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ANCIENT GREEK THEATRE

By LINDSAY PRICE

In studying Ancient Greece, we're looking at the foundations of theatre as we know it today. Without the Ancient Greek Era, we do not get actors, theatres, plays, and the definitions of tragedy and comedy.

The issue with studying theatre history, or anything historical is that it can become an exercise in memorizing dates and reciting facts. When the truth of the matter is no one in the 21st century benefits from learning by rote. This is especially true when studying history in the framework of a drama classroom. We need exercises that bring history to life, instead of having students plot dates on a timeline.

To that end, this unit does not focus on dates and data. The essential question for the unit is how can we connect the past to the present and this question is explored through the theatricalization of information. Students will access all four 21st century skills, critical thinking, creative thinking, collaboration and communication as they explore this amazing world.

Reflections, exit slips, and rubrics are included throughout the unit as well as a mid assignment evaluation for the culminating project.

1 - The Ancient Greek People

The Ancient Greek Theatre is the birth of the modern theatre. We can look at the production of theatre in that time and see similarities to how we present theatre today. But where do we start? And how do we make theatre history more than the collection of data?

2 - Storytelling in Ancient Greece

Greek Theatre is the ancestor of the Modern Theatre. It is the birth of the actor stepping away from a chorus of unison speakers. The building of theatres. We can look at the production of theatre in that time and see similarities to how we present theatre today. But where do we start? And how do we make theatre history more than just the collection of data?

In this lesson plan, students will explore the connection between the way they tell stories in the 21st century and the way that the Ancient Greeks told stories. Students will also explore Ancient Greek vases and Homer's The Iliad.

3 - The Festival of Dionysus

In this lesson, students trace the journey from ancient storytelling to modern day theatre thousands of years later. One of the main reason theatre evolved like it did was because of performance opportunities during City Dionysus festivals in tribute to Dionysus. The performance framework moved from one person telling a story to a group, to a choral group performing, to one person stepping out in front of the chorus as an actor and so on. It's interesting for students to see that the more you perform a form, the more that form evolves.

4 - Does the "Where" Affect Performance?

The Greek Theatre is the ancestor of the modern theatre. It is the birth of the actor stepping away from a chorus of unison speakers, as well as the catalyst that triggered the practice of building theatres. We can look at the production of theatre in that time and see similarities to how we present theatre today. But where do we start? And how do we make theatre history more than the collection of data?

In this lesson plan, students will explore the connection between the past and present by asking the question, "Does the "where" affect performance?" Students will compare and contrast the modern stage with the Ancient Greek Amphitheatre.

5 - Tragedy, Satyr, and Comedy

The Greek Theatre is the birth of the modern theatre. It is the birth of the actor stepping away from a chorus of unison speakers, as well as the catalyst that triggered the building of theatres. We can look at the production of theatre in that time and see similarities to how we present theatre today. But where do we start? And how do we make theatre history more than the collection of data?

In this lesson plan, students will explore the connection between "what" of Ancient Greek Theatre: tragedy, satyr, and comedy.

6 - Ancient Greek Theatre: Presentation Project

This is the project section of the Ancient Greek Theatre unit. Divide students into groups, then give them an information sheet on their subject. Their job is to present the information in a theatrical manner to the class, create an activity that the class can do as a whole, and write a reflection/exit slip for the class to complete.

Within this unit students are given three to four class periods to work on their presentations. Instruct each group to divide up tasks evenly within their group, so that they can meet the deadline. You can certainly give them more time, or establish that students must spend time working on the project outside of class. Depending on the size of your class, it may take one or two classes to complete the presentations.

7 - Presentation & Reflection

In this lesson, students present their topics, lead the class through an activity, and provide a reflection. They also self-evaluate the process.

8 - What Else Can You Do with Ancient Greek Theatre?

Ten ideas for further class work and activities for Ancient Greek Theatre.

