Pr4.a - Explore different pacing to better communicate the story in a drama/theatre work.

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

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:Cr1 Generate and conceptualize artistic ideas and work

Prof.TH:Cr1.a - Apply basic research to construct ideas about the visual composition of a drama/theatre work.

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

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

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

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

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.

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

Acc.TH:Pr4.a - Discover how unique choices shape believable and sustainable 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.

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

Adv.TH:Cr1.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technical theatre elements to create the visual composition of 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.

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

7.TH:Cr2.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, personal experience, and historical and cultural context.

8.TH:Cr2 Organize and develop artistic ideas and work.

8.TH:Cr2.a - Articulate and apply critical analysis, personal experience, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

Adv.TH:Cr2 Organize and develop artistic ideas and work.

Adv.TH:Cr2.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

Adv.TH:Re8 Interpret intent and meaning in artistic work.

Adv.TH:Re8.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.

6.TH:Cr3 Refine and complete artistic work.

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

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

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

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

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

7.TH:Cn11.2.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

8.TH:Cr3 Refine and complete artistic work.

8.TH:Cr3.a - Practice collaboration, analysis and reflection to refine a devised or scripted drama/theatre work.

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

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

Prof.TH:Cr3 Refine and complete artistic work.

Prof.TH:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

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

Prof.TH.Re9.b - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

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:Re9 Apply criteria to evaluate artistic work.

Acc.TH.Re9.b - Justify how a drama/theatre work communicates for a specific purpose and audience.

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.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.1.1.a - Students Can: Identify possible solutions to staging challenges in a drama/theatre work.

DT.6.1.1.c - Students Can: Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

DT.6.3.4.a - Students Can: Use supporting evidence and criteria to evaluate drama/theatre work.

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

Seventh Grade

DT.7.1.1.a - Students Can: Integrate multiple perspectives

and solutions to staging challenges in a drama/theater work.

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

DT.7.1.2.a - Students Can: Examine and justify original ideas and artistic choices in a drama/theater work based on background knowledge, historical, and cultural context.

DT.7.3.4.a - Students Can: Explain preferences, using supporting evidence and criteria to evaluate 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.8.1.1.a - Students Can: Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

DT.8.1.1.c - Students Can: Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

DT.8.1.2.a - Students Can: Articulate and apply background knowledge, research, historical, and cultural context to the development of original ideas for a drama/theatre work.

DT.8.1.4.a - Students Can: Use repetition and analysis in order to revise devised or scripted drama/theatre work.

DT.8.2.1.a - Students Can: Explore different pacing to better communicate the story in a drama/theatre work.

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.8.3.3.a - Students Can: Research and discuss the playwright's intent for a drama/theatre work.

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.c - Students Can: Generate ideas about a character that are believable and authentic using script analysis.

DT.H1.1.4.c - Students Can: Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

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.H1.2.3.a - Students Can: Apply creative processes to tell stories in a scripted drama/theatre work to connect with audience, community, and ensemble.

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.H2.2.1.a - Students Can: Analyze how unique choices shape believable and sustainable drama/theatre work.

DT.H2.2.3.a - Students Can: Execute creative processes to tell stories in a scripted drama/theatre work, to connect with audience, community, and ensemble.

DT.H2.3.4.c - Students Can: Verify how a drama/theatre work communicates for a specific purpose and audience.

High School - Professional Pathway

DT.H3.1.1.a - Students Can: Synthesize knowledge from a

variety of dramatic forms, theatrical conventions and technologies to create the visual composition of a drama/theatre work.

DT.H3.1.2.a - Students Can: Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and Western or non-Western theatre traditions.

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.

DT.H3.3.4.a - Students Can: Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choice.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.68.C.1.5 - Describe how a theatrical activity can entertain or instruct an audience.

TH.912.C.2.2 - Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.

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

Historical & Global Connections

TH.68.H.3.1 - Identify principles and techniques that are shared between the arts and other content areas.

TH.912.H.3.3 - Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

Innovation, Technology & the Future

TH.68.F.1.4 - Survey an aspect of theatre to understand the ways in which technology has affected it over time.

TH.68.F.3.1 - Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.

Organizational Structure

TH.68.O.3.1 - Compare theatre and its elements and vocabulary to other art forms.

TH.912.O.1.1 - Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

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.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 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 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 - Responding

TA8.RE.2 - Critique various aspects of theatre and other media., a. Recognize the role of dramatic criticism in media production., b. Utilize specific criteria to articulate dramatic criticism., c. Apply principles of dramatic criticism as both an audience member and participant., d. Implement appropriate changes based on dramatic criticism.

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

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

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 - ADVANCED DRAMA LEVELS I-IV -Creating

TAHSAD.CR.1 - Organize, design, and refine theatrical work., a. Examine various theories of dramatic structure., b. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Creating

TAHSFT.CR.2 - Develop scripts through theatrical techniques., a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwrighting process., b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script., c. Construct and critique elements of dramatic structure, character, and dialogue., d. Create and perform scenes for audiences.

Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Responding

TAHSTL.RE.1 - Evaluate various aspects of theatre literature using appropriate supporting evidence., a. Develop and apply a set of comprehensive criteria for theatre text analysis., b. Compare and contrast theatre texts to live/film performance.

North Carolina Essential Standards 2024

Sixth Grade Connect

6.CN.2.1 - Describe creative, technical, and business careers in theatre.

Sixth Grade Respond

6.RE.1.1 - Analyze dramatic elements in theatrical works.

