



TEACHING THEATRE WITH DIVERGENT STUDENTS AND CLASS SIZES IN MIND

Instructor

STEVEN STACK

Materials

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

Course length

5 modules
1 hours, 41 minutes of video
3 credit hours

Course Description

Have you ever wondered how in the world you can have a successful theatre classroom with so many variables that you have absolutely no control over? The two biggest ones being the size of your class and the students that you're in charge of turning into some truly talented theatre geeks. This course by Steven Stack explores that wonderful and often ridiculous world of theatre classrooms while giving you the tools for you and your students to not only succeed but to flourish as well.

Lessons will include how to make any size class the Goldilocks class as in "just right", defining and working with all types of students you may encounter in your classroom, the seven must-haves of any theatre class, and the importance of structure in the theatre classroom by providing a guideline for setting up your day-to-day class time.

The course also provides tons of ideas, games and activities that you can use instantly in your classroom. So, if you're a first-time theatre teacher or one just looking for new ideas, this is the course for you.

About the Instructor

Steven Stack has been teaching students ranging from age 7 to adults for almost 20 years, both within and outside the public education system, and covering topics including math, science, social studies, and health - but his true love is teaching theatre. He's been involved with theatre for more than 20 years as an instructor, director, playwright, and actor.

Steven has taught for twelve consecutive summers at the Wisconsin Center for Academically Talented Youth (WCATY), working with gifted and talented students in an academically challenging environment where they learn the principles of acting, directing, and playwriting. Working with WCATY and the University of Wisconsin, he also teaches online writing courses to students all over the state of Wisconsin.

He is also a published playwright, having written and directed several full-length plays, countless one-acts and many scenes for various theatres, performing arts schools and professional organizations. His plays have been performed all over the United States, as well as internationally.

Steven is currently the lead acting instructor at Forte Studios in Mount Horeb, Wisconsin, where he has the pleasure of working with amazingly talented actors of all ages.

He thoroughly enjoys teaching, directing, and writing for middle-school students, and that's been a major focus of his career. His goal in working with that age group is to help students grow into themselves by giving them stories that resonate beyond the stage. Steven believes that the key to helping students become better actors is working with them to understand who they are and helping them bring that experience to the world of the play. He stresses each individual's contribution to the play, while emphasizing that it's about everyone, not just any single person. His students are expected to come through for their fellow actors.

Course Curriculum

Lesson 1: Introduction 7:17

This lesson introduces the course, the instructor, and discusses the power that a theatre class possesses and also provides what to expect, look at upcoming class topics.

Lesson 2: Seven Must-Haves for the Classroom 25:24

This lesson discusses the seven must-haves for the theatre classroom.

Lesson 3: Class Size 36:26

This lesson explores how to make whatever class size you have, "just right".

Lesson 4: Types of Students 23:25

This lesson looks at the most important and complex aspect of the classroom - the students themselves.

Lesson 5: Day-to-Day Theatre Class 8:44

This lesson looks at what a day-to-day theatre class could look like, including items to include that will improve your students not only in class, on stage, but also in life.

Standards Connections

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.

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

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.

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.

National Core Arts Standards

TH:Cr3.1: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 7

TH:Cr3.1.7.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade HS Accomplished

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

TH:Cr2.1: Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

TH:Cr2.1: 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.

TH:Cr1.1: 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: 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:Pr6.1: Convey meaning through the presentation of artistic work - Grade 8

TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for

an audience.

TH:Pr6.1: Convey meaning through the presentation of artistic work - Grade 7

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Cr1.1: 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.

California VAPA Standards (2001)

GRADE EIGHT - 1.0 ARTISTIC PERCEPTION

1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.

GRADE SEVEN - 2.0 CREATIVE EXPRESSION

2.2 - Development of Theatrical Skills - Maintain a rehearsal script/ notebook to record directions and blocking.

GRADE 9-12 PROFICIENT - 1.0 ARTISTIC PERCEPTION

1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences

GRADE SIX - 1.0 ARTISTIC PERCEPTION

1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.

GRADES 9-12 ADVANCED - 1.0 ARTISTIC PERCEPTION

1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.

GRADE 9-12 PROFICIENT - 2.0 CREATIVE EXPRESSION

2.1 - Development of Theatrical Skills - Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

California VAPA Standards (2019)

7.TH:Cr3 Refine and complete artistic work.

