



[Click Here to Access this Unit](#)

## MOCK AUDITION

By LINDSAY PRICE

In this Mock Audition Unit, students will start by discussing the audition process. They will make connections between their personal views and the process. Students will then apply the steps of auditioning from putting together a resume, to choosing a piece based on provided information, to audition etiquette, to the actual audition itself. A final reflection and rubric are provided for use at the end of this unit.

A short play is included that can be used as the source material. You can also choose your own play for this process.

### 1 - Introduction to the Audition Process

In order to partake in the audition process, students need to identify and comprehend the necessary steps in that process. What is the auditioning process? Why is it used? Is the process fair? Why or why not? The class ends with students playing director in the "Who Would You Cast?" Exercise.

### 2 - The Acting Resume

An actor needs two documents when they audition for a role: a resume and a headshot. What should go on an acting resume and what should stay off of it? What is an auditioner looking for? Students will discuss the purpose of an acting resume, review a model, and reflect on the process. Students will use this template when they create a resume for their mock audition.

### 3 - Becoming a Professional Actor: Headshots

While the Mock Audition does not require students to bring in a headshot, it is an essential document in the "real world" audition process. A good headshot will help a director remember an actor. A bad headshot can get an actor rejected before they step through the door.

Students will complete exercises that respond to the question What makes a good headshot?

### 4 - Audition Etiquette

Students will continue their journey toward the Mock Audition by exploring audition etiquette. How can an actor's attitude and behaviour affect an audition?

### 5 - Choosing a Monologue

Students will continue their journey toward the Mock Audition by exploring what goes into choosing an appropriate audition monologue. This lesson takes 2 class periods.

### 6 - Monologue Prep: Character Profile

After students choose their monologues, the next step is to prepare. More often than not, students think that preparing means learning the lines and throwing in a few moves. When students do this in an audition, it shows. The character is one-dimensional and the movement looks out of place. You want to see three-dimensional characters. You want to see characters brought to life both physically and vocally. In this lesson, students are given time to practice their monologue and start working on the who, what, when, where, and why.

### 7 - Monologue Prep: Vocal Profile

Students will continue their journey toward the Mock Audition by exploring what they can do to prepare their monologue. Once students have completed the Character Profile, have them complete the Physical Profile. This will solidify how the character stands, gestures, and moves.

### 8 - Monologue Prep: Vocal Profile, Slate, and Thank You

Students will continue their journey toward the Mock Audition by exploring what they can do to prepare their monologue. The last profile students complete will be the Vocal Profile. This will solidify how the character communicates orally.

### 9 - Monologue Prep: Audition Set-Up

Students will continue their journey toward the Mock Audition by exploring what they can do to prepare their monologue. They will practice their monologue and talk about dealing with nerves. This is the final lesson before the Mock Audition - you will review the audition procedure with the class and students will sign up for their audition slot.

### 10 - The Mock Audition

Today is the Mock Audition. In this lesson, you will play director and audition students for one of four roles in the play 'Jealousy Jane.' Use the Monologue Performance Rubric to assess their performance.

### 11 - After the Audition

How did students feel about their audition? Did they get a part? What is their response if they didn't? This wrap up lesson allows students to unpack their experience with this unit and participate in a final reflection. This is not a full class lesson.

# Standards Connections

## National Core Arts Standards

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

TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

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

TH:Pr4.1.7.a - Consider various staging choices to enhance the story in a drama/theatre work.

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

### Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

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

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

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

TH:Cr1.1.HS1.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

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

TH:Pr4.1.HS1.b - Shape character choices using given circumstances in a drama/theatre work.

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

TH:Pr4.1.HS11.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

### Develop and refine artistic techniques and work for presentation - Grade HS Proficient

TH:Pr5.1.HS1.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

### Develop and refine artistic techniques and work for presentation - Grade HS Accomplished

TH:Pr5.1.HS11.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

### Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HS11.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a 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.

### 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

### 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.

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

TH:Cr3.1.HS1.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

### Convey meaning through the presentation of artistic work - Grade HS Proficient

TH:Pr6.1.HS1.a - Perform a scripted drama/theatre work for a specific audience.

