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# ELIZABETHAN THEATRE

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How do you introduce students to Shakespeare? This unit introduces the Bard through life in Elizabethan England and the playwrights, players, and playhouses. It also explores how to approach unfamiliar words and context clues in Shakespeare's texts.

## 1 - Playwrights & Players

This session introduces students to the Elizabethan Era, and its' key playwrights and players.

## 2 - Strange Language

Students learn how to use context clues to approach the unfamiliar words they will find in Shakespeare's language.

## 3 - Context Clues

Students review context clues and apply it to the Prologue from Romeo and Juliet.

## 4 - Playhouses

Students are introduced to three of the most important playhouses in the Elizabethan Era, as well as the areas of the Globe Theatre.

## 5 - Crime Scene Clues

Students apply their knowledge of context clues to find meaning in the Tomb Scene from Romeo and Juliet.

## 6 - Expanding the Unit

You can add an additional three or four lessons to this unit by adding another performance opportunity.

# Standards Connections

## National Core Arts Standards

### 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.

### 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.

### Generate and conceptualize artistic ideas and work - High School Advanced

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

### Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

### Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

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

TH:Cn11.1.6.a - Identify universal themes or common social issues and express them through a drama/theatre work.

### Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

### Develop and refine artistic techniques and work for presentation - Grade 7

TH:Pr5.1.7.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

### 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.

### 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.

### Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

### Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.c - Identify a specific audience or purpose for a drama/theatre work.

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

TH:Cn11.2.7.b - Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

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

TH:Cr3.1.HSIII.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

## 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.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.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.

### Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### 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.

### **History/Social Studies**

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

## **California VAPA Standards (2019)**

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

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

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

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

### **6.TH:Cr2 Organize and develop artistic ideas and work.**

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

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

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

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

6.TH:Cn11.1.a - Identify universal themes or common social issues and express them through a drama/theatre work.

### **7.TH:Cr2 Organize and develop artistic ideas and work.**

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

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

7.TH:Pr5.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

### **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.

### **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.

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

Adv.TH:Cr2.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

### **6.TH:Re9 Apply criteria to evaluate artistic work.**

6.TH:Re9.b - Identify a specific audience or purpose for a drama/theatre work.

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

7.TH:Cn11.2.b - Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

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

Adv.TH:Cr3.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

## **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.1.4 - Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

### **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.

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

TH.912.S.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

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

## **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 - 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.

### **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 - 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 - 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 -Connecting**

TAHSAD.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Explore the impact of theatre on the quality of life in various societies.

### **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 - THEATRE HISTORY AND LITERATURE I AND II - Creating**

TAHSTL.CR.1 - Develop original theatre literature., a. Compare and summarize theatre literature from various historical periods, cultures, and styles., b. Examine and outline the steps and conventions involved in the creation of a theatre text., c. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises).

### **Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Performing**

TAHSTL.PR.1 - Analyze characters in theatre literature from the perspective of an actor/performer., a. Use performance (e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play.

### **Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Connecting**

TAHSTL.CN.1 - Connect theatre literature to its dramaturgical contexts and other disciplines., a. Trace the development of theatre from earliest forms to contemporary forms., b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions., c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature., d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.

## **North Carolina Essential Standards**

### **Beginning High School Standards - Communication**

B.C.2.2 - Interpret various selections of dramatic literature through formal and informal presentations.

### **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.2.2 - Interpret scenes through formal and informal presentations.

### **Intermediate High School Standards - Analysis**

I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

### **Intermediate High School Standards - Culture**

I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.

### **Advanced High School Standards - Communication**

A.C.2.2 - Interpret scripts through formal and informal presentations.

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

### **MS 117.211 LI - Creative Expression: performance**

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

### **MS 117.211 LI - Critical evaluation and response**

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

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

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

### **MS 117.212 LII - 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.

### **MS 117.212 LII - Critical evaluation and response**

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

### **MS 117.213 LIII - Creative Expression: performance**

B.2.C - create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively.

### **MS 117.213 LIII - Historical and cultural relevance**

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

### **MS 117.213 LIII - Critical evaluation and response**

B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.

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

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

### **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.A - analyze and apply appropriate behavior at various types of live performances.

### **HS 117.316 LII - Historical and cultural relevance**

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

### **HS 117.317 LIII - Foundations: Inquiry and Understanding**

C.1.D - analyze and evaluate dramatic structure and genre.

