



FOUNDATIONS OF ACTING

By ANNIE DRAGOO

Students will demonstrate an understanding of the foundations of acting. At the end of the unit, students will be able to understand the value of making rich acting choices on stage.

This unit gives students an opportunity to explore and develop acting skills on a more advanced level, regardless of experience. They will explore skills, including voice, movement, emotional recall, memory, playing objectives, and character development culminating in a final scene.

1 - The Actor and the Stage

In this lesson, students have an opportunity to explore all the different areas of the stage and the positions which an actor uses to command attention.

2 - The Actor's Voice

In this lesson, students have an opportunity to practice vocal expression by reciting nursery rhymes with three different vocal varieties. They will receive instant feedback from their peers and teacher.

3 - Using Emotional Recall

During this lesson, students will explore how the five senses can be used by actors as a technique to create a character.

4 - Objectives and Tactics

During this lesson, the student will perform open scenes to practice using multiple tactics to achieve the character's objectives in a scene.

5 - Character History

During this lesson, students are challenged to devise interesting characters by creating a character history and then using that information in a character improv. This exercise will allow students to practice a portion of the necessary work to build a multi-dimensional character.

6 - Enriching Your Choices

In this lesson, students will use the act of entering and exiting a scene in character to demonstrate character choice.

7 - The Scene

In this culminating exercise, students will prepare a scene using what they have learned throughout the unit.

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.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 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.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.a - Explore different pacing to better communicate the story in a drama/theatre work.

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

Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HSI.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

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

TH:Pr4.1.HSI.a - Examine how character relationships assist in telling the story of a drama/theatre work.

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

Generate and conceptualize artistic ideas and work - High School Accomplished

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

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.

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.

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.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6

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

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.

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.

Common Core

Speaking and Listening

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

Language

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

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

Reading: Literature

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

Language

CCSS.ELA-LITERACY.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.

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.b - Explore a scripted or improvised character by imagining the given circumstances 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.b - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

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

8.TH:Pr4.a - Explore different pacing to better communicate the story in a drama/theatre work.

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

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

Prof.TH:Cr1.b - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

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

Prof.TH:Pr4.a - Examine how character relationships assist in telling the story of a drama/theatre work.

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

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

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

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.

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.

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.

6.TH:Cr3 Refine and complete artistic 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:Pr6 Convey meaning through the presentation of artistic work.

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

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.

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.

Innovation, Technology & the Future

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

Skills, Techniques & Processes

TH.912.S.1.2 - Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.

TH.912.S.2.3 - Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

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

TH.912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

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

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between

characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

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.

Grade 7 - Performing

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

Grade 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (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.

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

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

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

TAHSA.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the voice, body, observation, and imagination as tools of the actor in presentations of formal and informal theatre., b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences., c. Act by developing, communicating, and sustaining roles within a variety of situations and environments., d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew., e. Use the skills and tools of a director to conduct rehearsals for performance.

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

TAHSAD.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the skills and tasks associated with acting, incorporating voice, body, observation, and imagination to create characters for formal and informal performances., b. Implement the duties of the stage manager, including communication and safety procedures, that will assist the director in all areas of production., c. Develop a schedule and organizational plan to prepare a scene for performance, including a rehearsal schedule and a prompt script., d. Conduct rehearsals and present a full theatrical presentation to a live audience.

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

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

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.

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

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.

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.

I.C.2.2 - Interpret scenes through formal and informal presentations.

Proficient High School Standards - Communication

P.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to develop characters.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Foundations: Inquiry and Understanding

C.1.A - develop characterization based on sensory and emotional recall.

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

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

MS 117.211 LI - Creative Expression: performance

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

C.2.B - imagine and clearly describe characters, their relationships, and their surroundings.

C.2.E - express emotions and ideas using interpretive movements and dialogue.

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

MS 117.212 LII - Foundations: Inquiry and Understanding

B.1.A - explore characterization using sensory and emotional recall.

B.1.C - create expressive and rhythmic movements.

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.

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

B.2.G - create improvised scenes that include setting, character, and plot.

MS 117.213 LIII - Foundations: Inquiry and Understanding

B.1.B - explore preparation and warm-up techniques.

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.

B.2.B - portray characters through familiar movements and

dialogue.

B.2.D - express thoughts and feelings using effective voice and diction.

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.

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

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

HS 117.316 LII - Foundations: Inquiry and Understanding

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

HS 117.316 LII - Creative Expression: performance

C.2.B - explore creativity as it relates to self and ensemble.

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

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

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

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.A - apply theatre preparation and warm-up techniques effectively.

C.1.B - experiment with stage movement.

