



COMMEDIA DELL'ARTE

By KAREN LOFTUS

Students are introduced to, analyze, and explore the history, characters, and style of Commedia dell'arte. Commedia Dell'Arte is a theatre history unit mixed with improvisation, physicalization, and exploring specific characters.

In this unit, we're going to focus on three main aspects:

(1) Causes and Effects of Commedia (History), (2) Stock Characters, (3) Commedia Performance Practices.

The unit culminates in a commedia performance. A rubric is included for the project as long as journal prompts and exit slips. Please refer to the Pacing Guide for more details and ways to supplement with other DTA materials.

1 - Introduction

Students learn some key facts about Commedia and apply them to the exercise "Opposite Day."

2 - Stock Characters

Students explore Commedia stock characters: the masters, the servants and the lovers.

3 - Stock Character Walks

Students apply their knowledge of stock characters into character walks.

4 - Lazzi

Students learn about different commedia lazzi and create their own.

5 - Unit Project

Students take what they have learned in this unit and create a short scene. A performance rubric and unit reflection are included.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.

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.

Perceive and analyze artistic work - Grade 7

TH:Re7.1.7.a - Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

TH:Cr1.1.8.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 HS Proficient

TH:Pr4.1.HSI.a - Examine how character relationships assist in telling the story of a drama/theatre work.

TH:Pr4.1.HSI.b - Shape character choices using given circumstances in a drama/theatre work.

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.

Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising 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.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

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.

Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.b - Share leadership and responsibilities to

develop collaborative goals when preparing or devising drama/theatre work.

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.

Interpret intent and meaning in artistic work - Grade 8

TH:Re8.1.8.a - Recognize and share artistic choices when participating in or observing a drama/theatre work.

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

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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.

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

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

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

Convey meaning through the presentation of artistic work - Grade 7

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

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.

Convey meaning through the presentation of artistic work - Grade 8

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

Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HSI.a - Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

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.

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

TH:Cr3.1.HSIII.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

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.

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.

CCSS.ELA-LITERACY.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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.

California VAPA Standards (2019)

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

6.TH:Cr1.a - Identify possible solutions to staging challenges in a drama/theatre work.

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:Re7 Perceive and analyze artistic work.

7.TH:Re7 - Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

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

8.TH:Cr1.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

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

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

Prof.TH:Pr4.a - Examine how character relationships assist in telling the story of a drama/theatre work.

Prof.TH:Pr4.b - Shape character choices using given circumstances in a drama/theatre work.

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.

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

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising 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.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

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:Cr2 Organize and develop artistic ideas and work.

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

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.

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

8.TH.Re8.a - Recognize and share artistic choices when participating in or observing a drama/theatre work.

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

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

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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.

7.TH:Cr3 Refine and complete artistic work.

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

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

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

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

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.

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

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

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

Prof.TH:Re9.a - Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

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:Cr3 Refine and complete artistic work.

Adv.TH:Cr3.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and theatrical conventions.

Florida Sunshine State Standards

Critical Thinking & Reflection

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

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

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

contexts.

TH.912.C.2.6 - Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.

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.1.5 - Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

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.

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.

Organizational Structure

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.

TH.912.O.2.7 - Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.

TH.912.O.2.8 - Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

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.

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 - Performing

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

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.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 - Creating

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

Grade 7 - Performing

TA7.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance., c. Engage in various performance styles.

Grade 7 - Connecting

TA7.CN.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 - Performing

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

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

TAHSA.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the voice, body, observation, and imagination as tools of the actor in

presentations of formal and informal theatre., b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences., c. Act by developing, communicating, and sustaining roles within a variety of situations and environments., d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew., e. Use the skills and tools of a director to conduct rehearsals for performance.

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

TAHSAD.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the skills and tasks associated with acting, incorporating voice, body, observation, and imagination to create characters for formal and informal performances., b. Implement the duties of the stage manager, including communication and safety procedures, that will assist the director in all areas of production., c. Develop a schedule and organizational plan to prepare a scene for performance, including a rehearsal schedule and a prompt script., d. Conduct rehearsals and present a full theatrical presentation to a live audience.

