This unit will enable students to identify, compare, and contrast three different styles of Japanese Theatre: Noh, Bunraku, and Kabuki. There are three proposed projects in this unit: a research assignment where groups delve into further detail about one of the three styles; a performance project where students utilize what they’ve learned by enacting a scene from a Kyogen (comedic) play; and a Bunraku puppet play.

The unit comes with a Google Slide Deck to help students visualize the information. Please refer to the Pacing Guide for more details and ways to supplement with other DTA materials.

1 - Noh Theatre
Students are introduced to Noh Theatre. Students participate in an exercise to develop their understanding of ritual movements.

2 - Bunraku
Students are introduced to Bunraku Theatre. Students perform a performance exercise (Human Puppets). A performance rubric is included.

3 - Kabuki
Students are introduced to the Kabuki Theatre. Students participate in a Kabuki Walk exercise.

4 - Research Assignment
This assignment is designed to allow students to delve further into the 3 styles of Japanese theatre introduced in this unit. An assignment handout and assessment rubric are included.

5 - Kyogen Performance Project
Students will perform a scene from a Kyogen play in the Kabuki style. Exit slips, a peer feedback sheet, and a performance rubric are included.

6 - Bunraku Performance Project
Alternatively, students can perform a Bunraku puppet play. A peer feedback sheet is included.
Standards Connections

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.
CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-LITERACY.RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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.9-10.6 - Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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

National Core Arts Standards

TH:Re9.1: Apply criteria to evaluate artistic work - Grade HS Proficient
TH:Re9.1.HSI.a - Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

TH:Re8.1: Interpret intent and meaning in artistic work - Grade HS Advanced
TH:Re8.1.HSII.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

TH:Cn11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 8
TH:Cn11.2.8.b - Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

TH:Cn11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 6
TH:Cn11.2.6.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

TH:Cn11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7
TH:Cn11.1.7.a - Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.

TH:Pr4.1: View or cultural experience reflected in a work of literature.
TH:Pr4.1.6.b - Explore different pacing to better communicate the story in a drama/theatre work.

TH:Pr4.1: View or cultural experience reflected in a work of literature.
TH:Pr4.1.7.a - Consider various staging choices to enhance the story in a drama/theatre work.

California VAPA Standards (2001)
GRADED SIX - 3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 - Role and Cultural Significance of Theatre - Create scripts that reflect particular historical periods or cultures.
3.2 - History of Theatre - Role and Cultural Significance of Theatre - Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

GRADE EIGHT - 2.0 CREATIVE EXPRESSION
2.2 - Creation/Invention in Theatre - Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

GRADE SEVEN - 4.0 AESTHETIC VALUING
4.2 - Derivation of Meaning from Works of Theatre - Explain how cultural influences affect the content or meaning of works of theatre.

GRADE SEVEN - 3.0 HISTORICAL AND CULTURAL CONTEXT
3.2 - History of Theatre - Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell`arte.

GRADE 9-12 PROFICIENT - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences
1.2 - Comprehension and Analysis of the Elements of Theatre - Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

GRADES 9-12 ADVANCED - 3.0 HISTORICAL AND CULTURAL CONTEXT
3.4 - History of Theatre - Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

GRADES 9-12 ADVANCED - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.
1.3 - Comprehension and Analysis of the Elements of Theatre - Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

GRADE 9-12 PROFICIENT - 3.0 HISTORICAL AND CULTURAL CONTEXT
3.3 - History of Theatre - Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

GRADE 9-12 PROFICIENT - 2.0 CREATIVE EXPRESSION
2.2 - Creation/Invention in Theatre - Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.
2.3 - Creation/Invention in Theatre - Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

California VAPA Standards (2019)
Prof.TH:Re9 Apply criteria to evaluate artistic work.
Prof.TH:Re9.a - Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
Prof.TH:Re9.b - Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.
Adv.TH:Re8 Interpret intent and meaning in artistic work.
Adv.TH:Re8.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

8.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
8.TH:Cn11.2.b - Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

6.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
6.TH:Cn11.2.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

7.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
7.TH:Cn11.1.a - Incorporate music, dance, art, and/or media arts to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.

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.

6.TH:Cr3 Refine and complete artistic work.
6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted 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: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.

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.

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.

7.TH:Pr6 Convey meaning through the presentation of artistic work.
67.TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

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.