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

TH:Cr3.1.HS11.b - Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

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

TH:Cn11.2.HS11.a - Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

## California VAPA Standards (2019)

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

6.TH:Cr1.a - Identify possible solutions to staging challenges in a drama/theatre work.

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

### 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.

### 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.

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.a - Imagine and explore multiple perspectives and solutions to staging problems 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.

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

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

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

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

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

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

**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: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.

**Acc.TH:Re8 Interpret intent and meaning in artistic work.**

Acc.TH:Re8.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a 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.

**Acc.TH:Cr3 Refine and complete artistic work.**

Acc.TH:Cr3.b - Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

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

Adv.TH:Cn11.2.a - Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from research.

## Colorado Academic Standards - Drama and Theatre Arts

### Sixth Grade

DT.6.1.1.a - Students Can: Identify possible solutions to staging challenges in a drama/theatre work.

DT.6.1.1.c - Students Can: Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

DT.6.1.4.b - Students Can: Identify and employ effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

DT.6.2.1.b - Students Can: Experiment with various physical and vocal choices to communicate character in a drama/theatre work.

### Seventh Grade

DT.7.1.1.a - Students Can: Integrate multiple perspectives and solutions to staging challenges in a drama/theater work.

DT.7.1.4.a - Students Can: Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

DT.7.1.4.b - Students Can: Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

DT.7.2.1.a - Students Can: Experiment various staging choices to enhance the story in a drama/theatre work.

DT.7.2.1.b - Students Can: Apply various character objectives in a drama/theatre work.

### Eighth Grade

DT.8.1.1.a - Students Can: Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

DT.8.1.4.b - Students Can: Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.

DT.8.2.1.b - Students Can: Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.

### High School - Fundamental Pathway

DT.H1.1.1.c - Students Can: Generate ideas about a character that are believable and authentic using script analysis.

DT.H1.1.4.b - Students Can: Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

DT.H1.2.1.b - Students Can: Shape artistic choices using given circumstances in a drama/theatre work.

DT.H1.2.2.a - Students Can: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

### High School - Advanced Pathway

DT.H2.1.4.b - Students Can: Revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work by using research and script analysis.

DT.H2.2.1.a - Students Can: Analyze how unique choices shape believable and sustainable drama/theatre work.

DT.H2.2.2.a - Students Can: Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

DT.H2.3.2.a - Students Can: Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

### High School - Professional Pathway

DT.H3.1.3.b - Students Can: Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data on ensemble, community.

## 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.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### Language

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

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

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

### Reading: Informational Text

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

### Language

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

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

### Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2 - Write

informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.68.C.1.2 - Develop a character analysis to support artistic portrayal. Create, refine, and sustain complex and believable

TH.68.C.1.5 - Describe how a theatrical activity can entertain or instruct an audience.

TH.68.C.2.1 - Use group-generated criteria to critique others and help strengthen each other's performance.

TH.68.C.2.2 - Keep a rehearsal journal to document individual performance progress.

TH.68.C.2.3 - Ask questions to understand a peer's artistic choices for a performance or design.

TH.68.C.3.3 - Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.

TH.912.C.1.2 - Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

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

TH.912.C.2.5 - Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

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

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

### Historical & Global Connections

TH.68.H.1.2 - Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.

TH.68.H.1.5 - Describe one's own personal responses to a theatrical work and show respect for the responses of others.

TH.68.H.1.6 - Discuss how a performer responds to different audiences.

TH.68.H.2.8 - Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.

TH.68.H.3.3 - Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.

TH.68.H.3.4 - Describe the importance of wellness and care for the actor's physical being as a performance instrument.

TH.68.H.3.5 - Describe how social skills learned through play participation are used in other classroom and extracurricular activities.

### Innovation, Technology & the Future

TH.68.F.1.2 - Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.

TH.68.F.3.1 - Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.



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

### **Organizational Structure**

TH.68.O.1.1 - Compare different processes an actor uses to prepare for a performance.

