



EAST MEETS WEST: THEATRE TRADITIONS

By MARSHA WALNER

We spend a lot of time in the classroom exploring, applying, and creating in a western theatrical tradition. But there are many more styles that students can explore, particularly to the east: Kabuki, Noh, Chinese Opera, and Sanskrit Theatre, for example. In this unit, students will be introduced to an element from each of these eastern styles, they will apply that element and build towards a culminating project. Throughout, students will develop a stronger understanding of both the theatre from their own culture and that of Eastern cultures.

1 - Western Theatre

Students will define Western theatre based on what we know about our culture and its storytelling traditions.

2 - Kabuki Theatre from Japan

Students explore Kabuki from Japan and use the Mie technique to display character in this for-the-masses spectacle form of theatre.

3 - Noh Theatre from Japan

Exploring Noh from Japan and how masks and movement techniques communicate character in a unique style of storytelling.

4 - Chinese Opera

Students explore Chinese opera and how some of what culture values can be seen in an exaggerated way on stage.

5 - Sanskrit Theatre from India

Students explore Sanskrit theatre from India and how rituals and intentional actions give strength and unity to the creative process.

6 - Scene Development

Students will form small groups and delve into one style. They will use that style to retell a common folktale or story, conceptualizing how their story will unfold on stage.

7 - Scene Building and Polish

Groups will polish their piece, ensuring everyone is clear on their responsibilities as well as requesting any production elements necessary.

8 - Final Preparations

Final preparations for the performance during this class, including making and incorporating props or costumes and polishing the scenes.

9 - Performance

Final performances will occur on this day, with audience members offering observation-based feedback.

Standards Connections

National Core Arts Standards

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.

Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Advanced

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

Perceive and analyze artistic work - Grade HS Advanced

TH:Re7.1.HSIII.a - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7

TH:Cn11.1.7.a - Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.

Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HSI.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

TH:Cn11.1.HSI.a - Explore how cultural, global, and historic belief systems affect creative choices 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.

Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HSII.b - Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

Organize and develop artistic ideas and work - Grade HS Advanced

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

Convey meaning through the presentation of artistic work - Grade 6

TH:Pr6.1.6.a - Adapt a drama/theatre work and present it informally for an audience.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 6

TH:Cn11.2.6.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

Convey meaning through the presentation of artistic work - Grade 7

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

Convey meaning through the presentation of artistic work - Grade 8

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

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 8

TH:Cn11.2.8.b - Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.a - Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

Apply criteria to evaluate artistic work - Grade HS Advanced

TH:Re9.1.HSIII.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

Common Core

Speaking and Listening

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

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

California VAPA Standards (2019)

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.

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

Acc.TH:Cr1.a - Investigate historical and cultural conventions and their impact on the visual composition of a

drama/theatre work.

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

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

Adv.TH:Re7 Perceive and analyze artistic work.

Adv.TH:Re7 - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

7.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

7.TH.Cn11.1.a - Incorporate music, dance, art, and/or media arts to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.

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

Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

Prof.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Prof.TH.Cn11.1.a - Explore how cultural, global, and historic belief systems affect creative choices 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:Re8 Interpret intent and meaning in artistic work.

Acc.TH:Re8.b - Apply concepts from a drama/theatre work for personal realization about cultural contexts and understanding.

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

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

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

6.TH:Pr6 - Adapt a piece of literature and present it for an audience.

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

6.TH:Cn11.2.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

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

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

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

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

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

understanding.

8.TH:Cn11.2.b - Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

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

Acc.TH:Re9.a - Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria

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

Adv.TH:Re9.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

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.1.3 - Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

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

Historical & Global Connections

TH.912.H.1.3 - Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.

Organizational Structure

TH.912.O.1.2 - Compare the conventions of western theatre with eastern theatre practices.

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.2.2 - Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.

Skills, Techniques & Processes

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

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

Georgia Performance Standards 2017 - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

Grade 6 - Performing

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch,

volume, inflection, posture, facial expression, physical movement), b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

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 6 - Connecting

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

Grade 7 - Creating

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

Grade 7 - Performing

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

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.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play), d. Draw conclusions about the influence of theatre on society.

Grade 8 - 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.

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.

Grade 8 - Responding

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles), d. Demonstrate appropriate audience behaviors.

Grade 8 - Connecting

TA8.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play), d. Discuss theatre's role in reflecting the culture of a society.

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 - ACTING LEVELS I-IV - Connecting

TAHSA.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine and apply theatrical theories, performances, and conventions from a variety of theatrical literature, historical periods, and cultures.

