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DEVISING

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While the Drama Two Curriculum has a focus on acting, it's always important to include a unit on the technical theatre skills that are necessary to any production. Students will also be able to use what they've learned in this unit in their upcoming devising project.

Students will begin by exploring design for the stage by experimenting with line, shape, texture, size, and color. They will expand their understanding of stage properties and scenic flats. They will then apply their knowledge of these building blocks of design to create a high-concept design for a miniature "stage."

1 - Characterization

Students explore what makes a character interesting through the examination of physical objects. What do objects say about us? What can you infer about a person by the objects they carry with them? Students will role-play in process drama activities to explore characters and to create their own.

2 - Physicalization / Stage Movement

Students explore how body language can show a story (i.e. how someone is feeling, character traits, relationships between characters, etc.). The lesson culminates in students using a physical elliptical scene (a scene with just stage directions) and adding movements, gestures, and body language.

3 - Contentless Scenes / Building Scenes

In this lesson, students will start their scene work first with a contentless scene, a one-minute scene, and then (for homework) write a one-page scene based on a real life experience.

4 - Choosing a Topic

In this lesson, students discuss and choose a topic for their devised piece.

5 - Beginning to Write

In this lesson, students begin putting the pieces together for their devised work. Students brainstorm on their topic, then participate in a movement piece and a forum theatre activity to explore their topic.

6 - Building the Play

In this lesson, students continue to build the play by writing and revising scenes, reading each other's work, and providing feedback.

7 - The Ren Run

In this lesson, students will work in groups to create transitions in improvised tableaux and movement pieces. They will also participate in a "ren run" to practice improv blocking.

8 - Revision

In this lesson students watch the Ren Run then discuss the topic of revision. What is the message of the play? How do the scenes communicate the message? Note: Depending on the amount of revisions your students feel the play needs, revising might take longer than one lesson. Feel free to add time, if need be.

9 - Rehearsal

In this lesson, students finalize casting, then start rehearsing. Focus the rehearsals on blocking. What is the necessary movement to communicate the content of the scene?

10 - Rehearsal / Character Development

Students continue to rehearse. In this lesson, character development exercises deepen the students' experiences and final products.

11 - Rehearsal / Designing the play

Students continue to rehearse. They also move on to the design phase of the project. The group will decide upon costuming and props for the performance. NOTE: Keep costumes and props simple. Black works well for costumes with colourful accents.

12 - Final Rehearsal & Performance

Students run the show before their performance. And then on the decided upon date and time, they perform!

13 - Post-Show Discussion and Reflection

This lesson happens after the performance. Post-show discussion questions are included as well as a post-show reflection.

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.b - Identify solutions to design challenges in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

TH:Cr1.1.7.b - Explain and present solutions to design challenges 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.b - Imagine and explore solutions to design challenges of a performance space 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.

Generate and conceptualize artistic ideas and work - High School Accomplished

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

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

TH:Pr4.1.HSII.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

TH:Pr4.1.HSII.b - Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HSI.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

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.

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

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

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

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

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

TH:Cr3.1.HSI.a - Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

TH:Cr3.1.HSI.b - Explore physical, vocal and physiological choices to develop a performance that is believable,

authentic, and relevant to a drama/theatre work.

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

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

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.

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

TH:Cn11.2.HSII.a - Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Common Core

Speaking and Listening

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

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Writing

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

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.c - Identify solutions to design challenges in a drama/theatre work.

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

7.TH:Cr1.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

7.TH:Cr1.c - Explain and present solutions to design challenges 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.c - Imagine and explore solutions to design challenges of a performance space 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.

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

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

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

Acc.TH:Pr4.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

Acc.TH:Pr4.b - Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

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

Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a 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.

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

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

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

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

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

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

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

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.

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

Acc.TH:Cn11.2.a - Formulate creative choices for a devised or scripted drama/theatre work based on research about the selected topic.

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.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.C.2.2 - Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.

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.

Innovation, Technology & the Future

TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

TH.912.F.1.3 - Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

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.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

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.1.4 - Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.

TH.912.S.1.5 - Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

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.2.5 - Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

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.

TA6.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate technical elements in performance.

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 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.

TA7.PR.2 - Execute artistic and technical elements of theatre., a. Select a variety of technical elements that can be applied to a theatrical work., b. Incorporate artistic and technical elements into a theatre performance.

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 (objectives, obstacles, strategy, 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 theatrical techniques., 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.

TA8.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate artistic and technical elements into a theatre production., b. Resolve conflicts in technical applications.

