



# DRAMA ONE FINAL PROJECT

By KAREN LOFTUS

The final project will incorporate multiple areas that students have studied over the course of the year/semester: playwriting, acting, scenic design, and marketing. They'll take what they've learned and create a 5-minute play with a monologue that they'll perform. They'll also describe the overall design of the show and create a ground plan and rendering for their design.

Finally, they'll market their show by creating a poster and a press release. Please refer to the Pacing Guide for more details and ways to supplement with other DTA materials.

## 1 - Assign the Play

Students will be given the expectations for the individual final project, starting with a playwriting assignment.

## 2 - Writing the Play

Students are given time to write their own plays, and gain feedback from their peers. A checklist is included, along with 3 exit slips and participation rubric.

## 3 - Technical Elements

Students write a 2-3 paragraph essay about the overall design of their play. A checklist is included for both technical elements and design description.

## 4 - Monologue Rehearsal

Students memorize the monologue that they wrote and included in their scripts, rehearse, and give peer feedback. A reflection is included.

## 5 - Final Project

Students hand in all of the project elements according to the included assignment sheet. An end of course reflection and three assessment rubrics (monologue performance, final project, reflection) are included

# Standards Connections

## National Core Arts Standards

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

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

TH:Cr1.1.6.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.

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

TH:Pr4.1.7.a - Consider various staging choices to enhance the story 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 8

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

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

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

### 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:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

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

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

TH:Pr5.1.8.b - Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

### 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.

### 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.

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

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

TH:Pr5.1.HSIII.b - Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

### Refine new work through play, drama processes and theatre experiences using critical analysis and

### experimentation - Grade 6

TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

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

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

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

TH:Cr3.1.7.c - Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

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

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

### 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.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.

TH:Cr3.1.HSI.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

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

TH:Cr3.1.HSII.a - Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

### 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.

## Common Core

### Speaking and Listening

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.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.

CCSS.ELA-LITERACY.CCRA.L.5 - Demonstrate understanding

of figurative language, word relationships, and nuances in word meanings.

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.

### 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.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.6 - Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

### 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.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

CCSS.ELA-LITERACY.W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## 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.

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

7.TH:Pr4.a - Consider various staging choices to enhance the story 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.

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

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

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

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

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

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

6.TH:Pr5.b - Articulate how technical theatre elements are integrated into 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.

8.TH:Pr5.b - Use a variety of technical theatre elements to create a design for a rehearsal or drama/theatre production.

### 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: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.

Acc.TH:Pr5.b - Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.

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

Adv.TH:Pr5.b - Explain and justify the selection of technical theatre elements used to build a design that communicates the concept of a drama/theatre production.

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

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

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

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

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

7.TH:Cr3.c - Consider multiple planned technical theatre elements and designs during the rehearsal process for a devised or scripted drama/theatre work.

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

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

drama/ theatre work.

### **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: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:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

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

Acc.TH:Cr3.a - Use the rehearsal process to analyze the dramatic concept and design elements of a devised or scripted drama/theatre work.

### **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.

## **Florida Sunshine State Standards**

### **Critical Thinking & Reflection**

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

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

TH.912.C.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.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

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

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

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.

TH.912.O.3.1 - Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.

TH.912.O.3.3 - Analyze and demonstrate how to use various media to impact theatrical productions.

TH.912.O.3.6 - Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

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

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.2.1 - Create one or more technical design documents for a theatrical production.

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

TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.

TH.912.S.3.1 - Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

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

TH.912.S.3.9 - Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

## **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.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 7 - Responding**

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

### **Grade 7 - Connecting**

TA7.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Compare and contrast theatre with other art forms., b. Articulate relationships between theatre and life., c. Utilize a multi-disciplinary approach to create original theatre., d. Describe the careers and professional responsibilities associated with theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

### **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.

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

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 - ADVANCED DRAMA LEVELS I-IV -Performing**

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.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.

## **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.

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 - Aesthetics**

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

### **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.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 - Aesthetics**

I.AE.1.1 - Use technical knowledge and design skills to formulate designs.

### **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.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.

P.C.2.2 - Interpret monologues through formal and informal presentations.

### **Proficient High School Standards - Aesthetics**

P.AE.1.1 - Analyze design concepts for aesthetic impact of technical elements.