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.
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.

Florida Sunshine State Standards

Critical Thinking & Reflection
TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3 - Analyze different types of stage configurations to determine the effects of each as potential production solutions.

Historical & Global Connections
TH.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2 - Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3 - Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.

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

Organizational Structure
TH.912.O.1.2 - Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.2.5 - Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.7 - Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.3.2 - Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.

Skills, Techniques & Processes
TH.912.S.1.1 - Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.2.4 - Sustain a character or follow technical cues in a production piece to show focus.
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.1.1 - Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.
B.C.2.2 - Interpret various selections of dramatic literature through formal and informal presentations.

Beginning High School Standards - Culture
B.CU.1.1 - Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.
B.CU.2.2 - Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

Intermediate High School Standards - Communication
I.C.2.2 - Interpret scenes through formal and informal presentations.

Aesthetics
I.AE.1.2 - Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

Intermediate High School Standards - Culture
I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.
I.CU.2.2 - Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

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.

Advanced High School Standards - Culture
A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.
A.CU.1.2 - Exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.
A.CU.2.1 - Design strategies to encourage appropriate audience etiquette.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.212 LII - Creative Expression: performance
B.2.A - demonstrate safe use of the voice and body.

HS 117.318 LIV - Historical and cultural relevance
C.4.A - evaluate historical and cultural influences on theatre.
C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

HS 117.318 LIV - Critical evaluation and response
C.5.A - evaluate and practice appropriate audience behavior at various types of performances.

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

MS 117.212 LII - Foundations: Inquiry and Understanding
B.1.E - demonstrate knowledge of theatrical vocabulary and terminology.
Alberta, Canada

Technical Theatre/Design 10-20-30 - Costume
1. demonstrate understanding of the purpose of costume

Improvisation Drama 10
19. demonstrate techniques for creating effective entrances and exits, consistent with character
29. demonstrate understanding of and apply the concept of status

Acting Drama 20
9. demonstrate the ability to pick up cues effectively

Theatre Studies Drama 10 (Greek, Medieval or Elizabethan, and Canadian)
1. recognize theatre has evolved as a traditional art form

Movement Drama 10
10. demonstrate focus, concentration and energy in all movement and gesture
13. use levels (high, medium, and low)
17. demonstrate freezing of movement in space
22. translate words, images and emotions into movement

Technical Theatre/Design 10-20-30 - Makeup
1. demonstrate understanding of the purpose of makeup
4. show awareness of need for safety and cleanliness when working with makeup

Technical Theatre/Design 10-20-30 - Management - Properties
1. demonstrate understanding of the purpose of stage properties

Technical Theatre/Design 10-20-30 - Management - Sound
7. create live sound effects

Improvisation/Acting Level III - Advanced
26. pick up cues effectively
28. use contrast such as dramatic elements (movement and stillness, light and dark, sound and silence) and groupings (solo and group) in scenes

Junior Goal II Objectives
explore specific techniques demanded by various dramatic forms
become familiar with dramatic terminology and script format

Junior Goal III Objectives
develop awareness of various conventions of theatre

Junior Orientation
demonstrate a willingness to take calculated and reasonable risks
share ideas confidently with others
focus concentration on one task at a time
listen effectively
work cooperatively and productively with all members of the class in pairs, small groups and large groups
support positivity the work of others
move in a variety of ways
recognize that there is an historical and cultural aspect of drama/theatre

Movement Level I - Beginning
9. travel through space in a variety of ways e.g., running, creeping and jumping
10. use varying speed of movement
13. control focus and energy in movement and gesture
16 - demonstrate freezing of movement
17 - use movement to communicate non-verbally

**Movement Level II - Intermediate**
21 - display clarity of movement and gesture
22 - use exaggerated movement and gesture

**Movement Level III - Advanced**
26 - use contrast in movement
27 - create and sustain mood through movement

**Speech Level II - Intermediate**
14 - use a variety of character voices

**Speech Level III - Advanced**
16 - use movement and gesture to clarify and enhance speech and character

**Improvisation/Acting Level I - Beginning**
7 - use stage vocabulary: stage areas, body positions and crosses

**Improvisation/Acting Level II - Intermediate**
15 - use the body and body language to enhance characterization
20 - enter and exit in character
21 - sustain a character throughout an exercise or scene
22 - create business appropriate to character and situation
23 - demonstrate understanding of character motivation
24 - recognize that relationships exist between characters in given situations

