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

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.

National Core Arts Standards

TH:Re9.1: 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.

TH:Re8.1: 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.

TH:Re7.1: 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.

TH:Cn10.1: 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.

TH:Cr3.1: 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.

TH:Cr3.1: 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.

TH:Cr3.1: 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.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade HS Advanced
TH:Cr2.1.HSI.II.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade HS Accomplished
TH:Cr2.1.HSIII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Pr4.1: 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.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade 8
TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade 7
TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

TH:Cr2.1: 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.

TH:Cr1.1: Generate and conceptualize artistic ideas
GRADE SIX - 3.0 HISTORICAL AND CULTURAL CONTEXT

TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade 6
TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.
TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

TH:Cr1.1: 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.

TH:Pr5.1: 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.

TH:Pr6.1: 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.

TH:Pr6.1: Convey meaning through the presentation of artistic work - Grade 8
TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for an audience.

TH:Pr6.1: Convey meaning through the presentation of artistic work - Grade 7
TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade 6
TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.
TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

TH:Pr5.1: 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.

TH:Pr5.1: 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.

TH:Pr5.1: 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.

TH:Pr4.1: 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.

3.1 - Role and Cultural Significance of Theatre - Create scripts that reflect particular historical periods or cultures.
3.2 - History of Theatre - Role and Cultural Significance of Theatre - Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

GRADE EIGHT - 4.0 AESTHETIC VALUING
4.2 - Derivation of Meaning from Works of Theatre - Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

GRADE EIGHT - 2.0 CREATIVE EXPRESSION
2.1 - Development of Theatrical Skills - Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.
2.2 - Creation/Invention in Theatre - Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

GRADE SEVEN - 4.0 AESTHETIC VALUING
4.2 - Derivation of Meaning from Works of Theatre - Explain how cultural influences affect the content or meaning of works of theatre.

GRADE SEVEN - 2.0 CREATIVE EXPRESSION
2.1 - Development of Theatrical Skills - Use improvisation in rehearsal to discover character and motivation.
2.3 - Creation/Invention in Theatre - Create characters, environments, and actions that exhibit tension and suspense.

GRADE EIGHT - 2.0 CREATIVE EXPRESSION
2.1 - Development of Theatrical Skills - Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.
2.2 - Creation/Invention in Theatre - Use effective vocal expression, gesture, facial expression, and timing to create character.
2.3 - Creation/Invention in Theatre - Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

GRADE SIX - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.

GRADE SIX - 2.0 CREATIVE EXPRESSION
2.1 - Development of Theatrical Skills - Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.

GRADES 9-12 ADVANCED - 3.0 HISTORICAL AND CULTURAL CONTEXT
3.4 - History of Theatre - Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

GRADES 9-12 ADVANCED - 2.0 CREATIVE EXPRESSION
2.2 - Creation/Invention in Theatre - Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.

GRADES 9-12 ADVANCED - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.
**CULTURAL CONTEXT**
3.3 - History of Theatre - Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

**GRADE 9-12 PROFICIENT - 2.0 CREATIVE EXPRESSION**
2.1 - Development of Theatrical Skills - Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
2.2 - Creation/Invention in Theatre - Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

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**California VAPA Standards (2019)**

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

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

**7.TH:Cr2 Organize and develop artistic ideas and work.**
7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

**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.

**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.

**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.

**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.

**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: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.

**8.TH:Pr6 Convey meaning through the presentation of artistic work.**
8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

**7.TH:Pr6 Convey meaning through the presentation of artistic work.**
7.TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

**6.TH:Cr1 Generate and conceptualize artistic ideas and work.**
6.TH:Cr1.a - Identify possible solutions to staging challenges in a drama/theatre work.
6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a 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.

**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.

**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.
to achieve ensemble in rehearsal and performance.

Skills, Techniques & Processes
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.1.2 - 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 117.212 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.

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.

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 - 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 117.316 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 117.315 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 117.315 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 117.317 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.

**Alberta, Canada**

**Speech Drama 10**
1. - demonstrate vocal relaxation and warmup techniques
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
10. - demonstrate safe and appropriate projection
13. - speak spontaneously within a given context

**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
3. - maintain concentration during exercises
9. - use appropriate stage directions
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
30. - demonstrate understanding of and apply the concepts of a character’s objectives and motivation
32. - sustain a character throughout a scene or exercise

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

**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**
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
10. - demonstrate focus, concentration and energy in all movement and gesture
15. - use basic locomotor movements (e.g. walking, running, crawling) to explore space
16. - create and repeat patterns of movement
18. - appreciate that physical expression can enhance language

**Playwriting - Drama 20**
6. - identify character types and their functions and attributes
8. - use effective diction
12. - construct a scene with two contrasting characters
13. - give and accept constructive criticism

**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
- demonstrate a willingness to take calculated and reasonable risks
- share ideas confidently with others
- focus concentration on one task at a time
- listen effectively
- generate imaginative and creative solutions to problems
- meet deadlines and follow through on individual and group commitments
- demonstrate trust by becoming comfortable, physically and emotionally, with others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups
- support positivity the work of others
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- recognize the purposes of and participate in warmup activities
- communicate through use of voice and body
- move in a variety of ways
- respond to directions without breaking concentration-side coaching
- speak, move, and generate ideas spontaneously
- investigate a variety of roles and situations
- show awareness of story sequence
- recognize that there is an historical and cultural aspect of drama/theatre

