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# THEATRE ETIQUETTE 101

## Instructor

KERRY HISHON

## Materials

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

## Course length

11 modules  
1 hours, 40 minutes of video  
3 credit hours

# Course Description

Instructor Kerry Hishon is an actor, director, writer, and stage combatant with years of experience in youth theatre. Her course, Theatre Etiquette 101, is designed to help students be successful in their theatrical journeys.

When teaching students who are brand new to theatre, it's important to discuss and apply the expectations of the drama classroom and the theatrical world. This course starts by explaining "what is theatre etiquette", and then moves through every step in the production process from audition to post-show recovery.

Every module has tips for both you and your students, classroom exercises, rehearsal exercises, and reflections. There are also printable posters included to use in your classroom or backstage.

## About the Instructor

Kerry Hishon is a director, actress, stage combatant, and playwright living in London, Ontario, Canada. She earned a Bachelor's Degree in Stage & Screen Studies from Queen's University in 2006, and is especially passionate about youth theatre and education.

Kerry started working with youth in theatre in 2008, and has been directing youth theatre productions at Original Kids Theatre Company since 2010.

## Course Curriculum

### Module 0: Introduction 3:29

An introduction to the course and all of the modules.

### Module 1: What is Theatre Etiquette? 8:55

This module answers the question 'What is Theatre Etiquette?' and why students need to learn it.

### Module 2: Rehearsal Etiquette 12:15

This module focuses on classroom and rehearsal etiquette.

### Module 3: Audition Etiquette 11:30

This module focuses on audition etiquette. What do students need to do to give the best audition possible?

### Module 4: Costume Etiquette 14:47

This module looks at costume etiquette, how to treat costumes properly, and ensure students look fabulous on stage in them.

### Module 5: Props Etiquette 14:22

This module focuses on props etiquette, what a prop is and how to treat props respectfully.

### Module 6: Tech and Dress Rehearsal Etiquette 9:54

Technical and dress rehearsals are often intense and can be very stressful. This module discusses how these rehearsals differ from regular rehearsals, why they are important, and how to survive them.

### Module 7: Pre-Show Etiquette 9:54

This module focuses on pre-show preparation etiquette. Those hours leading up to performance time are so important for students to get into character and get focused for the task at hand. This module will help them to get into the right head space for performance.

### Module 8: Show Etiquette 6:08

This module focuses on show time etiquette. What? There's a certain way to act during showtime? Sure is, and it's on top of acting on stage.

### Module 9: Strike Etiquette 5:22

This module looks at strike etiquette. What is a strike? Why is it necessary and what's involved in it?

### Module 10: Post-Show Etiquette 3:59

This module focuses on post-show etiquette, dealing with post-show blues and going forward in your theatrical endeavors.

# Standards Connections

## National Core Arts Standards

### 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.

### 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.

## California VAPA Standards (2019)

### 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: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.

## Colorado Academic Standards - Drama and Theatre Arts

### High School - Advanced Pathway

DT.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.

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

### High School - Professional Pathway

DT.H3.1.2.b - Students Can: Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted 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.

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

CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

### Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including

figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### Language

CCSS.ELA-LITERACY.L.9-10.1 - 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.

CCSS.ELA-LITERACY.L.9-10.3 - 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.

CCSS.ELA-LITERACY.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

### Writing

CCSS.ELA-LITERACY.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

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

### Historical & Global Connections

TH.912.H.3.1 - Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.

### Innovation, Technology & the Future

TH.912.F.2.4 - Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.

### Organizational Structure

TH.912.O.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

### Skills, Techniques & Processes

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

TH.912.S.2.2 - Apply technical knowledge of safety procedures and demonstrate safe operation of theatre

equipment, tools, and raw materials.

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

## Georgia Performance Standards - Theatre Arts

### 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 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.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 - 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 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 - 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 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 8 - Connecting

TA8.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Investigate and prove common themes and structure among theatre and other disciplines., b. Defend how theatre reflects life., c. Incorporate multi-disciplinary aspects into theatre performance., d. Identify and analyze professions associated with different forms of production (e.g. director, stage manager, designer, technician, playwright, actor).

## Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing

TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

## Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Responding

TAHSFT.RE.1 - Engage actively and appropriately as an audience member., a. Articulate why the relationship between the audience and performers is critical to the success of the production and demonstrate appropriate audience behavior., b. State and support aesthetic judgments through experience in diverse styles and genres of theatre.

## Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Connecting

TAHSFT.CN.1 - Explore how theatre connects to life experiences, careers, and other content., a. Examine how theatre reflects real life., b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience., c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre., d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).

## North Carolina Essential Standards 2024

### Beginning High School Present

B.PR.2.2 - Demonstrate appropriate theatre audience behavior with the understanding of the impact on performers and technicians.

B.PR.2.4 - Identify the responsibilities of a performer in a variety of theatrical venues.

### Accomplished High School Present

AC.PR.2.2 - Design various procedures to encourage appropriate audience engagement.

### Accomplished High School Respond

AC.RE.1.2 - Describe how individual and collective experiences impact the interpretation of theatre works.

### **Advanced High School Create**

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

### **Advanced High School Present**

AD.PR.2.3 - Implement technical elements effectively from design through actualization to enhance theatrical works.

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

## **North Carolina Essential Standards 2010**

### **Beginning High School Standards - Culture**

B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.

### **Proficient High School Standards - Culture**

P.CU.2.1 - Understand how the rules of audience etiquette originated, how they have evolved, and for what purpose.

P.CU.2.2 - Analyze the interrelationships of theatre roles.