**Junior Goal I Objectives**
develop a positive self-image
develop self-discipline
develop self-confidence
strengthen powers of concentration
explore and develop physical and vocal capabilities
extend the ability to think imaginatively and creatively
develop the willingness to make a decision, act upon it and accept the results
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 the ability to understand, accept and respect others' rights, ideas, abilities and differences
develop the ability to offer and accept constructive criticism

**Theatre Studies Level III - Advanced (The script)**
9 - read a script aloud

**Technical Theatre - Levels I, II, III - Readiness**
10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing
11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project

**Senior Goal I Objectives**
develop a positive and realistic self-image
increase self-discipline
increase self-confidence
extend the ability to concentrate
demonstrate the ability to considered decisions, act upon them and accept the results
demonstrate a sense of responsibility and commitment, individually and to the group

**Orientation Drama 10**
share ideas confidently
concentrate on the task at hand
listen to self and others
solve problems imaginatively and creatively
make effective decisions or choices
display consideration and respect for self and others
positively support the work of others
demonstrate self-discipline, self-direction and a sense of responsibility
work cooperatively and productively

**British Columbia, Canada**

**Drama 8**
demonstrate an appreciation for the diversity of others and their various perspectives
demonstrate the unique ability of drama to unify a diverse group
demonstrate trust through collaborative drama
make and act on reasoned and thoughtful decisions
demonstrate how various emotions affect vocal and physical expression
identify a variety of movement possibilities that could be used to create a specific effect
adjust the movement, language, and gesture of the role to changing dramatic situations
suspend disbelief to transform objects and create character
demonstrate an awareness of the need for rehearsal to create a polished presentation
enhance dramatic work with available technical elements

**Drama 9**
demonstrate the unique ability of drama to unify a diverse group
demonstrate trust in others through class activities and individual and ensemble performances
accept responsibility for decisions and solutions
make reasoned choices within the boundaries of the dramatic situation
make movement choices that create a specific effect
collaborate in the direction of a dramatic activity
demonstrate familiarity with stage vocabulary and apply theatrical conventions to dramatic forms
demonstrate responsibility to the group and self in rehearsal and performance

**Drama 10**
demonstrate the unique ability of drama to unify a diverse group
demonstrate trust in self and others through class activities and individual and ensemble performances
make reasoned choices with the boundaries of the dramatic situation
negotiate and compromise to solve group problems
make movement choices to create a specific effect
apply vocal and physical techniques to create role and character
suspend disbelief to create drama
use objects as symbols of abstract concepts in a drama
apply stage vocabulary and theatrical conventions to dramatic forms
demonstrate a commitment to the team approach in rehearsal and performance
use knowledge of diverse cultures and historical periods in
developing work

Drama 11
- demonstrate a willingness to take performance risks in a variety of situations
- demonstrate engagement in performance
- apply safety and health considerations to body and voice
- demonstrate understanding of the body and voice as performing instruments
- demonstrate voice and movement elements appropriate to performance
- identify appropriate theatre terminology to describe movement and voice
- demonstrate understanding of how production elements affect performance
- use appropriate stage terminology
- demonstrate understanding of theatre styles in selected cultures and historical periods
- identify cultural and historical contexts that influence and are influenced by theatre
- demonstrate a willingness to delegate and accept responsibility in a group
- demonstrate appropriate performance etiquette
- demonstrate commitment to the rehearsal and performance process

Drama 12
- maintain engagement in performance
- take performance risks in a variety of situations
- use appropriate stage terminology
- analyse how cultural and historical contexts influence and are influenced by theatre
- demonstrate a willingness to delegate and accept responsibility in a group
- demonstrate appropriate performance etiquette
- demonstrate commitment to the rehearsal and performance process

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 - Context and Influences
C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)
C.2.2 - describe how drama is used for various purposes in a range of social contexts (e.g., to express or celebrate group or community sentiments or values in street theatre or parades; to mark important historical or religious anniversaries of a country or culture; to raise awareness of social, environmental, and political issues; to explore personal relationships or social arrangements)

Grades 9 & 10 - Foundations - Concepts and Terminology
C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society
B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies
A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works