Movement Level I - Beginning
1. demonstrate understanding of and apply appropriate safety procedures
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
11. use directions and pathways
12. use levels
17. use movement to communicate non-verbally

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

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 self-discipline
- develop self-confidence
- strengthen powers of concentration
- explore and develop physical and vocal capabilities
- extend the ability to think imaginatively and creatively
- extend the ability to explore, control and express emotions
- develop the willingness to make a decision, act upon it and accept the results
- develop a sense of responsibility and commitment
- develop the ability to initiate, organize and present a project within a given set of guidelines
- develop the ability to interact effectively and constructively in a group process

Theatre Studies Level 1 - Beginning (performance analysis)
1. demonstrate understanding of the need for analysis of the work of self and others
2. identity 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
develop a positive and realistic self-image
increase self-discipline
increase self-confidence
extend the ability to concentrate
extend physical and vocal capabilities
apply imaginative and creative thought to problem-solving situations
demonstrate the ability to considered decisions, act upon them and accept the results
demonstrate a sense of inquiry and commitment, individually and to the group
demonstrate the ability to contribute effectively and constructively to the group process

**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**
demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically
share ideas confidently
demonstrate behaviour appropriate to given circumstances
concentrate on the task at hand
demonstrate effective use and management of time
listen to self and others
solve problems imaginatively and creatively
make effective decisions or choices
demonstrate trust by becoming comfortable with others, physically and emotionally
display consideration and respect for self and others
positively support the work of others
cope with success and failure in positive ways
work with abstract concepts
demonstrate self-discipline, self-direction and a sense of responsibility
work cooperatively and productively
offer and accept constructive criticism with a desire to progress

**British Columbia, Canada**

**Drama 8**
demonstrate an appreciation for the diversity of others and their various perspectives
demonstrate the unique ability of drama to unify a diverse group
demonstrate trust through collaborative drama
make choices among a variety of ways to express thoughts, feelings, and beliefs
identify ways to advance dramatic action
make and act on reasoned and thoughtful decisions
suggest and try a variety of appropriate solutions to a given problem
use given criteria to assess and evaluate their work
demonstrate how various emotions affect vocal and physical expression
identify a variety of movement possibilities that could be used to create a specific effect
identify a variety of vocal techniques that could be used to communicate a specific meaning
identify examples of the interrelationship of movement and voice in communicating meaning
use sensory recall and visualization to enhance their work
adjust the movement, language, and gesture of the role to changing dramatic situations
compare the world of the role with the world of the player
consistently apply the ability to sustain a role in a given situation with others
suspend disbelief to transform objects and create character
create a unified drama with a distinct beginning, middle, and end
identify the values, attitudes, and beliefs of characters
use appropriate vocabulary to describe drama and theatre elements
apply theatrical conventions to dramatic forms
demonstrate respect for the nature of their audience
select and use dramatic knowledge and skills to enhance learning in other subject areas

**Drama 9**
demonstrate the unique ability of drama to unify a diverse group
demonstrate trust in others through class activities and individual and ensemble performances
accept responsibility for decisions and solutions
use a variety of strategies to make choices in problem solving
use set criteria to assess and evaluate the work of self and others
apply movement and gesture to clarify and enhance vocal interpretation
demonstrate appropriate use of voice elements
make movement choices that create a specific effect
use appropriate physical and vocal expression to enhance drama
create and sustain situations while in role
use vocal and physical techniques to create role and character
demonstrate a commitment to suspending disbelief
relate setting to action
demonstrate familiarity with stage vocabulary and apply theatrical conventions to dramatic forms
demonstrate respect for the nature of their audience
demonstrate responsibility to the group and self in rehearsal and performance

**Drama 10**
demonstrate the unique ability of drama to unify a diverse group
demonstrate trust in self and others through class activities and individual and ensemble performances
define and use criteria to assess and evaluate the work of self and others
choose appropriate physical and vocal expressions to enhance drama
choose appropriate vocal techniques to communicate a particular meaning
make movement choices to create a specific effect
apply vocal and physical techniques to create role and character
suspend disbelief to create drama
use observation, focus, and listening skills to create and sustain intriguing characters with integrity
apply stage vocabulary and theatrical conventions to dramatic forms

demonstrate a commitment to the team approach in rehearsal and performance

use knowledge of diverse cultures and historical periods in developing work

Drama 11

critique their own work and that of others

demonstrate a willingness to take performance risks in a variety of situations

demonstrate engagement in performance

use appropriate terminology to describe theatre performance

apply safety and health considerations to body and voice

demonstrate understanding of the body and voice as performing instruments

identify voice and movement elements appropriate to performance

identify appropriate theatre terminology to describe movement and voice

Drama 12

critique their own and others’ performances

maintain engagement in performance

demonstrate proficient use of body and voice as performing instruments

use appropriate stage terminology

identify skills developed through the study of theatre performance that can be transferred to a variety of careers

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)