### **Advanced High School Standards - Aesthetics**

A.AE.1.2 - Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

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

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

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

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

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

### **MS 117.211 LI - Critical evaluation and response**

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

### **MS 117.212 LII - Critical evaluation and response**

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

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

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 - Foundations: Inquiry and Understanding**

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

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

C.1.K - identify and recognize the importance of safe theatre practices.

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

C.3.B - apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity.

C.3.D - demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

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

C.1.F - relate the interdependence of all theatrical elements.

### **HS 117.316 LII - Critical evaluation and response**

C.5.A - evaluate and apply appropriate audience etiquette at various types of performances.

### **HS 117.317 LIII - Foundations: Inquiry and Understanding**

C.1.F - evaluate the interdependence of all theatrical elements.

### **HS 117.317 LIII - Critical evaluation and response**

C.5.A - compare behavior at various types of performances and practice appropriate audience etiquette.

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

C.3.F - apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.

### **HS 117.318 LIV - Critical evaluation and response**

C.5.A - evaluate and practice appropriate audience behavior at various types of performances.

## **Alberta, Canada**

### **Technical Theatre/Design 10-20-30 - Management - House**

2 - demonstrate knowledge of appropriate safety procedures

### **Technical Theatre/Design 10-20-30 - Management - Stage**

2 - recognize and use basic technical theatre/design terminology

### **Technical Theatre/Design 10-20-30 - Management - Set**

5 - demonstrate knowledge of appropriate safety procedures

### **Junior Goal II Objectives**

gain awareness of how the integration of disciplines enriches dramatic communication

### **Junior Goal III Objectives**

develop awareness of drama and theatre presentations as possible

develop awareness of various conventions of theatre

develop recognition of and respect for excellence in drama and theatre

### **Junior Orientation**

demonstrate a willingness to take calculated and reasonable risks

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

focus concentration on one task at a time

generate imaginative and creative solutions to problems

investigate a variety of roles and situations



- listen effectively
- meet deadlines and follow through on individual and group commitments
- share ideas confidently with others
- support positivity the work of others
- understand that technical elements enhance verbal/physical communication
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

### **Improvisation/Acting Level I - Beginning**

- 7 - use stage vocabulary: stage areas, body positions and crosses
- 8 - demonstrate appropriate rehearsal behaviours and routines

### **Junior Goal I Objectives**

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

### **Technical Theatre - Levels I, II, III - Awareness**

- 1 - recognize the basic terminology associated with the component being studied
- 2 - demonstrate understanding of the basic functions of the component being studied.

### **Technical Theatre - Levels I, II, III - Readiness**

- 11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project
- 6 - demonstrate understanding of the importance of planning and organization

### **Technical Theatre - Application**

- 12 - demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions

### **Senior Goal I Objectives**

- apply imaginative and creative thought to problem-solving situations
- 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 the ability to considered decisions, act upon them and accept the results
- demonstrate the ability to contribute effectively and constructively to the group process
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines
- extend the ability to concentrate
- extend understanding of, acceptance of and empathy for others
- increase self-discipline

### **Senior Goal III Objectives**

- demonstrate recognition of and respect for excellence in drama and theatre
- explore various conventions and traditions of theatre

### **Orientation Drama 10**

- concentrate on the task at hand
- demonstrate effective use and management of time
- demonstrate self-discipline, self-direction and a sense of responsibility
- display consideration and respect for self and others
- listen to self and others
- make effective decisions or choices
- positively support the work of others
- share ideas confidently
- solve problems imaginatively and creatively
- work cooperatively and productively

## **British Columbia (2018)**

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

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

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

### **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

- Receive, offer, and apply constructive feedback

### **GRADE 9 - DRAMA - Communicating and documenting**

- Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

- Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways

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

- Collaborate through reciprocal relationships during creative processes

- Demonstrate increasingly sophisticated application and/or engagement of curricular content

- Demonstrate respect for themselves, others, and the audience

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

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

- Develop a repertoire of dramatic skills and techniques through presentation or performance

- Develop performance skills in a variety of contexts
- Experiment with a range of props, processes, and technologies

- Explore dramatic works through presentation or performance

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

- Apply feedback to develop and refine ideas

- Describe, analyze, and respond using drama-specific language

Reflect on dramatic works and make connections with personal experiences

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

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

#### **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

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

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Develop a repertoire of dramatic skills and techniques through presentation or performance

Develop and refine performance skills in a variety of contexts

Experiment with a range of materials, props, processes, and technologies to create and refine performances

Explore and create dramatic works to express ideas, meaning, and emotions

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

Demonstrate awareness of self, others, and audience

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

Receive and apply constructive feedback to develop and refine ideas

Reflect on dramatic works and make connections with personal experiences

#### **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**

Demonstrate awareness of self, others, and audience

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

Explore the impacts of dramatic works on culture and society

#### **GRADE 12 - DRAMA - Explore and Create**

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Develop a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance

Develop and refine performance skills in a variety of contexts

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

Explore and create dramatic works to express ideas, meaning, and emotions

#### **GRADE 12 - DRAMA - Reason and reflect**

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

Receive, provide, and apply constructive feedback to refine dramatic works

Reflect on dramatic works and make connections with personal experiences

Use self-reflection and awareness of audience to refine

ideas

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

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

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

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

Demonstrate respect for self, others, and audience

Examine the impacts of dramatic works on culture and society

## **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.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

### **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 - The Critical Analysis Process**

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g., identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)

### **Grades 9 & 10 - Creating and Presenting - Presentation Techniques and Technologies**

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works