



# COMMEDIA DELL'ARTE

## By TODD ESPELAND

Commedia dell'arte is a 16th century masked acting form. It is the basis of all comedy, including all tv sitcoms. This form is characterized by masked types and archetypical characters and a specific way of playing comedy. To that end, this unit is divided into two parts.

Part One focuses on the foundations of commedia - playing comedy. These principles will be important to learn when it comes to developing commedia characters, specifically the physicality of the characters. Part Two will cover lazzi.

Note: there are links to video demos in many of the lessons of this unit.

### 1 - Status

This lesson introduces the first tool: status. Students will physically perform high and low status through status walks.

### 2 - Status Games

In this lesson students further explore status and using status to communicate physically through a variety of games. Students are also introduced to the game "Do It Get It Done" which will be re-visited throughout the unit.

### 3 - Appetite

This lesson introduces the second tool: appetite. An appetite is a primal need that drives a character in a scene.

### 4 - Swing

be important later on when it comes to applying the Commedia Dell'arte style to characters and lazzi. This lesson introduces the third tool: swing. Swing is the idea that a comedic character can move between two emotions, or two needs, immediately.

### 5 - Intention/Invention

This lesson introduces the fourth tool: intention/invention. Intention is what a character wants (it can also be called their need). Invention is the thing they need to invent to get their need.

### 6 - Mid-Unit Assignment

The mid-unit assignment requires students to prepare, rehearse, and memorize a scene using the tools learned in Part One of the unit.

### 7 - History of Commedia

This lesson presents the history of Commedia; where it came from and introduces the main characters. It comes with a viewing quiz and reflection.

### 8 - Commedia Characters

This lesson focuses on the characters of Commedia including who they are, what they're like and places that we can see them in modern society.

### 9 - Character Personality

In this lesson students will start to physicalize Commedia characters by introducing the Character Zero concept, the Character Hop, and the poses of Arlecchino.

### 10 - Character Walks

In this lesson, students will see a demonstration of two character walks and practice those walks.

### 11 - Character Walks: Part Two

In this lesson, students will see a demonstration of three character walks and practice those walks.

### 12 - Lazzi

In this lesson, students will be introduced to lazzi. Lazzi are solo comic beats to show off a character and their needs. Students will then create and perform a solo lazzi.

### 13 - Status and Swing in Character

In this lesson, students apply previously learned comedy elements of status and swing to Commedia characters.

### 14 - Final Assignment

There are two possible assignments for this unit. One that will take a week of class time, including performances and one that can be completed in a class period.

# Standards Connections

## National Core Arts Standards

### Generate and conceptualize artistic ideas and work - Grade 6

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

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

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

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

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 8

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

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

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

### Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HSI.a - Apply basic research to construct ideas about the visual composition of a drama/theatre work.

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

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

TH:Pr4.1.HSI.b - Shape character choices using given circumstances in 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.

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

### Generate and conceptualize artistic ideas and work - High School Advanced

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

TH:Cr1.1.HSIII.c - Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

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

TH:Pr4.1.HSIII.b - Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

### Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.a - Recognize how acting exercises and

techniques can be applied to a drama/theatre work.

### Organize and develop artistic ideas and work - Grade 7

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

### Develop and refine artistic techniques and work for presentation - Grade 7

TH:Pr5.1.7.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

### Develop and refine artistic techniques and work for presentation - Grade 8

TH:Pr5.1.8.a - Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

### Develop and refine artistic techniques and work for presentation - Grade HS Proficient

TH:Pr5.1.HSI.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

### 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.

### Develop and refine artistic techniques and work for presentation - Grade HS Accomplished

TH:Pr5.1.HSII.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

### Organize and develop artistic ideas and work - Grade HS Advanced

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

### Develop and refine artistic techniques and work for presentation - Grade HS Advanced

TH:Pr5.1.HSIII.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

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

TH:Cr3.1.6.b - Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

### Convey meaning through the presentation of artistic work - Grade 6

TH:Pr6.1.6.a - Adapt a drama/theatre work and present it informally for an audience.

### Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 7

TH:Cr3.1.7.b - Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

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

TH:Cr3.1.8.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.

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

TH:Cr3.1.HSI.b - Explore physical, vocal and physiological

choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

### **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.

## **Common Core**

### **Speaking and Listening**

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### **Language**

CCSS.ELA-LITERACY.CCRA.L.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.