Seventh Grade Respond

7.RE.1.1 - Compare dramatic structures in various genres and styles.

Eighth Grade Present

8.PR.2.1 - Develop various styles of literature into formal or informal presentations.

Beginning High School Connect

B.CN.2.1 - Identify the various roles that contribute to the creation, production, design, and marketing of 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.

B.RE.2.2 - Generate verbal or written critique of theatrical works.

Intermediate High School Present

I.PR.1.1 - Identify areas for improvement based on specific objective feedback and criteria.

Intermediate High School Respond

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

Advanced High School Connect

AD.CN.2.1 - Identify the training, education, skills, and plan of action necessary for success in a selected career in theatre arts.

Advanced High School Present

AD.PR.1.1 - Implement justified choices made in response to feedback and specific criteria.

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 - Historical and cultural relevance

C.4.B - explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society.

MS 117.211 LI - Critical evaluation and response

C.5.C - identify production elements of theatre, film, television, and other media.

MS 117.212 LII - Foundations: Inquiry and Understanding

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

MS 117.212 LII - Historical and cultural relevance

B.4.C - explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.

MS 117.212 LII - Critical evaluation and response

B.5.C - demonstrate knowledge of production elements in theatre, film, television, and other media.

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

MS 117.213 LIII - Historical and cultural relevance

B.4.C - explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.

MS 117.213 LIII - Critical evaluation and response

B.5.C - demonstrate knowledge of production elements in theatre, film, television, and other media.

HS 117.315 LI - Historical and cultural relevance

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.

HS 117.315 LI - Critical evaluation and response

C.5.E - evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value.

HS 117.316 LII - Foundations: Inquiry and Understanding

C.1.E - identify examples of theatrical conventions in theatre, film, television, and electronic media.

HS 117.316 LII - Historical and cultural relevance

C.4.C - analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society.

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.E - distinguish between the theatrical conventions of theatre, film, television, and other media.

HS 117.317 LIII - Historical and cultural relevance

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.

HS 117.317 LIII - Critical evaluation and response

C.5.E - make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities.

HS 117.318 LIV - Foundations: Inquiry and Understanding

C.1.D - compare the structure of theatre to that of film, television, and other media.

HS 117.318 LIV - Historical and cultural relevance

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology or electronic media.

HS 117.318 LIV - Critical evaluation and response

C.5.E - evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities.

Alberta, Canada

Theatre Studies Drama 20

3 - recognize the elements of critique

Playwriting - Drama 20

2 - define and identify plot, character, thought and diction

3 - demonstrate understanding of script format

6 - identify character types and their functions and attributes

Junior Goal III Objectives

develop the ability to analyze and assess the process and the art

Junior Goal I Objectives

extend the ability to think imaginatively and creatively

Theatre Studies Level III - Advanced (The script)

11 - demonstrate understanding of plot structure

12 - analyze a script to identify character, setting and plot

British Columbia (2018)

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

Examine relationships between the arts and the wider world

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

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 - Reasoning and reflecting

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

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

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

GRADE 7 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

Experience, document, choreograph, perform, and share creative works in a variety of ways

GRADE 8 - ARTS - Reasoning and reflecting

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

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

GRADE 8 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

Experience, document, choreograph, perform, and share creative works in a variety of ways

GRADE 9 - DRAMA - Reasoning and reflecting

Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

Develop and refine ideas and technical skills to improve the quality of performance pieces

GRADE 9 - DRAMA - Connecting and expanding

Reflect on creative processes to make connections to personal learning and experiences

GRADE 10 - DRAMA - Reason and reflect

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 - Communicate and document

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

GRADE 11 - DRAMA - Connect and expand

Explore the impacts of dramatic works on culture and society

GRADE 12 - DRAMA - Connect and expand

Examine the impacts of dramatic works on culture and society

Explore educational, personal, and professional opportunities in the performing arts

Ontario, Canada

Grade 7 - Exploring Forms and Cultural Contexts

B3.2 - identify and describe several ways in which drama and theatre contribute to contemporary social, economic, and cultural life

Grade 8 - Exploring Forms and Cultural Contexts

B3.1 - analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre

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)

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

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)

Grade 11 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.2 - analyse drama works to determine how they communicate ideas about issues, culture, and society

Grade 12 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.3 - analyse and evaluate the aesthetic and technical aspects of a variety of drama works and/or theatrical productions

Virginia Standards Of Learning (2020)

Grade Six

6.3 - The student will analyze, interpret, and evaluate theatrical works

Grade Six

6.11 - The student will analyze how theatre incorporates other art forms.

Grade Seven

7.3 - The student will analyze, interpret, and evaluate theatre.

Grade Eight

8.3 - The student will analyze, interpret, and evaluate theatre.

Grade Eight

8.9 - The student will examine a selected career in theatre, television, film, or contemporary media.

Theatre Arts I: Introduction to Theatre

TI.3 - The student will analyze, interpret, and evaluate theatre.

Theatre Arts II: Dramatic Literature And Theatre History

TII.3 - The student will analyze, interpret, and evaluate theatre.

Theatre Arts III: Intermediate Acting & Playwriting

TIII.3 - The student will analyze, interpret, and evaluate theatre.

Theatre Arts III: Intermediate Acting & Playwriting

TIII.10 - The student will investigate tools and techniques for contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.

Theatre Arts IV: Advanced Acting And Directing

TIV.3 - The student will analyze, interpret, and evaluate theatre.