P.AE.1.2 - Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

### **Proficient High School Standards - Culture**

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

### **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.

### **Advanced High School Standards - Aesthetics**

A.AE.1.1 - Use technical knowledge and design skills to formulate designs for a specific audience.

A.AE.1.2 - Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

### **MS 117.211 LI - Foundations: Inquiry and Understanding**

C.1.B - expand body awareness and spatial perceptions using mime.

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 LII - Creative Expression: performance**

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

### **MS 117.212 LII - Foundations: Inquiry and Understanding**

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 LIII - Creative Expression: performance**

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

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.

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

### **MS 117.213 LIII - Foundations: Inquiry and Understanding**

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.

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

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

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

C.1.G - analyze and describe the interdependence of all theatrical elements.

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

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

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

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

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 LII - Creative Expression: production**

C.3.A - develop and practice technical theatre skills.

C.3.D - demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more

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

areas of theatre production such as acting, technical theatre, or theatre management.

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

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

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

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 117.317 LIII - Foundations: Inquiry and Understanding**

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.D - experiment with improvisation and scripted scenes of various styles to portray believable characters.

#### **HS 117.318 LIV - Foundations: Inquiry and Understanding**

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

#### **HS 117.318 LIV - Creative Expression: performance**

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

## **Alberta, Canada**

### **Speech Drama 10**

- 10 - demonstrate safe and appropriate projection
- 11 - demonstrate how phrasing and pausing, intonation, rate and rhythm affect meaning
- 2 - apply effective breathing techniques
- 3 - recognize the effect of good posture on voice
- 4 - demonstrate knowledge of the parts of the body that are associated with voice production: vocal tracts, lungs, diaphragm, bronchi, trachea, larynx, uvula, pharynx, vocal folds
- 5 - recognize how the jaw, lips, tongue, teeth and velum play an important role in articulation
- 7 - demonstrate knowledge of the terms intonation, pitch, projection, rate, volume, rhythm, resonance, pausing and phrasing in speech activities
- 8 - recognize the resonators' contribution to vocal quality
- 9 - use and practice levels of pitch

### **Speech Drama 20**

- 16 - communicate mood and emotion through voice
- 19 - examine the effect of subtext upon spoken interpretation
- 20 - apply movement and gesture to clarify and enhance spoken interpretation
- 21 - apply previously learned speech skills to

characterization and presentation

### **Improvisation Drama 10**

- 10 - demonstrate appropriate rehearsal methods
- 13 - communicate meaning without words
- 14 - discover how various emotions affect one vocally and physically
- 16 - make logical choices spontaneously within the boundaries of situation and character
- 19 - demonstrate techniques for creating effective entrances and exits, consistent with character
- 2 - demonstrate the ability to be still
- 24 - select and use vocal techniques appropriate to a character
- 25 - select and use language appropriate to character and situation
- 26 - use body language to add physical dimensions and depth to a character
- 27 - demonstrate economy in movement and speech by making appropriate selections
- 28 - demonstrate how attitude, and change in attitude, affects a character
- 30 - demonstrate understanding of and apply the concepts of a character's objectives and motivation
- 31 - demonstrate the ability to focus on, and achieve, the objective of a scene
- 32 - sustain a character throughout a scene or exercise
- 9 - use appropriate stage directions

### **Acting Drama 20**

- 3 - demonstrate understanding of and identity motivation and objectives (overall, main and immediate).
- 4 - demonstrate understanding that a character's behaviour is motivated by past, present and anticipated future experiences

### **Acting Drama 30**

- 18 - use various vocal skills to enhance characterization
- 19 - create a character's life that extends beyond, but is consistent with, the script
- 20 - physicalize character through selected and economical movement and gesture
- 21 - create appropriate stage business

### **Movement Drama 10**

- 1 - display the ability to be still
- 10 - demonstrate focus, concentration and energy in all movement and gesture
- 23 - demonstrate non-verbally the who, what, where, why and when of a story
- 5 - demonstrate effective breathing techniques
- 7 - display proper body alignment

