



# INTRODUCTION TO MUSICAL THEATRE: MOVEMENT

By ANNIE DRAGOO

Musical theatre performers use their bodies to sing, to dance, and to act. We must think of our bodies as instruments and learn to use our instruments properly in order to be better musical theatre performers.

The overall objective with this unit, by Annie Dragoo, is for students to demonstrate an understanding of the use of good movement as it connects to musical theatre. Some of the activities include using action verbs, moving as animals and inanimate characters, nonverbal communication and situational movement. Students will then perform a scene that will allow them to put to practice all the movement techniques they have learned.

## 1 - The Body is Your Instrument

Students will demonstrate their understanding of the body's importance to an actor.

## 2 - Movement and Action Verbs

Students will demonstrate their understanding of actable verbs by using them in a scene. They will be introduced to the concepts of motivation, objective, and tactics.

## 3 - Physicalizing an Objective

Students will demonstrate their ability to physically achieve an objective by using their bodies in a musical scene.

## 4 - Movement for Inanimate/Animal Character

Students will demonstrate their ability to move like an inanimate object by performing a scene.

## 5 - Nonverbal Communication

Students will demonstrate their ability to use physical variety by utilizing three levels of physicalizing emotions to music.

## 6 - Simple Actions

Students will demonstrate their understanding of simple action by performing or coaching the performer to deliver a love poem while using three simple actions.

## 7 - Situational Movement

Students will demonstrate their understanding of situational movement by performing a scene.

## 8 - Occupation While Waiting

Students will demonstrate their ability to find occupation while waiting by performing a scene.

## 9 - Final Movement Performance

Students will rehearse and perform a scene plus song incorporating specific movement. After the performance, students will complete a self-assessment checklist.

# Standards Connections

## National Core Arts Standards

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

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

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

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

### Perceive and analyze artistic work - Grade 8

TH:Re7.1.8.a - Apply criteria to the evaluation of artistic choices in a drama/theatre work.

### 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.

### 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.

### 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.

### 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.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

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 HS Proficient

TH:Pr6.1.HSI.a - Perform a scripted drama/theatre work for a specific audience.

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

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended 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.

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of

the conventions of standard English grammar and usage when writing or speaking.

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

### Language

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

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

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

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

8.TH:Re7 - Apply appropriate criteria to the evaluation of artistic choices in a drama/theatre work.

### 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.

### 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: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.

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

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

### Acc.TH:Pr5 Develop and refine artistic techniques and

### **work for presentation.**

Acc.TH:Pr5.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

### **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.

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

7.TH:Cr3.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre 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.

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

Prof.TH:Cr3.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

### **Prof.TH:Pr6 Convey meaning through the presentation of artistic work.**

Prof.TH:Pr6 - Perform a rehearsed, scripted short drama/theatre work for a specific audience.

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

Prof.TH.Re9.b - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

### **Acc.TH:Pr6 Convey meaning through the presentation of artistic work.**

Acc.TH:Pr6 - Present a drama/theatre work using creative processes that shape the production for a specific audience.

## **Florida Sunshine State Standards**

### **Critical Thinking & Reflection**

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

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

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

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

### **Organizational Structure**

TH.912.O.2.2 - Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.

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

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

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

TH.912.S.2.3 - 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 2017 - Theatre Arts**

### **Grade 6 - Creating**

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

### **Grade 6 - Performing**

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement),. b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

### **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 - 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 - 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 - 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.

### **Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Creating**

TAHSMT.CR.1 - Organize, design, and refine theatrical work., a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical., b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.

### **Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Performing**

TAHSMT.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, singing, and dancing, incorporating vocal and movement technique, observation, and imagination to create characters for formal and informal performances., b. Identify and examine the responsibilities and tasks of an actor in relation to directors, designers, choreographers, technical crew, and production staff., c. Use the skills and tools of a director to develop a presentation of formal and informal musical theatre performances., d. Conduct rehearsals to present a musical theatre performance for a live audience.

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

### **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.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.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.

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.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters.

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

## **Tennessee Theatre Curriculum Standards**

### **GRADES 6-8**

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

7.0 Scene Comprehensions - Students will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

### **GRADES 9-12**

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

7.0 Scene Comprehensions - Students will analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions.

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

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

C.1.C - respond to sounds, music, images, and the written word, incorporating movement.

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

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

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

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

B.1.B - develop and apply theatre preparation and warm-up techniques.

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

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

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

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

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

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

C.1.B - develop and practice theatre preparation and warm-up techniques.