7.TH:Cr3.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted 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.

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

8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when 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.

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.

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.

8.TH:Pr6 Convey meaning through the presentation of artistic work.

8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

7.TH:Pr6 Convey meaning through the presentation of artistic work.

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

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.

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.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.

Skills, Techniques & Processes

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

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.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

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

Georgia Performance Standards 2010 - Theatre Arts

Grade 9-12 - ADVANCED DRAMA IV

TAHSADIV.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Examines various theories of dramatic structure from Aristotle to present, b. Uses standards of literary dramatic analysis to study theatrical production, c. Constructs arguments that relate the theme/s of a theatre production to the enhancement of the human experience

TAHSADIV.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Examines the skills and tasks associated with acting on stage, b. Explores the development of an actor's skills and resources, c. Creates characters using the tools and resources of acting to a variety of formal and informal performances, d. Analyzes and applies observation skills for character creation, e. Applies knowledge of theatre production and management in an actual production

TAHSADIV.11 - Engaging actively and appropriately as an

audience member in theatre or other media experiences, a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience, b. Explains and demonstrates proper decorum as an audience member, c. Explores and analyzes the chemistry between actor and audience

Grade 9-12 - THEATRE LITERATURE II

TAHSTLII.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Interprets the meaning of dramatic literature as reflections of the human experience, b. Identifies how the elements of dramatic literature convey meaning, c. Compares and contrasts printed dramatic literature to filmed/recorded dramatic literature

TAHSTLII.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Analyzes the character relationships, b. Compares and analyzes the character interaction and motivation, c. Examines the character role and significance to the meaning of the play

Grade 9-12 - THEATRE LITERATURE I

TAHSTLI.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Interprets the meaning of dramatic literature as a reflection of the human experience, b. Identifies how the elements of dramatic literature convey meaning, c. Compares and contrasts printed dramatic literature to filmed/recorded dramatic literature

TAHSTLI.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Analyzes the character relationships, b. Compares and analyzes the character interaction and motivation, c. Examines the character role and significance to the meaning of the play

GRADE 6

TAMS6.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Identifies the elements, themes, and structure of drama, b. Identifies, describes, and classifies character traits, c. Interprets meaning within the context of a dramatic text, d. Explores the connections between theatre and real life, e. Compares and differentiates between various forms of media

TAMS6.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Demonstrates effective verbal and non-verbal communication skills, b. Demonstrates the relationship between a character's background and the character's method of communication, c. Interprets motivation for a character's behavior, d. Demonstrates appropriate interactions between characters, e. Explores the variety of relationships between characters

TAMS6.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences, a. Models appropriate audience behaviors, b. Analyzes the relationship between an audience and a performer, c. Creates guidelines for behaviors appropriate to a theatre experience

Grade 9-12 - ADVANCED DRAMA III

TAHSADIII.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Examines various theories of dramatic structure from Aristotle to present, b. Uses standards of literary dramatic analysis to study theatrical production, c. Constructs arguments that relate the theme/s of a theatre production to the enhancement of the human experience

TAHSADIII.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Examines the skills and tasks associated with acting on stage, b. Explores the development of an actor's skills and resources, c. Creates characters using the tools and resources of acting to a variety of formal and informal performances, d. Analyzes and applies observation skills for character creation

TAHSADIII.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences, a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience, b. Explains and demonstrates proper decorum as an audience member, c. Explores and analyzes the chemistry between actor and audience

Grade 9-12 - ADVANCED DRAMA II

TAHSADII.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Examines various theories of dramatic structure from Aristotle to present, b. Uses standards of literary dramatic analysis to study theatrical production, c. Constructs arguments that relate the theme/s of a theatre production to the enhancement of the human experience

TAHSADII.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Examines the skills and tasks associated with acting on stage, b. Explores the development of an actor's skills and resources, c. Creates characters using the tools and resources of acting to a variety of formal and informal performances, d. Analyzes and applies observation skills for character creation

TAHSADII.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences, a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience, b. Explains and demonstrates proper decorum as an audience member, c. Explores and analyzes the chemistry between actor and audience

Grade 9-12 - ADVANCED DRAMA I

TAHSADI.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Examines various theories of dramatic structure from Aristotle to present, b. Uses standards of literary dramatic analysis to study theatrical production, c. Constructs arguments that relate the themes of a theatre production to the enhancement of the human experience