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

TAHSFT.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement)., b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters., c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development., d. Perform acting choices for an audience based on critiques.

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 - Performing

TAHSTL.PR.1 - Analyze characters in theatre literature from the perspective of an actor/performer., a. Use performance (e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play.

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

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.1.2 - 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.1.1 - Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.

I.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes.

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

Intermediate High School Standards - Analysis

I.A.1.2 - Evaluate the works of theatre artists for strengths, weaknesses, and suggestions for improvement.

Intermediate High School Standards - Culture

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

Proficient High School Standards - Communication

P.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.

P.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to develop characters.

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

Advanced High School Standards - Communication

A.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters.

A.C.1.2 - Use voice to create character dialects.

A.C.1.3 - Use constructive criticism to improve original works both written and read orally.

A.C.2.1 - Use improvisation and acting skills to perform for a formal audience using prompts provided by the audience.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Foundations: Inquiry and Understanding

C.1.D - develop an understanding of the mechanisms of vocal production.

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

MS 117.211 LI - Creative Expression: performance

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

C.2.B - imagine and clearly describe characters, their relationships, and their surroundings.

C.2.C - select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history.

MS 117.211 LI - Critical evaluation and response

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

MS 117.212 LII - Foundations: Inquiry and Understanding

B.1.B - develop and apply theatre preparation and warm-up techniques.

B.1.C - create expressive and rhythmic movements.

B.1.D - develop an increased understanding of the mechanisms of vocal production.

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

MS 117.212 LII - Creative Expression: performance

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

B.2.C - select movements and dialogue to portray a character appropriately.

B.2.D - create stories collaboratively and individually that have dramatic structure.

B.2.E - apply knowledge of effective voice and diction techniques to express thoughts and feelings.

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

MS 117.212 LII - Historical and cultural relevance

B.4.B - explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life.

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.B - explore preparation and warm-up techniques.

B.1.C - create expressive movement and mime to define space and characters.

B.1.D - demonstrate an increased understanding of the mechanisms of vocal production.

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

MS 117.213 LIII - Creative Expression: performance

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

B.2.B - portray characters through familiar movements and dialogue.

B.2.C - create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively.

MS 117.213 LIII - Historical and cultural relevance

B.4.A - demonstrate theatre as a reflection of life in particular times, places, and cultures through performance.

B.4.B - explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions.

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

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

C.1.J - identify the principles of improvisation.

HS 117.315 LI - Creative Expression: performance

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

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.E - employ physical techniques consistently to express thoughts, feelings, and actions non-verbally.

HS 117.315 LI - Historical and cultural relevance

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

C.4.D - appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature.

HS 117.315 LI - Critical evaluation and response

C.5.H - connect theatre skills and experiences to higher education and careers outside of the theatre.

HS 117.316 LII - Foundations: Inquiry and Understanding

C.1.A - develop and practice theatre warm-up techniques.

C.1.C - demonstrate effective voice and diction.

HS 117.316 LII - Creative Expression: performance

C.2.A - model safe, appropriate techniques to allow for physical, vocal, and emotional expression.

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

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

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.

HS 117.316 LII - Historical and cultural relevance

C.4.A - analyze historical and cultural influences on theatre.

C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

HS 117.316 LII - Critical evaluation and response

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

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

C.5.G - connect theatre skills and experiences to higher education and careers outside of the theatre.

HS 117.317 LIII - Foundations: Inquiry and Understanding

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

C.1.B - experiment with stage movement.

C.1.C - distinguish the proper techniques such as diction, inflection, and projection in the use of voice.

HS 117.317 LIII - Creative Expression: performance

C.2.A - employ safe, appropriate techniques to allow for physical, vocal, and emotional expression.

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

C.2.D - experiment with improvisation and scripted scenes

of various styles to portray believable characters.