Standards Connections

National Core Arts Standards

Synthesize and relate knowledge and personal experiences to make art - Grade HS Proficient

TH:Cn10.1.HSI.a - Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

Perceive and analyze artistic work - Grade HS Advanced

TH:Re7.1.HSIII.a - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HSI.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Interpret intent and meaning in artistic work - Grade HS Proficient

TH:Re8.1.HSI.b - Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

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

TH:Cn11.1.HSI.a - Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HSII.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

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

TH:Cn11.2.HSI.a - Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.HSI.b - Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Convey meaning through the presentation of artistic work - Grade HS Accomplished

TH:Pr6.1.HSII.a - Present a drama/theatre work using creative processes that shape the production for a specific audience.

Apply criteria to evaluate artistic work - Grade HS Advanced

TH:Re9.1.HSIII.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

California VAPA Standards (2019)

Prof.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

Prof.TH:Cn10 - Investigate how cultural contexts, community ideas, and personal beliefs impact a

drama/theatre work.

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

Acc.TH:Cr1.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

Adv.TH:Re7 Perceive and analyze artistic work.

Adv.TH:Re7 - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

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

Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

Prof.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Prof.TH:Cn11.1.a - Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

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

Prof.TH:Re8.b - Identify and compare cultural contexts and contexts that may influence the evaluation of a drama/theatre work.

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

Acc.TH:Cr2.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre in western or non-western theatre traditions.

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

Prof.TH:Cn11.2.a - Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using research methods.

Prof.TH:Cn11.2.b - Use basic research methods to better understand the social and cultural background of a drama/theatre work.

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

Acc.TH:Pr6 - Present a drama/theatre work using creative processes that shape the production for a specific audience.

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

Adv.TH:Re9.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

Colorado Academic Standards - Drama and Theatre Arts

High School - Fundamental Pathway

DT.H1.1.2.a - Students Can: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

DT.H1.1.3.a - Students Can: Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.

DT.H1.2.3.a - Students Can: Apply creative processes to tell stories in a scripted drama/theatre work to connect with

audience, community, and ensemble.

DT.H1.2.4.a - Students Can: Perform/present a scripted drama/theatre work for a specific audience.

DT.H1.3.2.b - Students Can: Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

DT.H1.3.3.a - Students Can: Implement fundamental theatre research methods to better understand the social and cultural background of a drama/theatre work.

High School - Advanced Pathway

DT.H2.1.1.a - Students Can: Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

DT.H2.1.2.b - Students Can: Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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

DT.H2.2.4.a - Students Can: Present a drama/theatre work using creative processes that shape the production for a specific audience.

DT.H2.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to critique artistic choices and justify meaningful feedback based on historical, cultural, and personal context.

High School - Professional Pathway

DT.H3.2.3.a - Students Can: Effectively execute creative processes to tell stories in a devised or scripted drama/theatre work, to connect with audience, community, and ensemble.

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.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Reading: Literature

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

CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is

shaped and refined by specific details; provide an objective summary of the text.

Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.68.C.1.1 - Devise an original work based on a community issue that explores various solutions to a problem.

TH.68.C.1.3 - Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.

TH.68.C.1.4 - Create and present a design, production concept, or performance and defend artistic choices.

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

TH.68.C.1.6 - Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.

TH.68.C.2.1 - Use group-generated criteria to critique others and help strengthen each other's performance.

TH.68.C.2.2 - Keep a rehearsal journal to document individual performance progress.

TH.68.C.2.3 - Ask questions to understand a peer's artistic choices for a performance or design.

TH.68.C.2.4 - Defend personal responses to a theatre production.

TH.68.C.3.1 - Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

TH.68.C.3.3 - Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.

TH.912.C.1.4 - Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

TH.912.C.2.3 - Analyze different types of stage configurations to determine the effects of each as potential production solutions.

Historical & Global Connections

TH.68.H.1.1 - Explore potential differences when performing works set in a variety of historical and cultural contexts.

TH.68.H.1.2 - Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.

TH.68.H.1.3 - Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

TH.68.H.1.5 - Describe one's own personal responses to a theatrical work and show respect for the responses of others.

TH.68.H.1.6 - Discuss how a performer responds to different audiences.

TH.68.H.2.1 - Compare western theatre traditions with those of other cultures.