TAHSADI.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Examines the skills and tasks associated with acting on stage, b. Explores the development of an actor's skills and resources, c. Creates characters using the tools and resources of acting to a variety of formal and informal performances

TAHSADI.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences, a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience, b. Explains and demonstrates proper decorum as an audience member, c. Explores and analyzes the chemistry between actor and audience

Grade 9-12 - ACTING III

TAHSAIII.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Engages in script analysis and study as a means of actor preparation, b. Utilizes evidence provided by the script

to support decisions in characterization, c. Uses script analysis in the development of presentation of formal and informal theatre performances

TAHSAIII.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Examines the voice, body, and imagination as tools of the actor, b. Explores observation, research, cultural development, and personal experience as potential resources available to the actor, c. Implements the tools and resources of acting in the development and presentation of formal and informal monologues and scenes, d. Researches and assesses the development of skills for character creation and performance

TAHSAIII.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences., a. Examines the relationship between actor and audience in history, b. Explores the impact of various acting styles (e.g., historical and contemporary) on the actor/audience relationship, c. Analyzes and discusses the "chemistry" between actors and audience

Grade 9-12 - ACTING II

TAHSAII.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Engages in script analysis and study as a means of actor preparation, b. Utilizes evidence provided by the script to support decisions in characterization, c. Uses script analysis in the development of presentation of formal and informal theatre performances

TAHSAII.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Examines the voice, body, and imagination as tools of the actor, b. Explores observation, research, cultural development, and personal experience as potential resources available to the actor, c. Implements the tools and resources of acting in the development and presentation of formal and informal monologues and scenes, d. Researches and assesses the development of skills for character creation and performance

TAHSAII.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences., a. Examines the relationship between actor and audience in history, b. Explores the impact of various acting styles (e.g., historical and contemporary) on the actor/audience relationship, c. Analyzes and discusses the "chemistry" between actors and audience

Grade 9-12 - ACTING I

TAHSAI.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Engages in script analysis and study as a means of actor preparation, b. Utilizes evidence provided by the script to support decisions in characterization, c. Uses script analysis in the development of presentation of formal and informal theatre performances

TAHSAI.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Examines the voice, body, and imagination as tools of the actor, b. Explores observation, research, cultural development, and personal experience as potential resources available to the actor, c. Implements the tools and resources of acting in the development and presentation of formal and informal monologues and scenes

TAHSAI.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences., a. Examines the relationship between actor and audience in history, b. Explores the impact of various acting styles (e.g.,

historical and contemporary) on the actor/audience relationship, c. Analyzes and discusses the "chemistry" between actors and audience

Grade 9-12 - FUNDAMENTALS OF THEATRE II

TAHSFTII.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Critiques and analyzes elements of theatrical conventions, b. Generates and uses terminology and outline for critiquing theatre presentation, c. Cites evidence of how theatre reflects life through universal themes, d. Interprets text and subtext, e. Illustrates the process of script analysis in a variety of scripts

TAHSFTII.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Investigates mental and emotional methods of actor for preparation, b. Demonstrates awareness of verbal elements of acting (e.g., voice, breathing), c. Demonstrates non-verbal elements of acting (e.g., posture, facial expression, physical movement), d. Acquires and incorporates sensory and emotional recall in character development, e. Constructs authentic characters through observation of human behavior, f. Demonstrates the goals, observations, actions, and tactics of characters, g. Differentiates between acting methods (e.g., Stanislavski, Uta Hagen), h. Revises performance based on self-critique, i. Defends acting and character choices, j. Analyzes critiques of fellow classmates to create improved performance

TAHSFTII.11 - Engaging actively and appropriately as an audience member in theatre and other media experiences, a. Demonstrates appropriate audience behaviors, b. Articulates why the relationship between the audience and performers is critical to the success of the production, c. Examines how audience relationships differ with venue and performance type, d. States and supports aesthetic judgments through experiences in diverse styles and genres of theatre

Grade 9-12 - FUNDAMENTALS OF THEATRE I

TAHSFTI.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Critiques elements of theatrical conventions, b. Generates and uses terminology and outline for critiquing theatre presentation, c. Cites evidence of how theatre reflects life through universal themes, d. Identifies stage terminology