HS 117.317 LIII - Historical and cultural relevance

C.4.A - evaluate historical and cultural influences on theatre.

C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

HS 117.317 LIII - Critical evaluation and response

C.5.G - relate theatre skills and experiences to higher education and careers outside of the theatre.

HS 117.318 LIV - Foundations: Inquiry and Understanding

C.1.B - devise and model stage movement.

HS 117.318 LIV - Creative Expression: performance

C.2.A - model safe, appropriate techniques to allow for physical, vocal, and emotional expression.

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

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

C.2.E - create individually or devise collaboratively imaginative scripts and scenarios.

HS 117.318 LIV - Historical and cultural relevance

C.4.A - evaluate historical and cultural influences on theatre.

C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

Alberta, Canada

Speech Drama 10

1 - demonstrate vocal relaxation and warmup techniques

10 - demonstrate safe and appropriate projection

13 - speak spontaneously within a given context

2 - apply effective breathing techniques

3 - recognize the effect of good posture on voice

5 - recognize how the jaw, lips, tongue, teeth and velum play an important role in articulation

Speech Drama 20

18 - demonstrate that spoken interpretation is affected by characterization

20 - apply movement and gesture to clarify and enhance spoken interpretation

21 - apply previously learned speech skills to characterization and presentation

Speech Drama 30

22 - examine the effects of emotion, posture and age on vocal characterization

23 - use vocal variety in character development

Improvisation Drama 10

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

12 - create, relate and polish a story

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

17 - demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively

20 - critique the work of self and others through observation and expression of specific detail

- 23 - use varied stimuli for character development
- 25 - select and use language appropriate to character and situation
- 26 - use body language to add physical dimensions and depth to a character
- 29 - demonstrate understanding of and apply the concept of status
- 3 - maintain concentration during exercises
- 30 - demonstrate understanding of and apply the concepts of a character's objectives and motivation
- 32 - sustain a character throughout a scene or exercise
- 9 - use appropriate stage directions

Improvisation Drama 20

- 33 - sustain a single character in a variety of situations
- 34 - demonstrate the techniques of sharing, giving and taking focus
- 36 - integrate improvisational skills learned, in planned and spontaneous improvisations

Acting Drama 20

- 10 - critique the work of self and others through observation of specific details
- 9 - demonstrate the ability to pick up cues effectively

Acting Drama 30

- 18 - use various vocal skills to enhance characterization
- 20 - physicalize character through selected and economical movement and gesture
- 21 - create appropriate stage business
- 22 - display appropriate character relationships with all other characters in a scene

Theatre Studies Drama 10 (Greek, Medieval or Elizabethan, and Canadian)

- 1 - recognize theatre has evolved as a traditional art form
- 2 - recognize innovations in the theatre

Movement Drama 10

- 10 - demonstrate focus, concentration and energy in all movement and gesture
- 15 - use basic locomotor movements (eg. walking, running, crawling) to explore space
- 16 - create and repeat patterns of movement
- 18 - appreciate that physical expression can enhance language
- 3 - recognize the necessity for physical warmups
- 4 - perform a physical warmup
- 5 - demonstrate effective breathing techniques
- 6 - recognize when to use specific breathing techniques
- 7 - display proper body alignment

Playwriting - Drama 20

- 12 - construct a scene with two contrasting characters
- 13 - give and accept constructive criticism
- 6 - identify character types and their functions and attributes
- 8 - use effective diction

Improvisation/Acting Level III - Advanced

- 26 - pick up cues effectively
- 33 - critique the work of self and others through observation of specific details

Junior Goal II Objectives

- develop the body and voice as tools of communication
- explore specific techniques demanded by various dramatic forms

Junior Orientation

- communicate through use of voice and body
- 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
- move in a variety of ways
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- recognize that there is an historical and cultural aspect of drama/theatre
- recognize the purposes of and participate in warmup activities
- respond to directions without breaking concentration-side coaching
- share ideas confidently with others
- show awareness of story sequence
- speak, move, and generate ideas spontaneously
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Movement Level I - Beginning

