



# IMPROVISATION

By KAREN LOFTUS

Students sharpen their listening and reaction skills through improv games, exercises, and scenes. They will learn 5 specific guidelines to apply to their improvisation: accept the offer, bring information to the scene, make active choices, make your partner look good, and don't force the humour.

There are so many different ways to approach a unit on improvisation. Keep in mind that you will have students who are really excited about this unit and some students who dread it. It's best to start with low risk games and exercises and then build up to higher risk ones. Low risk games in this situation mean partnered interactions that aren't shared with the whole class. Teachers can also refer to the Pacing Guide for more details and ways to supplement with other DTA materials.

The unit culminates in a short improv performance. A rubric is included for the performance as long as journal prompts and exit slips.

## 1 - Accept the Offer

Students apply this guidelines through the games "Yes and..." "Yes Let's," and Low Risk Experts.

## 2 - Make Choices/Bring Information

Students learn the word "endow" and apply the concept through the exercise Low Risk Endowment.

## 3 - Take the Active Choice

Students discuss what it means to take the active choice and apply the concept in Quiet Scenes.

## 4 - Make Your Partner Look Good

Students apply this guideline through the games Cars, Vans, Buses, Blocking on Purpose, Questions Only and Here Comes Charley.

## 5 - Relax, Have Fun and Don't Force the Humour

Students discuss what it means to not "force" the humour. They play all the games from the unit in a high risk setting, as volunteers in front of the class.

## 6 - Unit Project

The final project will allow the students to demonstrate their improv skills in a 2-person scene. A rubric and final reflection is included.

# Standards Connections

## National Core Arts Standards

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

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 6

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 7

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

### 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.

### Perceive and analyze artistic work - Grade HS Proficient

TH:Re7.1.HSI.a - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### 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.

### 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.

### 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.

### Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising 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.

### 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.

### 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.

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

TH:Re9.1.6.a - Use supporting evidence and criteria to evaluate

### 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

### 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.

### Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.c - Verify how a drama/theatre work communicates for a specific purpose and audience.

## 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.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Language

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

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.3 - 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.

## California VAPA Standards (2019)

### 6.TH:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

6.TH:Pr4.b - Experiment with various physical choices to communicate character in a drama/theatre work.

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

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

### 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.

### Prof.TH:Re7 Perceive and analyze artistic work.

Prof.TH:Re7 - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### 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.

### 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.

### 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:Cr2 Organize and develop artistic ideas and work.

8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising 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.

### 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:Cr3 Refine and complete artistic work.

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

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

6.TH:Re9.a - Use supporting evidence and criteria to evaluate 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.

### 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.

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

Acc.TH:Re9.b - Justify how a drama/theatre work communicates for a specific purpose and audience.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

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

TH.912.C.2.6 - Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.

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

### Historical & Global Connections

TH.912.H.1.5 - Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

TH.912.H.2.9 - Create scenes that satirize current political or social events.

### 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.

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

TH.912.F.3.4 - Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

### Organizational Structure

TH.912.O.2.8 - Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

### Skills, Techniques & Processes

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.

## 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.

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

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

### **Proficient High School Standards - Communication**

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

P.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.

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

A.C.2.1 - Use improvisation and acting skills to perform for a formal audience using prompts provided by the audience.

### **Advanced High School Standards - Culture**

A.CU.2.2 - Integrate conventions and structures of theatre when creating formal or informal theatre productions.

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

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

C.1.D - develop an understanding of the mechanisms of vocal production.

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

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

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

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

C.3.B - create suitable environments for dramatizations.

### **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.D - develop an increased understanding of the mechanisms of vocal production.

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

### **MS 117.212 LII - Creative Expression: performance**

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

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

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

### **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 - Foundations: Inquiry and Understanding**

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

B.1.C - create expressive movement and mime to define space and characters.

B.1.D - demonstrate an increased understanding of the mechanisms of vocal production.

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

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

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

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

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

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

### **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.D - develop and practice effective voice and diction to express thoughts and feelings.

