CREATING YOUR OWN MUSICAL
By LARAMIE DEAN

Instructor Laramie Dean uses this unit as the final project for his Drama 2 students. Drawing upon any of the skills students have developed throughout they create a product that could be used within a new piece of musical theatre.

Students start by analyzing three musicals, study guides included, and practice creating musical elements. They are then giving class time to prepare in groups as many elements as their can for a new musical using devised theatre techniques.

There are 24 lessons in this unit which culminates in a final assessed performance.

1 - Introducing Devised Theatre
In this lesson, we define devised theatre and use a piece of music for students to create their own performance inspired by the music.

2 - Practicing with Devised Theatre
In this lesson, we try a different devised theatre technique using a photograph to inspire students to create their own performance.

3 - Introducing the Musical Theatre Form
In this lesson, we define musical theatre and spend a little bit of time on the history and structure. Students also receive information on their performance and their independent written projects.

4 - The Musical Theatre Form
In these two lessons, we begin and continue viewing Singin’ in the Rain. Students will watch carefully in order to complete the required sections in their study guide.

5 - Practicing with Devised Theatre; Singin’ in the Rain
In this lesson, students will finish watching Singin’ in the Rain (if you need additional time) and complete a devising activity based on the film.

6 - Practicing with Devised Theatre; Sweeney Todd
In this lesson, students will present their devising pieces and prepare to watch the next musical, Sweeney Todd.

7 - Musical Theatre Form; Sweeney Todd
In this lesson, we begin viewing Sweeney Todd. Students will watch carefully in order to complete the required sections in their study guide.

8 - Sweeney Todd, Continued
In these two lessons, we continue viewing Sweeney Todd. Students will watch carefully in order to complete the required sections in their study guide.

9 - Devising Activity; Sweeney Todd
In this lesson, students will finish watching Sweeney Todd (if you need additional time) and complete a devising activity based on the film.

10 - Practicing with Devised Theatre; Dreamgirls
In this lesson, students will present their devising pieces and prepare to watch the next musical, Dreamgirls.

11 - Musical Theatre Form; Dreamgirls
In this lesson, we begin viewing Dreamgirls. Students will watch carefully in order to complete the required sections in their study guide.

12 - Dreamgirls, Continued
In these two lessons, we continue watching Dreamgirls. Students will watch carefully in order to complete the required sections in their study guide.

13 - Devising Activity; Dreamgirls
In this lesson, students will finish watching Dreamgirls (if you need additional time) and complete a devising activity based on the film.

14 - Presenting Devised Pieces
In this lesson, students will present their devising pieces and prepare to create their own musicals.

15 - Creating Musical Components
In this series of lessons, students will use class time to work in groups to create as many musical components as they can given the time available.

16 - Independent Musical Project
This is the last lesson before students present their pieces for assessment.

17 - Original Musical Presentation & Final Assessment
Students present their original musicals components for assessment.
Standards Connections

National Core Arts Standards

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

Select, analyze, and interpret artistic work for presentation - Grade 6
TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure 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.

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

Organize and develop artistic ideas and work - Grade 6
TH:Cr2.1.6.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
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.

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 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.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 6
TH:Cn11.2.6.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

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.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7
TH:Cn11.2.7.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

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

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient
TH:Cr3.1.HSIII.a - Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Proficient
TH:Cn11.2.HSIII.b - Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

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.L.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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

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

Language
CCSS.ELA-LITERACY.CCRA.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

California VAPA Standards (2019)

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

6.TH:Pr4 Select, analyze, and interpret artistic work for presentation.
6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure 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.

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

6.TH:Cr2 Organize and develop artistic ideas and work.
6.TH:Cr2.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre 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: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.

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:Chn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
6.TH:Chn11.2.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

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

7.TH:Chn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
7.TH:Chn11.2.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

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:Cr3 Refine and complete artistic work.
Prof.TH:Cr3.a - Rehearse and revise a devised or scripted drama/theatre work using theatrical conventions.

Prof.TH:Chn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Prof.TH:Chn11.2.b - Use basic research methods to better understand the social and cultural background of 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.

Florida Sunshine State Standards

Critical Thinking & Reflection
TH.912.C.1.3 - Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

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

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

Organizational Structure
TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

Skills, Techniques & Processes
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.

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

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.2 - Critique various aspects of theatre and other media., a. Identify the purpose of a critique., b. Evaluate a theatre production using an assessment instrument.

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.

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories., b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).
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 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (obstacles, strategies, action, stakes, outcome), c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

TA8.CR.2 - Develop scripts through technical exercises., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

Grade 8 - Performing

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

Grade 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 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (obstacles, strategies, action, stakes, outcome), c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

TA8.CR.2 - Develop scripts through technical exercises., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

Grade 8 - Performing

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

Grade 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 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (obstacles, strategies, action, stakes, outcome), c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

TA8.CR.2 - Develop scripts through technical exercises., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

Grade 8 - Performing

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

Grade 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.
I.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.
I.C.2.2 - Interpret scenes through formal and informal presentations.

Proficient High School Standards - Communication
P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.
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.2.1 - Use improvisation and acting skills to perform for a formal audience using prompts provided by the audience.

Advanced High School Standards - Culture
A.CU.1.2 - Exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.

Texas Essential Knowledge and Skills for Theatre Arts
MS 117.211 LI - Foundations: Inquiry and Understanding
C.1.C - respond to sounds, music, images, and the written word, incorporating movement.
C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.
C.1.F - identify the structure and form in examples of dramatic literature.