TH.68.H.2.3 - Analyze theatre history and dramatic literature in the context of societal and cultural history.

TH.68.H.2.4 - Discuss the differences between presentational and representational theatre styles.

TH.68.H.2.5 - Compare decorum, environments, and

manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.

TH.68.H.2.6 - Describe historical and cultural influences leading to changes in theatre performance spaces and technology.

TH.68.H.3.3 - Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.

TH.68.H.3.6 - Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.

TH.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

TH.912.H.2.1 - Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

TH.912.H.2.2 - Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

TH.912.H.2.3 - Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

Innovation, Technology & the Future

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

Organizational Structure

TH.68.O.1.1 - Compare different processes an actor uses to prepare for a performance.

TH.68.O.1.2 - Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

TH.68.O.1.3 - Explain the impact of choices made by directors, designers, and actors on audience understanding.

TH.68.O.1.4 - Discuss how the whole of a theatre performance is greater than the sum of its parts.

TH.68.O.2.1 - Diagram the major parts of a play and their relationships to each other.

TH.68.O.2.2 - Explain how a performance would change if depicted in a different location, time, or culture.

TH.68.O.2.5 - Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.

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

TH.68.O.3.2 - Explore how theatre and theatrical works have influenced various cultures.

TH.68.O.3.3 - Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.

TH.912.O.2.5 - Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.

Skills, Techniques & Processes

TH.68.S.1.1 - Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.

TH.68.S.1.2 - Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.

TH.68.S.1.3 - Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.

TH.68.S.1.4 - Discuss the ways in which theatre experiences involve empathy and aesthetic distance.

TH.68.S.2.1 - Discuss the value of collaboration in theatre and work together to create a theatrical production.

TH.68.S.2.2 - Discuss and apply the theatrical production process to create a live performance.

TH.68.S.2.3 - Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

TH.68.S.3.1 - Develop characterizations, using basic acting skills, appropriate for selected dramatizations.

TH.68.S.3.3 - Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.

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

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 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).

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

Grade 7 - Connecting

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Draw conclusions about the influence of theatre on society.

Grade 8 - Connecting

TA8.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Discuss theatre's role in reflecting the culture of a society.

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

TAHSA.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine and apply theatrical theories, performances, and conventions from a

variety of theatrical literature, historical periods, and cultures.

Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Connecting

TAHSAD.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Explore the impact of theatre on the quality of life in various societies.

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

TAHSFT.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Identify and analyze plays and dramas from a variety of historical periods and cultures., b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre., c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development., d. Interpret cultural and historical research for use in a production.

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

TAHSTL.CR.1 - Develop original theatre literature., a. Compare and summarize theatre literature from various historical periods, cultures, and styles., b. Examine and outline the steps and conventions involved in the creation of a theatre text., c. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises).

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

TAHSTL.CN.1 - Connect theatre literature to its dramaturgical contexts and other disciplines., a. Trace the development of theatre from earliest forms to contemporary forms., b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions., c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature., d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.

North Carolina Essential Standards 2024

Sixth Grade Connect

6.CN.1.1 - Describe the connections between the emergence of theatre and the development of ancient civilizations around the world prior to 1400.

Seventh Grade Connect

7.CN.1.1 - Analyze how theatre influenced various developing cultures around the world from the 1400s to the present.

Eighth Grade Respond

8.RE.1.1 - Analyze theatrical works using knowledge of historical and cultural contexts.

Beginning High School Connect

B.CN.1.1 - Describe how the emergence of theatre as an art form has influenced society prior to 1400.

Beginning High School Create

B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.

Beginning High School Present

B.PR.2.1 - Develop scripted or devised theatre for presentation.

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.

Intermediate High School Create

I.CR.1.1 - Develop a variety of unique characters within given situations through improvisation.

Intermediate High School Present

I.PR.2.2 - Exhibit audience etiquette appropriate for a variety of theatrical spaces, styles, and genres.

I.PR.2.4 - Compare the effect various theatrical venues have upon performance.

Advanced High School Connect

AD.CN.1.1 - Analyze the impact of theatre throughout the world from the 1900s to the present on trends, styles, and artists, and their future implications.