### **Technical Theatre/Design 10-20-30 - Management - Business**

1 - demonstrate understanding of the duties of business management staff

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

1 - demonstrate understanding of the purpose of stage properties

### **Technical Theatre/Design 10-20-30 - Management - Set**

- 1 - demonstrate understanding of the purpose of stage scenery
- 10 - demonstrate understanding of and use ground plans
- 11 - demonstrate understanding of proper placement of

stage scenery: balancing, angling, masking, sight lines, backdrops, scrims

2 - recognize the importance of illusion in set design

3 - recognize the importance of artistic unity in set design

4 - recognize and use theatre terminology related to the proscenium

6 - recognize different types of stages: proscenium, thrust, arena, flexible

8 - recognize different types of scenery: bare stage, curtain set, drop and wing set, box set, unit set, suggestive or selective set, flats, projections, scrims, cyclorama

9 - demonstrate understanding of and use scale

### **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

4 - generate and collect ideas that have dramatic possibilities

5 - write a scenario

8 - use effective diction

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

32 - rehearse, polish and present text

### **Junior Goal II Objectives**

become familiar with disciplines that enhance dramatic process

become familiar with dramatic terminology and script format

develop belief in, identification with, and commitment to a role

develop the ability to give form or expression to feelings, ideas and images

develop the body and voice as tools of communication

explore specific techniques demanded by various dramatic forms

gain awareness of how the integration of disciplines enriches dramatic communication

### **Junior Goal III Objectives**

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

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

recognize the purposes of and participate in warmup activities

share ideas confidently with others

support positivity the work of others

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

17 - use movement to communicate non-verbally

6 - use proper posture

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

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

21 - display clarity of movement and gesture

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

3 - use effective breathing techniques

5 - recognize the need to control and protect the voice

6 - use volume appropriate to situation

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

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

13 - use voice to communicate mood and emotion

9 - use volume, articulation and projection to achieve clarity

### **Speech Level III - Advanced**

15 - demonstrate the effect of character on oral interpretation

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

### **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

18 - use voice variety to enhance a character

19 - discover how feelings affect 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

### **Junior Goal I Objectives**

develop a positive self-image

develop a sense of responsibility and commitment

develop self-confidence

develop self-discipline

develop the ability to initiate, organize and present a project within a given set of guidelines

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

explore and develop physical and vocal capabilities

extend the ability to explore, control and express emotions

extend the ability to think imaginatively and creatively

strengthen powers of concentration

### **Theatre Studies Level III - Advanced (The script)**

7 - define the elements of script, dialogue, directions, characters and settings

### **Technical Theatre - Levels I, II, III - Awareness**

1 - recognize the basic terminology associated with the component being studied

2 - demonstrate understanding of the basic functions of the component being studied.

3 - show awareness of the importance of research

4 - show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies

5 - demonstrate understanding of the various conventions of the components being studied

### **Technical Theatre - Levels I, II, III - Readiness**

10 - demonstrate understanding of and use appropriate



methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing

11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project

6 - demonstrate understanding of the importance of planning and organization

7 - select a project appropriate to the component being studied

8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect

9 - use sketching to explore ideas for the project

### Senior Goal I Objectives

apply imaginative and creative thought to problem-solving situations

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

demonstrate the ability to initiate, organize and present a project within a given set of guidelines

develop a positive and realistic self-image

develop a sense of inquiry and commitment to learning

extend physical and vocal capabilities

extend the ability to concentrate

extend the ability to control and express emotions

increase self-confidence

increase self-discipline

sharpen observations of people, situations and the environment

### 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 select appropriate physical and vocal expression for feelings, ideas and images

extend the ability to give form and expression to feelings, ideas and images

### Senior Goal III Objectives

explore various conventions and traditions of theatre

### Orientation Drama 10

concentrate on the task at hand

demonstrate effective use and management of time

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

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

listen to self and others

make effective decisions or choices

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 - Communicating and documenting

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

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

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

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

### GRADE 8 - ARTS - Exploring and creating

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

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

### GRADE 8 - ARTS - Reasoning and reflecting

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

Interpret and communicate ideas using symbols and elements to express meaning through the arts

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

### GRADE 9 - DRAMA - Communicating and documenting

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

### GRADE 9 - DRAMA - Connecting and expanding

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

Experiment with a range of props, processes, and

technologies

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 - Communicate and document**

Compose, interpret, and expand ideas using symbolism and imagery

#### **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

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

Experiment with a range of materials, props, processes, and technologies to create and refine performances

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

#### **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

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

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

Intentionally select and combine dramatic elements and conventions

#### **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

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 - Creating and Presenting - Presentation Techniques and 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)

## **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