- 1 - demonstrate understanding of and apply appropriate safety procedures
- 11 - use directions and pathways
- 12 - use levels
- 17 - use movement to communicate non-verbally
- 2 - demonstrate awareness of personal and shared space
- 4 - recognize the need for and demonstrate warmup activities
- 6 - use proper posture
- 7 - demonstrate awareness of his or her own body and its movement potential
- 9 - travel through space in a variety of ways e.g., running, creeping and jumping

Movement Level II - Intermediate

- 21 - display clarity of movement and gesture
- 22 - use exaggerated movement and gesture
- 23 - plan, repeat and combine movement patterns

Movement Level III - Advanced

- 28 - coordinate movement and movement patterns with other students

Speech Level I - Beginning

- 1 - speak spontaneously
- 2 - use vocal relaxation and warm-up techniques
- 3 - use effective breathing techniques
- 6 - use volume appropriate to situation
- 8 - understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation

Speech Level II - Intermediate

- 14 - use a variety of character voices
- 9 - use volume, articulation and projection to achieve clarity

Speech Level III - Advanced

- 15 - demonstrate the effect of character on oral

interpretation

16 - use movement and gesture to clarify and enhance speech and character

17 - determine personal pitch, rate, volume, intonation and vocal qualities through critical listening

Improvisation/Acting Level I - Beginning

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

2 - respond to directions without breaking concentration-side coaching

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

8 - demonstrate appropriate rehearsal behaviours and routines

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

Improvisation/Acting Level II - Intermediate

13 - recognize the techniques of offering, accepting, advancing and blocking

14 - use varied stimuli for character development

15 - use the body and body language to enhance characterization

17 - select and use language appropriate to a given character and situation

18 - use voice variety to enhance a character

20 - enter and exit in character

21 - sustain a character throughout an exercise or scene

22 - create business appropriate to character and situation

23 - demonstrate understanding of character motivation

24 - recognize that relationships exist between characters in given situations

Junior Goal I Objectives

develop a positive self-image

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

explore and develop physical and vocal capabilities

extend the ability to explore, control and express emotions

extend the ability to think imaginatively and creatively

strengthen powers of concentration

Theatre Studies Level 1 - Beginning (performance analysis)

1 - demonstrate understanding of the need for analysis of the work of self and others

2 - identify specific criteria to assess a presentation

Theatre Studies Level II - Intermediate (Theatre History)

4 - recognize that drama exists in every culture

6 - show awareness of selected periods and playwrights

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 the ability to consider decisions, act upon

them and accept the results

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

develop a positive and realistic self-image

extend physical and vocal capabilities

extend the ability to concentrate

increase self-confidence

increase self-discipline

Senior Goal II Objectives

develop techniques that enhance vocal and physical communication

develop the ability to understand and apply the specific presentation techniques demanded by various dramatic forms

Senior Goal III Objectives

explore various conventions and traditions of theatre

Orientation Drama 10

concentrate on the task at hand

cope with success and failure in positive ways

demonstrate behaviour appropriate to given circumstances

demonstrate effective use and management of time

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

demonstrate trust by becoming comfortable with others, physically and emotionally

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

display consideration and respect for self and others

listen to self and others

make effective decisions or choices

offer and accept constructive criticism with a desire to progress

positively support the work of others

share ideas confidently

solve problems imaginatively and creatively

work cooperatively and productively

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

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

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 6 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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

Express, feelings, ideas, and experiences through the arts
Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

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

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

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

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 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

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

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

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

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

GRADE 8 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

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

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

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

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

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 10 - DRAMA - Connect and expand

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

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

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

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Explore and Create

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

Develop and refine performance skills in a variety of contexts

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

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

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 - 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)

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

Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)

Grades 9 & 10 - Reflecting, Responding and Analyzing - 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.2.4 - 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)