Advanced High School Respond

AD.RE.1.2 - Evaluate the impact of theatrical works on intended audiences.

North Carolina Essential Standards 2010

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.

Beginning High School Standards - Culture

B.CU.1.1 - Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

B.CU.1.2 - Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.

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

B.CU.2.2 - Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

Intermediate High School Standards - Communication

I.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.

Intermediate High School Standards - Culture

I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.

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

HS 117.315 LI - Creative Expression: performance

C.2.A - demonstrate safe use of the voice and body.

C.2.C - employ effective voice and diction to express thoughts and feelings.

C.2.D - use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques.

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live

performance or media forms.

HS 117.315 LI - Historical and cultural relevance

C.4.A - portray theatre as a reflection of life in particular times, places, and cultures.

C.4.B - relate historical and cultural influences on theatre.

HS 117.315 LI - Critical evaluation and response

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

HS 117.316 LII - Creative Expression: performance

C.2.F - create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Explore relationships between identity, place, culture, society, and belonging through the arts

GRADE 6 - ARTS - Reasoning and reflecting

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

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

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

GRADE 6 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art and explore artists' intent

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Explore relationships between identity, place, culture, society, and belonging through the arts

GRADE 7 - ARTS - Reasoning and reflecting

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

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

GRADE 7 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

GRADE 8 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

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

GRADE 8 - ARTS - Reasoning and reflecting

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

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

Reflect on works of art and creative processes to

understand artists motivations and meanings

Respond to works of art using one's knowledge of the world

GRADE 8 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

GRADE 9 - DRAMA - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama

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

GRADE 10 - DRAMA - Reason and reflect

Examine the influences of social, cultural, historical, environmental, and personal context on drama

Reflect on dramatic experiences and how they relate to a specific place, time, and context

GRADE 11 - DRAMA - Reason and reflect

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

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

GRADE 12 - DRAMA - Explore and Create

Develop and refine performance skills in a variety of contexts

GRADE 12 - DRAMA - Reason and reflect

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

GRADE 12 - DRAMA - Connect and expand

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 - Context and Influences

C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society

B.2.4 - identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions (e.g., identify insights they gained through exploring the role of ritual in Greek theatre and/or Aboriginal ceremonies)

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

A.3.2 - use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal (e.g., use voice and movement to suggest an airport, circus, or factory environment)

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)

productions based on personal background and experience.

8.5 - The student will apply communication and collaboration skills for theatre experiences.

Grade Eight

8.6 - The student will explore historical and cultural aspects of theatrical works.

Grade Eight

8.11 - The student will synthesize knowledge from other content areas to support theatre arts processes.

Theatre Arts I: Introduction to Theatre

TI.12 - The student will refine physical and vocal techniques for theatre performance

TI.13 - The student will demonstrate techniques for actor preparation.

TI.14 - The student will demonstrate theatrical direction, including blocking and staging a scene.

Theatre Arts I: Introduction to Theatre

TI.2 - The student will apply a creative process for theatre.

Theatre Arts I: Introduction to Theatre

TI.5 - The student will apply communication and collaboration skills for theatre experiences.

Theatre Arts I: Introduction to Theatre

TI.6 - The student will explore historical and cultural aspects of theatrical works.

Virginia Standards Of Learning (2020)

Grade Six

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

Grade Six

6.6 - The student will explain influences of history, culture, and current events on the development of theatrical works.

Grade Six

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

6.4 - The student will identify connections between personal experience and dramatizations

6.5 - The student will identify communication and collaboration skills for theatre experiences.

Grade Seven

7.11 - The student will explain how other fine arts and fields of knowledge are applied in theatre

Grade Seven

7.6 - The student will explore historical and cultural aspects of theatrical works

7.7 - The student will describe ways that theatre arts contribute to the community and society.

Grade Seven

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

7.4 - The student will justify personal responses to theatrical productions.

7.5 - The student will identify and apply communication and collaboration skills for theatre experiences.

Grade Eight

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

8.4 - The student will explain responses to theatrical