TAHSFTI.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Investigates mental and emotional methods of actor preparation, b. Observes and incorporates details of common human activity, c. Demonstrates awareness of verbal elements of acting (e.g., voice, breathing), d. Demonstrates non-verbal elements of acting (e.g., posture, facial expression, physical movement)

TAHSFTI.11 - Engaging actively and appropriately as an audience member in theatre and other media experiences, a. Demonstrates appropriate audience behaviors, b. Articulates why the relationship between the audience and performers is critical to the success of the production, c. Examines how audience relationships differ with venue and performance type

Grade 8

TAMS8.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Investigates the experiences and ideas present in all forms of presentational media, b. Analyzes the elements of drama present in theatrical experiences, c. Identifies and articulates dramatic structure used in various forms of theatre, d. Interprets meaning within various forms of

theatrical experiences, e. Connects dramatic literature and theatre presentations to the human experience, f. Compares and contrasts various forms of theatre and other media

TAMS8.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments, a. Analyzes character development within the theatrical contexts, b. Demonstrates the physical, emotional, vocal, and social dimensions of a character, c. Analyzes character motivation and behavior, d. Compares the relationships and interactions between characters

TAMS8.11 - Engaging actively and appropriately as an audience member in theatre and other media experiences, a. Demonstrates appropriate audience behaviors, b. Articulates why the relationship between the audience and performers is critical to the success of the production, c. Examines how audience relationships differ with venue and performance type

GRADE 7

TAMS7.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Identifies and compares elements of drama present in various forms of media, b. Outlines dramatic structure used in various forms of theatrical media, c. Compares common themes present in various forms of theatrical media, d. Creates a list of traits exhibited by archetypal characters, e. Analyzes the connections between theatre and real life, f. Compares different forms of media production

TAMS7.3 - Acting by developing, communicating, and sustaining roles within a variety of situations and environments., a. Identifies and demonstrates effective communication skills, b. Compares the physical, emotional, vocal, and social dimensions of a character, c. Analyzes the motivation for a character's behavior, d. Demonstrates appropriate interactions between characters, e. Explores the variety of relationships between characters

TAMS7.11 - Engaging actively and appropriately as an audience member during theatre and other media experiences, a. Demonstrates appropriate audience behaviors, b. Summarizes the relationship between the audience and performers, c. Predicts how audience relationships will differ with venue and performance type

Georgia Performance Standards 2017 - Theatre Arts

Grade 8 - Responding

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles)., d. Demonstrate appropriate audience behaviors.

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.

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 - Responding

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

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.

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.

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 - ACTING LEVELS I-IV - Responding

TAHSA.RE.1 - Engage actively and appropriately as an audience member., a. Examine and reflect on the relationship between actor and live audience in historical and contemporary performances.

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.

B.C.2.2 - Interpret various selections of dramatic literature through formal and informal presentations.

Intermediate High School Standards - Communication

I.C.2.2 - Interpret scenes through formal and informal presentations.

Proficient High School Standards - Communication

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

Proficient High School Standards - Analysis

PA.1.2 - Distinguish the evolution of written texts to theatrical performances.

Advanced High School Standards - Communication

A.C.2.2 - Interpret scripts through formal and informal presentations.

Advanced High School Standards - Culture

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

Tennessee Theatre Curriculum Standards

GRADES 6-8

2.0 Character Acting - Students will develop basic acting skills by portraying characters in improvised and scripted scenes.

GRADES 9-12

2.0 Character Acting - Students will act by developing, communicating, and sustaining characters in improvisations and in informal or formal productions.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Critical evaluation and response

C.5.A - identify and apply audience etiquette at all performances.

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

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

MS 117.213 LIII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.

HS 117.315 LI - Critical evaluation and response

C.5.A - analyze and apply appropriate behavior at various types of live performances.

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

HS 117.316 LII - Creative Expression: performance

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

HS 117.317 LIII - Foundations: Inquiry and Understanding

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

HS 117.318 LIV - Creative Expression: performance

C.2.B - demonstrate creativity as it relates to self and ensemble and its effect on audience.

C.2.D - interpret scripted scenes of various styles to portray believable characters.