HS 117.317 LIII - Creative Expression: performance

C.2.A - employ safe, appropriate techniques to allow for physical, vocal, and emotional expression.

HS 117.318 LIV - Creative Expression: performance

C.2.A - model safe, appropriate techniques to allow for physical, vocal, and emotional expression.

C.2.B - demonstrate creativity as it relates to self and ensemble and its effect on audience.

C.2.D - interpret scripted scenes of various styles to portray believable characters.

Alberta, Canada

Speech Drama 10

11 - demonstrate how phrasing and pausing, intonation, rate and rhythm affect meaning

Speech Drama 30

23 - use vocal variety in character development

Improvisation Drama 10

1 - use warmup techniques for preparation of body, voice and mind

10 - demonstrate appropriate rehearsal methods

11 - apply the essential elements of a story: character, setting, conflict, climax and plot in planned and unplanned scenes

- 13 - communicate meaning without words
- 24 - select and use vocal techniques appropriate to a character
- 3 - maintain concentration during exercises
- 7 - examine and express feelings
- 9 - use appropriate stage directions

Acting Drama 20

- 1 - analyze a script for explicit character clues
- 3 - demonstrate understanding of and identify motivation and objectives (overall, main and immediate).
- 5 - demonstrate a character's main objective within a scene
- 6 - demonstrate a character's immediate or moment-to-moment objectives within a scene

Acting Drama 30

- 18 - use various vocal skills to enhance characterization
- 20 - physicalize character through selected and economical movement and gesture

Junior Goal II Objectives

- become familiar with dramatic terminology and script format

Junior Orientation

- communicate through use of voice and body
- 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
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Speech Level II - Intermediate

- 11 - use pitch to effect quality of voice production
- 13 - use voice to communicate mood and emotion
- 9 - use volume, articulation and projection to achieve clarity

Improvisation/Acting Level I - Beginning

- 1 - use warm-up techniques for preparation of body, voice and mind
- 10 - use essential story elements in spontaneous and planned scenes
- 7 - use stage vocabulary: stage areas, body positions and crosses
- 8 - demonstrate appropriate rehearsal behaviours and routines

Improvisation/Acting Level II - Intermediate

- 18 - use voice variety to enhance a character
- 20 - enter and exit in character
- 21 - sustain a character throughout an exercise or scene

Junior Goal I Objectives

- develop a sense of responsibility and commitment
- develop self-confidence
- develop self-discipline
- develop the ability to initiate, organize and present a project within a given set of guidelines
- develop the ability to interact effectively and constructively in a group process
- extend development of sensory awareness

- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

Theatre Studies Level III - Advanced (The script)

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

Senior Goal I Objectives

- demonstrate a sense of inquiry and commitment, individually and to the group
- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate the ability to contribute effectively and constructively to the group process
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines
- demonstrate the ability to recall and use sensory information
- extend physical and vocal capabilities
- extend the ability to concentrate
- increase self-confidence
- increase self-discipline

Senior Goal II Objectives

- be capable of creating and expressing a believable character from scripted and non-scripted material

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
- display consideration and respect for self and others
- listen to self and others
- make effective decisions or choices
- positively support the work of others
- share ideas confidently
- solve problems imaginatively and creatively
- work cooperatively and productively

British Columbia (2018)

GRADE 6 - ARTS - Communicating and documenting

- Express, feelings, ideas, and experiences through the arts
- Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Communicating and documenting

- Express, feelings, ideas, and experiences through the arts
- Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Communicating and documenting

- Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

- 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 - Connecting and expanding

- Collaborate through reciprocal relationships during creative processes
- Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Explore and Create

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

Improvise and take creative risks using imagination, exploration, and inquiry

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 dramatic works for an intended audience

Improvise and take creative risks using imagination, exploration, and inquiry

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

Grade 11 - Foundations - Responsible Practices

C.3.1 - identify and follow safe and ethical practices in all drama activities

C.3.2 - demonstrate an understanding of the tasks and responsibilities involved in producing drama works

C.3.3 - demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts

Grade 11 - Foundations - Concepts and Terminology

C.1.2 - use correct terminology for the various components and processes of their own and others' drama works

Grade 11 - Creating and Presenting - Presentation Techniques & Technologies

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

Grade 12 - Foundations - Responsible Practices

C.3.1 - identify and follow safe and ethical practices in all drama activities

C.3.2 - demonstrate an understanding of the tasks and responsibilities involved in producing drama works

C.3.3 - demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts

Ontario, Canada

Grade 7 - Creating and Presenting

B1.3 - plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives

Grade 8 - Creating and Presenting

B1.3 - plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role

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)

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