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

TAHSAD.CR.1 - Organize, design, and refine theatrical work., a. Examine various theories of dramatic structure., b. Engage in and apply meaningful cultural, literary, and historical

research to create acting choices or directorial concepts.

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

TAHSAD.RE.2 - Critique various aspects of theatre and other media using appropriate supporting evidence., a. Utilize constructive criticism and appropriate theatre terminology to modify and improve performance choices.

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

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

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

TAHSFT.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Identify and analyze plays and dramas from a variety of historical periods and cultures., b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre., c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development., d. Interpret cultural and historical research for use in a production.

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.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

Beginning High School Standards - Culture

B.CU.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.

Advanced High School Standards - Culture

A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.

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

Tennessee Theatre Curriculum Standards

GRADES 6-8

2.0 Character Acting - Students will develop basic acting skills by portraying characters in improvised and scripted scenes.

4.0 Directing - Students will direct by organizing rehearsals for improvised and scripted scenes.

5.0 Research - Students will research by using cultural and historical information to support improvised and scripted scenes.

GRADES 9-12

2.0 Character Acting - Students will act by developing, communicating, and sustaining characters in improvisations and in informal or formal productions.

3.0 Scene Design - Students will design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.

4.0 Directing - Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

5.0 Research - Students will research by evaluating and synthesizing cultural and historical information to support artistic choices.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Historical and cultural relevance

C.4.A - demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities.

C.4.B - explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society.

MS 117.211 LI - Critical evaluation and response

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

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

MS 117.213 LIII - Historical and cultural relevance

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

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

HS 117.315 LI - Foundations: Inquiry and Understanding

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

HS 117.315 LI - Historical and cultural relevance

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

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

dramatic literature.

HS 117.315 LI - Critical evaluation and response

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

HS 117.316 LII - Historical and cultural relevance

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

HS 117.316 LII - Critical evaluation and response

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

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

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.B - experiment with stage movement.

HS 117.317 LIII - Historical and cultural relevance

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

HS 117.317 LIII - Critical evaluation and response

C.5.A - compare behavior at various types of performances and practice appropriate audience etiquette.

HS 117.318 LIV - Historical and cultural relevance

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

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

Alberta, Canada

Technical Theatre/Design 10-20-30 - Costume

1 - demonstrate understanding of the purpose of costume

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

1 - recognize theatre has evolved as a traditional art form

Junior Goal II Objectives

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

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
listen effectively
meet deadlines and follow through on individual and group commitments
move in a variety of ways
offer and accept constructive criticism, given specific guidelines, with a desire to improve
recognize that there is an historical and cultural aspect of drama/theatre
support positivity the work of others
work cooperatively and productively with all members of the class in pairs, small groups and large groups

Junior Goal I Objectives

develop the ability to initiate, organize and present a project within a given set of guidelines
develop the ability to interact effectively and constructively in a group process

develop the ability to offer and accept constructive criticism
explore and develop physical and vocal capabilities

Theatre Studies Level II - Intermediate (Theatre History)

4 - recognize that drama exists in every culture

Senior Goal I Objectives

demonstrate the ability to offer, accept, and reflect upon, constructive criticism

Orientation Drama 10

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

listen to self and others

make effective decisions or choices

solve problems imaginatively and creatively

British Columbia (2018)

GRADE 9 - DRAMA - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama

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

GRADE 9 - DRAMA - Communicating and documenting

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

GRADE 9 - DRAMA - Connecting and expanding

Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts

GRADE 10 - DRAMA - Explore and Create

Create dramatic works with an intended audience in mind

GRADE 10 - DRAMA - Reason and reflect

Examine the influences of social, cultural, historical, environmental, and personal context on drama

GRADE 10 - DRAMA - Connect and expand

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic performance

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

Create dramatic works for an intended audience

Purposefully select and combine dramatic elements and conventions

GRADE 11 - DRAMA - Reason and reflect

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

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

GRADE 11 - DRAMA - Connect and expand

Explore the impacts of dramatic works on culture and society

GRADE 12 - DRAMA - Explore and Create

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

Develop dramatic works for an intended audience

Intentionally select and combine dramatic elements and conventions

GRADE 12 - DRAMA - Reason and reflect

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

GRADE 12 - DRAMA - Connect and expand

Examine the impacts of dramatic works on culture and society

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

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

Grades 9 & 10 - Foundations - Context and Influences

C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)

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)

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

B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)