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

TAHSA.CR.1 - Organize, design, and refine theatrical work., a. Use script analysis in the development and presentation of formal and informal theatre performances., b. Examine various theories of dramatic structure., c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

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 -Creating

TAHSAD.CR.2 - Develop scripts through theatrical techniques., a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.

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.

TAHSAD.PR.2 - Execute artistic and technical elements of theatre., a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.

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

TAHSFT.CR.1 - Organize, design, and refine theatrical work., a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse., b. Incorporate dramatic elements through improvisation., c. Recognize and interpret artistic choices in performance.

TAHSFT.CR.2 - Develop scripts through theatrical techniques., a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process., b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script., c. Construct and critique elements of dramatic structure, character, and dialogue., d. Create and perform scenes for audiences.

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.

TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Creating

TAHSTT.CR.1 - Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound), a. Explore and utilize the elements of design and principles of composition for a theatrical context., b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques., c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism., d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models., e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-

length, musical).

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.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

Beginning High School Standards - Culture

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

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

Intermediate High School Standards - Communication

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

Intermediate High School Standards - Culture

I.CU.2.2 - Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

Proficient High School Standards - Communication

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

Proficient High School Standards - Culture

P.CU.2.2 - Analyze the interrelationships of theatre roles.

Advanced High School Standards - Communication

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

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Foundations: Inquiry and Understanding

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

MS 117.211 LI - Creative Expression: performance

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.

C.2.F - create environments, characters, and actions.

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.B - define characters by what they do, what they say, and what others say about them.

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

MS 117.212 LII - Creative Expression: production

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

MS 117.213 LIII - Creative Expression: production

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design.

HS 117.315 LI - Foundations: Inquiry and Understanding

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

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

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

C.1.H - define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience.

C.1.I - identify and practice memorization skills.

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

C.1.K - identify and recognize the importance of safe theatre practices.

HS 117.315 LI - Creative Expression: performance

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

C.2.B - define creativity as it relates to personal expression.

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

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

C.2.E - employ physical techniques consistently to express thoughts, feelings, and actions non-verbally.

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

HS 117.315 LI - Creative Expression: production

C.3.C - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance.

HS 117.315 LI - Critical evaluation and response

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

C.5.B - recognize theatre as an art form and evaluate self as a creative being.

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

HS 117.316 LII - Foundations: Inquiry and Understanding

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

C.1.B - develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally.

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

HS 117.316 LII - Creative Expression: performance

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

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

HS 117.316 LII - Creative Expression: production

C.3.C - analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments.

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.

HS 117.318 LIV - Foundations: Inquiry and Understanding

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

Alberta, Canada

Technical Theatre/Design 10-20-30 - Costume

1 - demonstrate understanding of the purpose of costume

Improvisation Drama 10

10 - demonstrate appropriate rehearsal methods

13 - communicate meaning without words

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

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

Acting Drama 20

2 - create, select and sustain physical details of the character from scripted material

Acting Drama 30

18 - use various vocal skills to enhance characterization

20 - physicalize character through selected and economical movement and gesture

Movement Drama 10

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

Technical Theatre/Design 10-20-30 - Management - Properties

1 - demonstrate understanding of the purpose of stage properties

Playwriting - Drama 20

1 - demonstrate understanding of the basic structure of a play

2 - define and identify plot, character, thought and diction

3 - demonstrate understanding of script format

Improvisation/Acting Level III - Advanced

26 - pick up cues effectively

30 - analyze text for meaning and character development

31 - recite text from memory

Junior Goal II Objectives

develop the body and voice as tools of communication

Junior Goal III Objectives

develop awareness of drama and theatre presentations as possible

develop awareness of various conventions of theatre

Junior Orientation

communicate through use of voice and body
demonstrate a willingness to take calculated and reasonable risks
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
recognize the purposes of and participate in warmup activities
share ideas confidently with others
show awareness of story sequence
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

17 - use movement to communicate non-verbally
4 - recognize the need for and demonstrate warmup activities

Movement Level II - Intermediate

25 - communicate environment, character and situation nonverbally

Speech Level I - Beginning

8 - understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation

Speech Level III - Advanced

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

Improvisation/Acting Level I - Beginning

12 - make logical choices within the boundaries of situation and character

Improvisation/Acting Level II - Intermediate

15 - use the body and body language to enhance characterization
16 - demonstrate economy in movement and speech
17 - select and use language appropriate to a given character and situation
20 - enter and exit in character
21 - sustain a character throughout an exercise or scene
23 - demonstrate understanding of character motivation

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 willingness to make a decision, act upon it and accept the results
explore and develop physical and vocal capabilities
extend the ability to think imaginatively and creatively
strengthen powers of concentration