## **California VAPA Standards (2019)**

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

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

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

6.TH:Pr4.b - Experiment with various physical choices to communicate character in a drama/theatre work.

### **7.TH:Cr1 Generate and conceptualize artistic ideas and work**

7.TH:Cr1.b - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

### **7.TH:Pr4 Select, analyze, and interpret artistic work for presentation.**

7.TH:Pr4.b - Use various character objectives in a drama/theatre work.

### **8.TH:Cr1 Generate and conceptualize artistic ideas and work**

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

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

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

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

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

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

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

Prof.TH:Pr4.b - Shape character choices using given circumstances in 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.

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

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

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

Adv.TH:Cr1.b - Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

### **Adv.TH:Pr4 Select, analyze, and interpret artistic work for presentation.**

Adv.TH:Pr4.b - Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

### **6.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

6.TH:Pr5.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

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

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

### **7.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

7.TH:Pr5.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

### **8.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

8.TH:Pr5.a - Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

### **Prof.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

Prof.TH:Pr5.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

### **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.

### **Acc.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

Acc.TH:Pr5.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

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

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

### **Adv.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

Adv.TH:Pr5.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

### **6.TH:Cr3 Refine and complete artistic work.**

6.TH:Cr3.b - Identify effective physical and vocal traits of characters in a drama/theatre work.

### **6.TH:Pr6 Convey meaning through the presentation of artistic work.**

6.TH:Pr6 - Adapt a piece of literature and present it for an audience.

### **7.TH:Cr3 Refine and complete artistic work.**

7.TH:Cr3.b - Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

### **8.TH:Cr3 Refine and complete artistic work.**

8.TH:Cr3.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

### **Prof.TH:Cr3 Refine and complete artistic work.**

Prof.TH:Cr3.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

### **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.

## **Florida Sunshine State Standards**

### **Critical Thinking & Reflection**

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

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.

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.1.3 - Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.

TH.912.H.2.5 - Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.

### **Innovation, Technology & the Future**

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

### **Skills, Techniques & Processes**

TH.912.S.1.6 - Respond appropriately to directorial choices for improvised and scripted scenes.

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

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

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

TH.912.S.3.3 - Develop acting skills and techniques in the rehearsal process.

## **North Carolina Essential Standards**

### **Beginning High School Standards - Communication**

B.C.1.1 - Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.

B.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

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

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

### **MS 117.212 LII - Creative Expression: performance**

B.2.G - create improvised scenes that include setting, character, and plot.

### **HS 117.315 LI - Foundations: Inquiry and Understanding**

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

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

C.1.C - develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally.

C.1.D - develop and practice effective voice and diction to express thoughts and feelings.

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.

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

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.

### **HS 117.315 LI - Historical and cultural relevance**

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

### **HS 117.317 LIII - Creative Expression: performance**

C.2.C - analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

## **Alberta, Canada**

### **Speech Drama 10**

13 - speak spontaneously within a given context

14 - demonstrate effective narrative techniques

### **Speech Drama 20**

16 - communicate mood and emotion through voice

21 - apply previously learned speech skills to characterization and presentation

### **Improvisation Drama 10**

15 - initiate a dramatic situation in response to a given stimulus

16 - make logical choices spontaneously within the

boundaries of situation and character

23 - use varied stimuli for character development

26 - use body language to add physical dimensions and depth to a character

28 - demonstrate how attitude, and change in attitude, affects a character

29 - demonstrate understanding of and apply the concept of status

32 - sustain a character throughout a scene or exercise

5 - create experiences through imaging, visualizing and fantasizing

6 - demonstrate thinking in a divergent mode

### **Improvisation Drama 20**

33 - sustain a single character in a variety of situations

36 - integrate improvisational skills learned, in planned and spontaneous improvisations

### **Improvisation Drama 30**

38 - demonstrate various ways of creating and communicating mood

### **Acting Drama 20**

5 - demonstrate a character's main objective within a scene

6 - demonstrate a character's immediate or moment-to-moment objectives within a scene

8 - demonstrate the ability to memorize required text

### **Acting Drama 30**

20 - physicalize character through selected and economical movement and gesture

### **Theatre Studies Drama 30 (Early or Middle or Late drama)**

5 - recognize elements of tragedy and comedy

### **Movement Drama 10**

10 - demonstrate focus, concentration and energy in all movement and gesture

11 - demonstrate the ability to move isolated body parts

19 - demonstrate qualities of energy

21 - demonstrate the ability to extend a movement

23 - demonstrate non-verbally the who, what, where, why and when of a story

8 - extend flexibility

### **Improvisation/Acting Level III - Advanced**

26 - pick up cues effectively

29 - use improvisational skills and concepts in exploration of text

31 - recite text from memory

### **Junior Goal II Objectives**

become familiar with disciplines that enhance dramatic process

gain awareness of how the integration of disciplines enriches dramatic communication