Alberta, Canada

Improvisation Drama 10

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

9 - use appropriate stage directions

10 - demonstrate appropriate rehearsal methods

32 - sustain a character throughout a scene or exercise

Acting Drama 20

1 - analyze a script for explicit character clues

Improvisation/Acting Level III - Advanced

30 - analyze text for meaning and character development

32 - rehearse, polish and present text

Junior Goal II Objectives

become familiar with dramatic terminology and script format

Junior Goal III Objectives

develop awareness of various conventions of theatre

develop awareness of drama and theatre presentations as possible

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

develop recognition of and respect for excellence in drama and theatre

Junior Orientation

demonstrate a willingness to take calculated and reasonable risks

share ideas confidently with others

focus concentration on one task at a time

listen effectively

generate imaginative and creative solutions to problems

meet deadlines and follow through on individual and group commitments

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

support positivity the work of others

offer and accept constructive criticism, given specific guidelines, with a desire to improve

recognize the purposes of and participate in warmup

activities

Improvisation/Acting Level I - Beginning

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

7 - use stage vocabulary: stage areas, body positions and crosses

8 - demonstrate appropriate rehearsal behaviours and routines

Improvisation/Acting Level II - Intermediate

21 - sustain a character throughout an exercise or scene

Junior Goal I Objectives

develop a positive self-image

develop self-discipline

develop self-confidence

strengthen powers of concentration

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

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

develop the ability to offer and accept constructive criticism

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

Senior Goal I Objectives

develop a positive and realistic self-image

increase self-discipline

increase self-confidence

extend the ability to concentrate

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

Senior Goal III Objectives

explore various conventions and traditions of theatre

Orientation Drama 10

demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically

share ideas confidently

concentrate on the task at hand

demonstrate effective use and management of time

listen to self and others

solve problems imaginatively and creatively

display consideration and respect for self and others

positively support the work of others

cope with success and failure in positive ways

British Columbia - 2018 (latest)

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

Take creative risks to express feelings, ideas, and experiences

Express, feelings, ideas, and experiences through the arts

GRADE 7 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

Express, feelings, ideas, and experiences through the arts

GRADE 8 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

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

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

GRADE 10 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies

Create dramatic works with an intended audience in mind

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

Create dramatic works for an intended audience

GRADE 11 - DRAMA - Reason and reflect

Receive and apply constructive feedback to develop and refine ideas

Demonstrate awareness of self, others, and audience

GRADE 11 - DRAMA - Connect and expand

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

GRADE 12 - DRAMA - Explore and Create

Develop dramatic works for an intended audience

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

Use self-reflection and awareness of audience to refine ideas

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

British Columbia, Canada

Drama 8

demonstrate an appreciation for the diversity of others and their various perspectives

demonstrate the unique ability of drama to unify a diverse group

demonstrate trust through collaborative drama

make choices among a variety of ways to express thoughts, feelings, and beliefs

make and act on reasoned and thoughtful decisions
suggest and try a variety of appropriate solutions to a given problem

use given criteria to assess and evaluate their work

create a unified drama with a distinct beginning, middle, and end

use appropriate vocabulary to describe drama and theatre elements

apply theatrical conventions to dramatic forms

demonstrate an awareness of the need for rehearsal to create a polished presentation

demonstrate respect for the nature of their audience

Drama 9

choose appropriate ways to express thoughts, feelings, and beliefs

demonstrate the unique ability of drama to unify a diverse group

demonstrate trust in others through class activities and individual and ensemble performances

restate the thoughts, feelings, and beliefs of others

accept responsibility for decisions and solutions

use a variety of strategies to make choices in problem solving

use set criteria to assess and evaluate the work of self and others

collaborate in the direction of a dramatic activity

demonstrate familiarity with stage vocabulary and apply theatrical conventions to dramatic forms

demonstrate respect for the nature of their audience

Drama 10

demonstrate the unique ability of drama to unify a diverse group

demonstrate trust in self and others through class activities and individual and ensemble performances

use subtlety and nuance in expressive communication

defend choices made in problem solving

define and use criteria to assess and evaluate the work of self and others

negotiate and compromise to solve group problems

apply stage vocabulary and theatrical conventions to dramatic forms

demonstrate a commitment to the team approach in rehearsal and performance

Drama 11

demonstrate engagement in performance

use appropriate stage terminology

Drama 12

maintain engagement in performance

collaborate to solve performance and production problems

delegate and accept responsibility in groups

demonstrate appropriate performance etiquette

demonstrate commitment to the rehearsal and performance process

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible

use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

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 - 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 - 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)