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

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.A - develop and practice theatre warm-up techniques.

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

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

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

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 117.318 LIV - Foundations: Inquiry and Understanding**

C.1.A - create and demonstrate theatre preparation and warm-up techniques.

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

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

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

## **Alberta, Canada**

### **Improvisation Drama 10**

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

13 - communicate meaning without words

14 - discover how various emotions affect one vocally and physically

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

30 - demonstrate understanding of and apply the concepts of a character's objectives and motivation

31 - demonstrate the ability to focus on, and achieve, the objective of a scene

32 - sustain a character throughout a scene or exercise

5 - create experiences through imaging, visualizing and fantasizing

8 - tell a story spontaneously

9 - use appropriate stage directions

### **Improvisation Drama 20**

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

### **Acting Drama 20**

1 - analyze a script for explicit character clues

2 - create, select and sustain physical details of the character from scripted material

3 - demonstrate understanding of and identity motivation and objectives (overall, main and immediate).

5 - demonstrate a character's main objective within a scene

### **Acting Drama 30**

20 - physicalize character through selected and economical movement and gesture

### **Movement Drama 10**

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

14 - create physically shapes in space

15 - use basic locomotor movements (eg. walking, running, crawling) to explore space

16 - create and repeat patterns of movement

18 - appreciate that physical expression can enhance language

22 - translate words, images and emotions into movement

23 - demonstrate non-verbally the who, what, where, why and when of a story

24 - demonstrate understanding of mood, and communicate mood

3 - recognize the necessity for physical warmups

4 - perform a physical warmup

### **Junior Goal II Objectives**

develop the body and voice as tools of communication

### **Junior Orientation**

communicate through use of voice and body

demonstrate a willingness to take calculated and reasonable risks

focus concentration on one task at a time

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

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

10 - use varying speed of movement

11 - use directions and pathways

12 - use levels

17 - use movement to communicate non-verbally

18 - create movement in response to music

19 - translate sounds, words, images, and emotions into movement

4 - recognize the need for and demonstrate warmup activities

5 - move individual body parts

6 - use proper posture

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

8 - display increased freedom of movement

9 - travel through space in a variety of ways e.g., running, creeping and jumping

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

21 - display clarity of movement and gesture

- 22 - use exaggerated movement and gesture
- 23 - plan, repeat and combine movement patterns
- 25 - communicate environment, character and situation nonverbally

### **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
- 5 - create and tell a story spontaneously
- 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**

- 15 - use the body and body language to enhance characterization
- 16 - demonstrate economy in movement and speech
- 21 - sustain a character throughout an exercise or scene
- 22 - create business appropriate to character and situation
- 23 - demonstrate understanding of character motivation

### **Junior Goal I Objectives**

- develop a sense of responsibility and commitment
- develop self-confidence
- develop self-discipline
- explore and develop physical and vocal capabilities
- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

### **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 initiate, organize and present a project within a given set of guidelines
- extend the ability to concentrate
- increase self-confidence
- increase self-discipline
- sharpen observations of people, situations and the environment

### **Senior Goal II Objectives**

- 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 effective use and management of time
- demonstrate self-discipline, self-direction and a sense of responsibility
- listen to self and others
- make effective decisions or choices
- positively support the work of 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

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 - Exploring and creating**

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

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

### **GRADE 8 - ARTS - 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 9 - DRAMA - Exploring and creating**

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

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

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

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

Develop and refine performance skills in a variety of contexts

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

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

Develop and refine performance skills in a variety of contexts

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

## **Ontario, Canada**

### **Grade 6 - Reflecting, Responding and Analyzing**

B2.1 - express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works

B2.3 - identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

### **Grade 6 - Creating and Presenting**

B1.2 - demonstrate an understanding of the element of role by selectively using other elements to build belief in a role and establish its dramatic context

### **Grade 7 - Reflecting, Responding and Analyzing**

B2.3 - identify and give examples of their strengths, interests, and areas for improvement as drama creators,

performers, and audience members

### **Grade 8 - Reflecting, Responding and Analyzing**

B2.3 - identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

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

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

### **Grades 9 & 10 - 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)

### **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 12 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.1 - demonstrate an understanding of how different acting and staging techniques reflect and support different purposes in drama

A.3.2 - use different acting approaches to explore and depict character in a variety of situations

### **Grade 12 - Creating and Presenting - Elements and Conventions**

A.2.1 - use the elements of drama to achieve specific purposes in drama works