Technical Theatre - Levels I, II, III - Readiness

6 - demonstrate understanding of the importance of planning and organization

Technical Theatre - Application

12 - demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions

13 - determine and acquire necessary supplies or substitutes to construct the planned project

14 - use appropriate tools and skills to assemble or construct the planned project

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 a sense of responsibility 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 physical and vocal capabilities
extend the ability to concentrate
increase self-confidence
increase self-discipline

Senior Goal II Objectives

be capable of creating and expressing a believable character from scripted and non-scripted material
develop techniques that enhance vocal and physical communication
develop the ability to understand and apply the specific presentation techniques demanded by various dramatic forms

Orientation Drama 10

demonstrate behaviour appropriate to given circumstances
demonstrate self-discipline, self-direction and a sense of responsibility
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
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

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

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

GRADE 6 - ARTS - Communicating and documenting

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

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

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

GRADE 7 - 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 7 - ARTS - Communicating and documenting

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

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Exploring and creating

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

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

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

GRADE 8 - ARTS - Communicating and documenting

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

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

Develop and refine ideas and technical skills to improve the quality of performance pieces

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Communicating and documenting

Compose, interpret, and expand ideas using symbolism, imagery, and elements

Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways

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

Create dramatic works with an intended audience in mind

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

Develop performance skills in a variety of contexts

Explore and create dramatic works to express ideas and emotions

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

Intentionally select and combine drama conventions

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

GRADE 11 - DRAMA - Explore and Create

Create dramatic works for an intended audience

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

Explore and create dramatic works to express ideas, meaning, and emotions

Purposefully select and combine dramatic elements and conventions

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

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

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

Develop and refine performance skills in a variety of contexts

Develop dramatic works for an intended audience

Explore and create dramatic works to express ideas, meaning, and emotions

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

GRADE 12 - DRAMA - Communicate and document

Experience and express emotions through dramatic conventions

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-

solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

Grades 9 & 10 - Foundations - Concepts and Terminology

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)

C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom

B.3.3 - identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors (e.g., production and/or performance roles in community theatre, television/radio broadcasting, filmmaking)

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

B.2.3 - describe ways in which different types of dramatic exploration and drama presentations contribute to the school and broader community (e.g., list school productions, community theatre, professional theatre, street theatre, children's theatre, or school-spirit assemblies they have attended, and describe how they and the audience benefited from the experience)

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

A.3.1 - identify and use a variety of techniques to influence the audience in specific ways (e.g., have actors enter the performance space from the audience to increase audience connection to the drama; use blocking to focus audience attention on key characters or relationships between characters)

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

Grades 9 & 10 - Creating and Presenting - Elements and Conventions

A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

Grades 9 & 10 - Creating and Presenting - The Creative Process

A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)

A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation)

Grade 11 - Foundations - Concepts and Terminology

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

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

B.3.1 - identify the collaborative skills and techniques they used to produce ensemble drama works, and explain how they can be applied in a variety of other contexts

Grade 11 - Creating and Presenting - Presentation Techniques & Technologies

A.3.2 - use a range of techniques and acting approaches to refine performance during rehearsal

Grade 11 - Creating and Presenting - Elements and Conventions

A.2.2 - use a variety of drama conventions to establish a distinctive context or role in original or adapted works

Grade 11 - Creating and Presenting - The Creative Process

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

Grade 12 - Foundations - Concepts and Terminology

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

Grade 12 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.1 - use the critical analysis process to reflect on and justify or revise decisions in creating drama works

Grade 12 - Creating and Presenting - Presentation Techniques & Technologies

A.3.1 - demonstrate an understanding of how different acting and staging techniques reflect and support different purposes in drama

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

Grade 12 - Creating and Presenting - Elements and Conventions

A.2.1 - use the elements of drama to achieve specific purposes in drama works

A.2.2 - use a variety of drama conventions to help identify and incorporate new or emerging ideas in drama works they are developing

Grade 12 - Creating and Presenting - The Creative Process

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

Virginia Standards Of Learning (2020)

Theatre Arts III: Intermediate Acting & Playwriting

TIII.1 - The student will demonstrate playwriting.

TIII.2 - The student will apply the creative process for theatre.

Theatre Arts III: Intermediate Acting & Playwriting

TIII.5 - The student will exhibit collaboration skills for theatre productions and processes.

Theatre Arts III: Intermediate Acting & Playwriting

TIII.12 - The student will integrate acting skills and techniques involving voice and movement.

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

TIII.14 - The student will apply skills and concepts for theatre performance.

TIII.16 - The student will demonstrate the application of theatre design.