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

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

### **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 117.315 LI - Critical evaluation and response**

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

C.5.H - connect theatre skills and experiences to higher education and careers outside of the theatre.

### **HS 117.316 LII - Foundations: Inquiry and Understanding**

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

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

### **HS 117.316 LII - Creative Expression: performance**

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

C.2.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.

### **HS 117.316 LII - Critical evaluation and response**

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

C.5.G - connect theatre skills and experiences to higher education and careers outside of the theatre.

### **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.

C.2.D - experiment with improvisation and scripted scenes of various styles to portray believable characters.

### **HS 117.317 LIII - Critical evaluation and response**

C.5.G - relate theatre skills and experiences to higher education and careers outside of the theatre.

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

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

### **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.E - create individually or devise collaboratively imaginative scripts and scenarios.

## **Alberta, Canada**

### **Speech Drama 10**

- 10 - demonstrate safe and appropriate projection
- 13 - speak spontaneously within a given context
- 2 - apply effective breathing techniques
- 3 - recognize the effect of good posture on voice
- 9 - use and practice levels of pitch

### **Speech Drama 20**

20 - apply movement and gesture to clarify and enhance spoken interpretation

### **Speech Drama 30**

23 - use vocal variety in character development

### **Improvisation Drama 10**

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

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

15 - initiate a dramatic situation in response to a given stimulus

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

17 - demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively

24 - select and use vocal techniques appropriate to a character

25 - select and use language appropriate to character and situation

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

3 - maintain concentration during exercises

8 - tell a story spontaneously

9 - use appropriate stage directions

### **Improvisation Drama 20**

33 - sustain a single character in a variety of situations

34 - demonstrate the techniques of sharing, giving and taking focus

36 - integrate improvisational skills learned, in planned and spontaneous improvisations

### **Acting Drama 20**

10 - critique the work of self and others through observation

of specific details

7 - demonstrate the ability to play a character from the character's point of view

9 - demonstrate the ability to pick up cues effectively

### **Acting Drama 30**

18 - use various vocal skills to enhance characterization

20 - physicalize character through selected and economical movement and gesture

21 - create appropriate stage business

22 - display appropriate character relationships with all other characters in a scene

### **Movement Drama 10**

10 - demonstrate focus, concentration and energy in all movement and gesture

5 - demonstrate effective breathing techniques

7 - display proper body alignment

### **Playwriting - Drama 20**

13 - give and accept constructive criticism

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

26 - pick up cues effectively

### **Junior Goal II Objectives**

develop the body and voice as tools of communication

### **Junior Goal III Objectives**

develop awareness of various conventions of theatre

### **Junior Orientation**

communicate through use of voice and body

demonstrate a willingness to take calculated and reasonable risks

demonstrate trust by becoming comfortable, physically and emotionally, with others

focus concentration on one task at a time

generate imaginative and creative solutions to problems

listen effectively

move in a variety of ways

offer and accept constructive criticism, given specific guidelines, with a desire to improve

recognize the purposes of and participate in warmup activities

respond to directions without breaking concentration-side coaching

share ideas confidently with others

show awareness of story sequence

speak, move, and generate ideas spontaneously

support positively the work of others

work cooperatively and productively with all members of the class in pairs, small groups and large groups

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

13 - control focus and energy in movement and gesture

17 - use movement to communicate non-verbally

2 - demonstrate awareness of personal and shared space

6 - use proper posture

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

8 - display increased freedom of movement

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

1 - speak spontaneously

3 - use effective breathing techniques

4 - use techniques of storytelling

5 - recognize the need to control and protect the voice



- 6 - use volume appropriate to situation
- 8 - understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation

### Speech Level II - Intermediate

- 9 - use volume, articulation and projection to achieve clarity

### Speech Level III - Advanced

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

### 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
- 11 - create a dramatic situation in response to varied stimuli: objects, pictures, music
- 12 - make logical choices within the boundaries of situation and character
- 2 - respond to directions without breaking concentration-side coaching
- 5 - create and tell a story spontaneously
- 6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot
- 7 - use stage vocabulary: stage areas, body positions and crosses
- 8 - demonstrate appropriate rehearsal behaviours and routines
- 9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