MS 117.212 LII - Foundations: Inquiry and Understanding
B.1.E - demonstrate knowledge of theatrical vocabulary and terminology.

MS 117.212 LII - Creative Expression: performance
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.G - create improvised scenes that include setting, character, and plot.

MS 117.212 LII - Historical and cultural relevance
B.4.A - demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures.

MS 117.213 LIII - Creative Expression: performance
B.2.C - create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively.
B.2.D - express thoughts and feelings using effective voice and diction.

HS 117.315 LI - Foundations: Inquiry and Understanding
C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS 117.315 LI - Critical evaluation and response
C.5.C - offer and receive constructive criticism of peer performances.

HS 117.316 LII - Foundations: Inquiry and Understanding
C.1.D - analyze dramatic structure and genre.

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.D - analyze and evaluate dramatic structure and genre.

HS 117.317 LIII - Historical and cultural relevance
C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.

Alberta, Canada
Improvisation Drama 10
1 - use warmup techniques for preparation of body, voice and mind
10 - demonstrate appropriate rehearsal methods
20 - critique the work of self and others through observation and expression of specific detail
23 - use varied stimuli for character development
3 - maintain concentration during exercises

Acting Drama 20
10 - critique the work of self and others through observation of specific details

Playwriting - Drama 20
1 - demonstrate understanding of the basic structure of a play
13 - give and accept constructive criticism

Junior Goal III Objectives
develop awareness of various conventions of theatre
develop the ability to analyze and assess the process and the art

Junior Orientation
communicate through use of voice and body
demonstrate a willingness to take calculated and reasonable risks
demonstrate awareness of the multidisciplinary nature of drama/theatre
focus concentration on one task at a time
generate imaginative and creative solutions to problems
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 the purposes of and participate in warmup activities
share ideas confidently with others
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
4 - recognize the need for and demonstrate warmup activities
9 - travel through space in a variety of ways e.g., running, creeping and jumping

Movement Level II - Intermediate
25 - communicate environment, character and situation nonverbally
Improvisation/Acting Level I - Beginning
1 - use warm-up techniques for preparation of body, voice and mind
5 - create and tell a story spontaneously
6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot

Improvisation/Acting Level II - Intermediate
13 - recognize the techniques of offering, accepting, advancing and blocking
14 - use varied stimuli for character development

Junior Goal I Objectives
develop a sense of responsibility and commitment
develop self-confidence
develop self-discipline
develop the ability to initiate, organize and present a project within a given set of guidelines
develop the ability to interact effectively and constructively in a group process
develop the ability to offer and accept constructive criticism
develop the willingness to make a decision, act upon it and accept the results
extend the ability to 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

Theatre Studies Level II - Intermediate (Theatre History)
6 - show awareness of selected periods and playwrights

Senior Goal I Objectives
apply imaginative and creative thought to problem-solving situations
demonstrate a sense of inquiry and commitment, individually and to the group
demonstrate the ability to contribute effectively and constructively to the group process
demonstrate the ability to initiate, organize and present a project within a given set of guidelines
develop a sense of inquiry and commitment to learning
extend the ability to concentrate
increase self-confidence
increase self-discipline

Senior Goal II Objectives
develop the ability to understand and apply the specific presentation techniques demanded by various dramatic forms

Senior Goal III Objectives
demonstrate the ability to assess critically the process and the art

Orientation Drama 10
concentrate on the task at hand
demonstrate effective use and management of time
listen to self and others
make effective decisions or choices
positively support the work of others
share ideas confidently
solve problems imaginatively and creatively
work cooperatively and productively

British Columbia (2018)
GRADE 6 - ARTS - Exploring and creating
Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
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
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
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 - Communicating and documenting
Express, feelings, ideas, and experiences through the arts
Take creative risks to express feelings, ideas, and experiences
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
Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning
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
GRADE 10 - DRAMA - Explore and Create
Create dramatic works with an intended audience in mind
Develop performance skills in a variety of contexts
Improvise and take creative risks to express meaning
GRADE 10 - DRAMA - Connect and expand
Demonstrate respect for self, others, and the audience
GRADE 11 - DRAMA - Explore and Create
Create dramatic works for an intended audience
Improvise and take creative risks using imagination, exploration, and inquiry
GRADE 11 - DRAMA - Reason and reflect
Demonstrate awareness of self, others, and audience
Receive and apply constructive feedback to develop and refine ideas
GRADE 11 - DRAMA - Connect and expand
Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Explore and Create
Develop dramatic works for an intended audience
Improvise and take creative risks using imagination, exploration, and inquiry

GRADE 12 - DRAMA - Reason and reflect
Receive, provide, and apply constructive feedback to refine dramatic works
Use self-reflection and awareness of audience to refine ideas

GRADE 12 - DRAMA - Connect and expand
Demonstrate respect for self, others, and audience

Ontario, Canada
Grades 9 & 10 - Foundations - 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)

Virginia Standards Of Learning (2020)
Theatre Arts I: Introduction to Theatre
TI.2 - The student will apply a creative process for theatre.

Theatre Arts I: Introduction to Theatre
TI.5 - The student will apply communication and collaboration skills for theatre experiences.

Theatre Arts I: Introduction to Theatre
TI.11 - The student will analyze how music, visual art, and dance arts enhance performances.

Theatre Arts I: Introduction to Theatre
TI.12 - The student will refine physical and vocal techniques for theatre performance