### **Junior Orientation**

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

investigate a variety of roles and situations

listen effectively

move in a variety of ways

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

### **Movement Level I - Beginning**

10 - use varying speed of movement

13 - control focus and energy in movement and gesture

7 - demonstrate awareness of his or her own body and its movement potential

8 - display increased freedom of movement

### **Movement Level II - Intermediate**

20 - extend body flexibility

22 - use exaggerated movement and gesture

### **Movement Level III - Advanced**

27 - create and sustain mood through movement

### **Speech Level I - Beginning**

3 - use effective breathing techniques

### **Speech Level II - Intermediate**

13 - use voice to communicate mood and emotion

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

10 - use essential story elements in spontaneous and planned scenes

4 - create experiences through imaging, visualizing and fantasizing

9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

### **Improvisation/Acting Level II - Intermediate**

15 - use the body and body language to enhance characterization

21 - sustain a character throughout an exercise or scene

23 - demonstrate understanding of character motivation

### **Junior Goal I Objectives**

develop the ability to interact effectively and constructively in a group process

develop the willingness to make a decision, act upon it and accept the results

extend the ability to explore meaning through abstract concepts

extend the ability to think imaginatively and creatively

strengthen powers of concentration

### **Theatre Studies Level II - Intermediate (Theatre History)**

6 - show awareness of selected periods and playwrights

### **Senior Goal I Objectives**

apply imaginative and creative thought to problem-solving situations

demonstrate the ability to consider decisions, act upon them and accept the results

### **Senior Goal II Objectives**

be capable of creating and expressing a believable character from scripted and non-scripted material

gain knowledge of disciplines that enhance dramatic process and product

### **Orientation Drama 10**

demonstrate trust by becoming comfortable with others, physically and emotionally

recognize that values are expressed through the arts

solve problems imaginatively and creatively

work with abstract concepts

## **British Columbia (2018)**

### **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**

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**

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

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

### **GRADE 7 - ARTS - Reasoning and reflecting**

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

### **GRADE 7 - ARTS - Communicating and documenting**

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

### **GRADE 8 - ARTS - Exploring and creating**

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

### **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**

Receive, offer, and apply constructive feedback

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

Improvise and take creative risks to express meaning

### **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**

Improvise and take creative risks using imagination, exploration, and inquiry

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

Demonstrate awareness of self, others, and audience

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

Receive and apply constructive feedback to develop and refine ideas

### **GRADE 11 - DRAMA - Connect and expand**

Demonstrate awareness of self, others, and audience

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

Improvise and take creative risks using imagination, exploration, and inquiry

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

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

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

Use self-reflection and awareness of audience to refine ideas

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

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

### **Grades 9 & 10 - Foundations - Responsible Practices**

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

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 - 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)

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)

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

B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

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)

### **Grade 11 - Foundations - Concepts and Terminology**

C.1.1 - identify and describe the forms, elements, conventions, and techniques used in a variety of drama styles, and explain how they help achieve specific purposes and effects

C.1.2 - use correct terminology for the various components and processes of their own and others' drama works

### **Grade 11 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

B.3.2 - analyse their use of the creative process in drama activities, and explain what they learned from it and how that learning can be applied in work and other social contexts

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

B.1.1 - use the critical analysis process before and during drama projects to assign roles within the group, monitor the group process, and modify the roles and process as needed

### **Grade 12 - Foundations - Context and Influences**

C.2.1 - demonstrate an understanding of the theatre traditions of a variety of historical periods and cultures

### **Grade 12 - Foundations - Concepts and Terminology**

C.1.1 - demonstrate an understanding of the nature and function of the forms, elements, conventions, and techniques associated with the theatre of a particular period or culture

C.1.2 - use correct terminology for the styles, components, processes, and techniques of drama in creating and critiquing drama works and theatre performances

### **Grade 12 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.2 - use different acting approaches to explore and depict character in a variety of situations

### **Grade 12 - Creating and Presenting - The Creative Process**

A.1.3 - create and interpret a wide range of characters using a variety of acting approaches