### Improvisation/Acting Level II - Intermediate

- 13 - recognize the techniques of offering, accepting, advancing and blocking
- 14 - use varied stimuli for character development
- 15 - use the body and body language to enhance characterization
- 17 - select and use language appropriate to a given character and situation
- 18 - use voice variety to enhance a character
- 20 - enter and exit in character
- 21 - sustain a character throughout an exercise or scene
- 22 - create business appropriate to character and situation
- 24 - recognize that relationships exist between characters in given situations
- 25 - demonstrate understanding of focus and the processes of sharing, giving and taking

### Junior Goal I Objectives

- develop a positive self-image
- develop a sense of responsibility and commitment
- develop self-confidence
- develop self-discipline
- develop the ability to initiate, organize and present a project within a given set of guidelines
- develop the ability to interact effectively and constructively in a group process
- develop the ability to offer and accept constructive criticism
- develop the willingness to make a decision, act upon it and accept the results
- explore and develop physical and vocal capabilities
- extend the ability to think imaginatively and creatively
- extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences
- strengthen powers of concentration

### Theatre Studies Level 1 - Beginning (performance analysis)

- 2 - identify specific criteria to assess a presentation

### Technical Theatre - Application

- 16 - demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication

### Senior Goal I Objectives

- apply imaginative and creative thought to problem-solving situations
- demonstrate a sense of inquiry and commitment, individually and to the group
- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate respect for others-their rights, ideas, abilities and differences
- demonstrate the ability to considered decisions, act upon them and accept the results
- demonstrate the ability to offer, accept, and reflect upon, constructive criticism
- develop a positive and realistic self-image
- extend the ability to concentrate
- increase self-confidence
- increase self-discipline

### Senior Goal II Objectives

- be capable of creating and expressing a believable character from scripted and non-scripted material
- develop the ability to select appropriate physical and vocal expression for feelings, ideas and images
- extend the ability to give form and expression to feelings, ideas and images

### Orientation Drama 10

- concentrate on the task at hand
- demonstrate self-discipline, self-direction and a sense of responsibility
- demonstrate trust by becoming comfortable with others, physically and emotionally
- display consideration and respect for self and others
- listen to self and others
- make effective decisions or choices
- offer and accept constructive criticism with a desire to progress
- positively support the work of others
- solve problems imaginatively and creatively
- 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

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

### GRADE 6 - ARTS - Reasoning and reflecting

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

### GRADE 6 - ARTS - Communicating and documenting

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

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

#### **GRADE 7 - ARTS - Exploring and creating**

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

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

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

Experience, document, choreograph, perform, and share creative works in a variety of ways

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

#### **GRADE 8 - ARTS - Exploring and creating**

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

#### **GRADE 8 - ARTS - Reasoning and reflecting**

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

#### **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

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

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

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

Receive, offer, and apply constructive feedback

#### **GRADE 9 - DRAMA - Connecting and expanding**

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

Reflect on creative processes to make connections to personal learning and experiences

#### **GRADE 10 - DRAMA - Explore and Create**

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 dramatic works through presentation or performance

Improvise and take creative risks to express meaning

#### **GRADE 10 - DRAMA - Reason and reflect**

Apply feedback to develop and refine ideas

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

Demonstrate respect for self, others, and the audience

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

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

Develop and refine performance skills in a variety of contexts

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

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

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

#### **GRADE 11 - DRAMA - Connect and expand**

Demonstrate awareness of self, others, and audience

#### **GRADE 12 - DRAMA - Explore and Create**

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

Develop and refine performance skills in a variety of contexts

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

#### **GRADE 12 - DRAMA - Reason and reflect**

Receive, provide, and apply constructive feedback to refine dramatic works

Use self-reflection and awareness of audience to refine ideas

#### **GRADE 12 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

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

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

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness 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 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

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

### **Grades 9 & 10 - 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)