



SOFT SKILLS, THE TANGIBLE VALUE OF THE DRAMA CURRICULUM

Instructor

MATT WEBSTER

Materials

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

Course length

6 modules
48 minutes of video
2 credit hours

Course Description

This course is about the fact that so-called soft skills are sought after and highly valued in professional work environments, educational settings, and in everyday social interactions. They're valuable life skills, but we can't always identify these skills within a standard educational setting, and yet, they are incredibly useful in education and beyond. That's why it's important to be able to identify these soft skills in the classroom and in the educational process and to recognize that these soft skills are being taught every day in the drama curriculum. We need to concentrate our efforts into making sure that these skills are identified and utilized within our classrooms. They are built into every arts curriculum a school offers, especially the theater arts.

About the Instructor

Matt Webster is a former tenured Associate Professor of Theatre Education/Theatre for Youth. After teaching theatre teachers how to teach theatre for 14 years he transitioned to teaching high school theatre. Matt is currently the chair of the Fine Arts Department in a high school in North Carolina.

In addition to teaching, Matt is an actor and director who has worked for professional theatre companies such as the Silver Bear Theatre in Albuquerque, Honolulu Theatre for Youth, Seattle Children's Theatre and Children's Theatre of Charlotte.

Matt is also an award winning playwright. His play House of Mirrors was awarded the American Alliance for Theatre and Education Unpublished Play Reading Project, and was a semi-finalist in the prestigious Bonderman Playwriting for Youth National Competition.

Course Curriculum

Module 0: Introduction *6:50*

This module introduces the course and gives an outline as to how the modules will help identify those soft skills and where we find them in the theater curriculum.

Module 1: Soft Skills vs Hard Skills *7:43*

This module is an examination of the difference between soft skills and hard skills and the places in the curriculum where these different skills are taught.

Module 2: Standards and Requirements in the Drama Classroom *7:31*

This module looks at educational standards and requirements in the theater arts curriculum and how those standards are connected to soft skills.

Module 3: Teaching vs. Learning *19:16*

This module is an examination of some specific drama classroom activities and the understanding of how those activities teach soft skills.

Module 4: Identification and Advocacy *5:13*

This module talks about why it's important to present the soft skills we teach to administrators and how it benefits our programs.

Module 5: Wrap Up *2:26*

This module wraps up the course.

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.

Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.b - Use various character objectives 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 8

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.

Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HS1.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

Interpret intent and meaning in artistic work - Grade 6

TH:Re8.1.6.a - Explain how artists make choices based on personal experience in a drama/theatre work.

Interpret intent and meaning in artistic work - Grade 7

TH:Re8.1.7.a - Identify the artistic choices made based on personal experience in a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HS11.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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.

Language

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

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

7.TH:Pr4.b - Use various character objectives 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: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: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.

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

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

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

Acc.TH:Cr1.b - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

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

6.TH:Re8.a - Explain how artists make choices based on personal experience in a drama/theatre work.

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

7.TH:Re8.a - Identify the artistic choices made based on personal experience in a drama/theatre work.

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

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.2 - Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

Skills, Techniques & Processes

TH.912.S.2.3 - Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

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

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 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

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 7 - Connecting

TA7.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Compare and contrast theatre with other art forms., b. Articulate relationships between theatre and life., c. Utilize a multi-disciplinary approach to create original theatre., d. Describe the careers and professional responsibilities associated with theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

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.

Grade 8 - Performing

TA8.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement)., b. Demonstrate appropriate ensemble skills throughout a performance., c. Use appropriate listening and response skills during performances.

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.

North Carolina Essential Standards

Beginning High School Standards - Communication

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

Proficient High School Standards - Communication

P.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.

Advanced High School Standards - Culture

A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Foundations: Inquiry and Understanding

C.1.A - develop characterization based on sensory and emotional recall.

MS 117.212 LII - Foundations: Inquiry and Understanding

B.1.A - explore characterization using sensory and emotional recall.

MS 117.213 LIII - Foundations: Inquiry and Understanding

B.1.B - explore preparation and warm-up techniques.

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.A - understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall.

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

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

HS 117.316 LII - Creative Expression: performance

C.2.B - explore creativity as it relates to self and ensemble.

HS 117.316 LII - Critical evaluation and response

C.5.B - analyze theatre as an art form and evaluate self as a creative being.

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.A - apply theatre preparation and warm-up techniques effectively.

HS 117.317 LIII - Critical evaluation and response

C.5.B - recognize theatre as an art form and evaluate self as a creative being.

HS 117.318 LIV - Critical evaluation and response

C.5.F - employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner.

Alberta, Canada

Improvisation Drama 10

7 - examine and express feelings

8 - tell a story spontaneously

Acting Drama 20

1 - analyze a script for explicit character clues

Acting Drama 30

19 - create a character's life that extends beyond, but is consistent with, the script

Improvisation/Acting Level III - Advanced

29 - use improvisational skills and concepts in exploration of text

30 - analyze text for meaning and character development

32 - rehearse, polish and present text

Junior Goal II Objectives

develop belief in, identification with, and commitment to a role

Junior Orientation

demonstrate trust by becoming comfortable, physically and emotionally, with others

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

recognize the purposes of and participate in warmup activities

support positivity the work of others

work cooperatively and productively with all members of the class in pairs, small groups and large groups

Improvisation/Acting Level I - Beginning

11 - create a dramatic situation in response to varied stimuli: objects, pictures, music

5 - create and tell a story spontaneously

Junior Goal I Objectives

develop a positive self-image

develop a sense of responsibility and commitment

develop self-confidence

develop self-discipline

extend the ability to explore, control and express emotions

extend the ability to think imaginatively and creatively

extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences

Theatre Studies Level II - Intermediate (Theatre History)

5 - recognize that "theatre is a mirror of society".

Senior Goal I Objectives

demonstrate a sense of inquiry and commitment, individually and to the group

demonstrate a sense of responsibility and commitment, individually and to the group

demonstrate respect for others-their rights, ideas, abilities and differences

demonstrate the ability to contribute effectively and constructively to the group process

demonstrate the ability to recall and use sensory information

develop a positive and realistic self-image

extend understanding of, acceptance of and empathy for others

increase self-confidence

increase self-discipline

Orientation Drama 10

cope with success and failure in positive ways

demonstrate self-discipline, self-direction and a sense of responsibility

demonstrate trust by becoming comfortable with others, physically and emotionally

display consideration and respect for self and others

positively support the work of others

work cooperatively and productively

British Columbia (2018)

GRADE 9 - DRAMA - Exploring and creating

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

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

GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Connect and expand

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

Demonstrate respect for self, others, and the audience

Make connections with family and community through drama and theatre

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

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

Make connections through drama with family and community on local, regional, and national scales

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
Make connections through drama with family and community on local, national, and global scales

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)

Grades 9 & 10 - Foundations - Context and Influences

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

Grades 9 & 10 - 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)

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 - Elements and Conventions

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

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)