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

C.1.E - evaluate theatrical conventions of various cultural and historical periods.

### **HS 117.318 LIV - Historical and cultural relevance**

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

## **Alberta, Canada**

### **Improvisation Drama 10**

13 - communicate meaning without words

16 - make logical choices spontaneously within the boundaries of situation and character

32 - sustain a character throughout a scene or exercise

### **Acting Drama 20**

1 - analyze a script for explicit character clues

12 - analyze script for clues to create antecedent action

13 - create antecedent action for character

14 - identify and use operative words in a script

15 - analyze script for a character's transitions

4 - demonstrate understanding that a character's behaviour is motivated by past, present and anticipated future experiences

6 - demonstrate a character's immediate or moment-to-moment objectives within a scene

9 - demonstrate the ability to pick up cues effectively

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

1 - recognize theatre has evolved as a traditional art form

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

26 - pick up cues effectively

30 - analyze text for meaning and character development

### **Junior Goal II Objectives**

become familiar with dramatic terminology and script format

### **Junior Goal III Objectives**

develop awareness of various conventions of theatre

### **Junior Orientation**

listen effectively

recognize that there is an historical and cultural aspect of drama/theatre

recognize the purposes of and participate in warmup activities

share ideas confidently with others

show awareness of story sequence

### **Junior Goal I Objectives**

develop a positive self-image

develop self-confidence

develop self-discipline

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

strengthen powers of concentration

### **Theatre Studies Level II - Intermediate (Theatre History)**

6 - show awareness of selected periods and playwrights

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

12 - analyze a script to identify character, setting and plot

9 - read a script aloud

### **Senior Goal I Objectives**

develop a positive and realistic self-image  
develop a sense of inquiry and commitment to learning  
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  
explore various approaches to analyzing a script for purposes of study and/or presentation

### **Senior Goal III Objectives**

explore various conventions and traditions of theatre

### **Orientation Drama 10**

concentrate on the task at hand  
demonstrate self-discipline, self-direction and a sense of responsibility  
listen to self and others  
share ideas confidently  
work cooperatively and productively

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Exploring and creating**

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

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

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

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**

Reflect on works of art and creative processes to understand artists' intentions

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 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**

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

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

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

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**

Reflect on works of art and creative processes to understand artists' intentions

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**

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

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

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

### **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

Reflect on works of art and creative processes to understand artists motivations and meanings

### **GRADE 8 - ARTS - Communicating and documenting**

Take creative risks to express feelings, ideas, and experiences

### **GRADE 9 - DRAMA - Exploring and creating**

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

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

Take creative risks to experience and express thoughts, emotions, and meaning

### **GRADE 9 - DRAMA - Reasoning and reflecting**

Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

Receive, offer, and apply constructive feedback

### **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 - Reason and reflect**

- Apply feedback to develop and refine ideas
- Describe, analyze, and respond using drama-specific language
- Examine the influences of social, cultural, historical, environmental, and personal context on drama
- Reflect on dramatic experiences and how they relate to a specific place, time, and context

### **GRADE 10 - DRAMA - Connect and expand**

- Demonstrate respect for self, others, and the audience

### **GRADE 11 - DRAMA - Explore and Create**

- 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
- Improvise and take creative risks using imagination, exploration, and inquiry
- Purposefully select and combine dramatic elements and conventions

### **GRADE 11 - DRAMA - Reason and reflect**

- Demonstrate awareness of self, others, and audience
- Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works
- Receive and apply constructive feedback to develop and refine ideas
- Reflect on aesthetic experiences and how they relate to a specific place, time, and context

### **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
- Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works
- Improvise and take creative risks using imagination, exploration, and inquiry
- 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
- Receive, provide, and apply constructive feedback to refine dramatic works
- Reflect on aesthetic experiences and how they relate to a specific place, time, and context

### **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

### **Grades 9 & 10 - Foundations - Responsible Practices**

- C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

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

### **Grades 9 & 10 - Foundations - 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)

## **Virginia Standards Of Learning (2020)**

### **Theatre Arts I: Introduction to Theatre**

- TI.6 - The student will explore historical and cultural aspects of theatrical works.

### **Theatre Arts II: Dramatic Literature And Theatre History**

- TII.6 - The student will explore historical and cultural aspects of theatrical works.