TH.68.O.1.3 - Explain the impact of choices made by directors, designers, and actors on audience understanding.

TH.68.O.2.2 - Explain how a performance would change if depicted in a different location, time, or culture.

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

TH.68.S.1.1 - Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.

TH.68.S.1.3 - Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.

TH.68.S.2.2 - Discuss and apply the theatrical production process to create a live performance.

TH.68.S.2.4 - Memorize and present a character's lines from a monologue or scene.

TH.68.S.3.1 - Develop characterizations, using basic acting skills, appropriate for selected dramatizations.

TH.912.S.1.6 - Respond appropriately to directorial choices for improvised and scripted scenes.

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

TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

TH.912.S.2.4 - Sustain a character or follow technical cues in a production piece to show focus.

TH.912.S.2.5 - Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

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

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

TH.912.S.3.7 - Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.

## **Georgia Performance Standards - Theatre Arts**

### **Grade 6 - Creating**

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

### **Grade 6 - Performing**

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch,

volume, inflection, posture, facial expression, physical movement)., b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

### **Grade 7 - Creating**

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

### **Grade 7 - Performing**

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

### **Grade 8 - Creating**

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

### **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 - Performing**

TAHSFT.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement)., b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters., c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development., d. Perform acting choices for an audience based on critiques.

# North Carolina Essential Standards 2024

## Sixth Grade Present

6.PR.1.1 - Apply feedback to refine choices in devised or scripted theatrical works.

## Seventh Grade Present

7.PR.2.1 - Apply dramatic styles to formal or informal performances.

## Eighth Grade Present

8.PR.2.4 - Demonstrate performance etiquette during theatrical experiences.

## Beginning High School Create

B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.

B.CR.1.2 - Create scenarios that communicate character, setting, plot, and conflict.

B.CU.2.1 - Adapt theatrical works using personal experiences through a collaborative process.

## Beginning High School Present

B.PR.1.2 - Communicate characters, situations, and scenarios using body and voice while adhering to staging conventions.

B.PR.2.2 - Demonstrate appropriate theatre audience behavior with the understanding of the impact on performers and technicians.

B.PR.2.4 - Identify the responsibilities of a performer in a variety of theatrical venues.

## Intermediate High School Create

I.CR.1.1 - Develop a variety of unique characters within given situations through improvisation.

## Intermediate High School Present

I.PR.1.2 - Apply staging conventions to formal and informal theatrical productions by employing vocal and physical acting techniques.

I.PR.2.2 - Exhibit audience etiquette appropriate for a variety of theatrical spaces, styles, and genres.

I.PR.2.4 - Compare the effect various theatrical venues have upon performance.

## Accomplished High School Present

AC.PR.1.2 - Display a progression of character moments within the performance of theatrical texts.

## Advanced High School Present

AD.PR.1.2 - Apply conventions of acting, directing, and technical theatre to refine theatrical works for presentation.

# North Carolina Essential Standards 2010

## Beginning High School Standards - Communication

B.C.1.1 - Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.

B.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

B.C.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

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

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

## Beginning High School Standards - Culture

B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.

## Intermediate High School Standards - Communication

I.C.1.1 - Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.

I.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes.

I.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.

## 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 - Communication

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

# 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.F - create environments, characters, and actions.

## 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.A - demonstrate safe use of the voice and body.

B.2.B - define characters by what they do, what they say, and what others say about them.

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

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

## MS 117.213 LIII - Foundations: Inquiry and Understanding

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.

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

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

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

C.1.I - identify and practice memorization skills.

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

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

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.

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

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

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

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

C.1.B - experiment with stage movement.

C.1.C - distinguish the proper techniques such as diction, inflection, and projection in the use of voice.

### **HS 117.317 LIII - Creative Expression: performance**

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

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

C.1.C - model proper techniques such as diction, inflection, and projection in the use of effective voice.

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

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

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

## **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
- 7 - demonstrate knowledge of the terms intonation, pitch, projection, rate, volume, rhythm, resonance, pausing and phrasing in speech activities

### **Speech Drama 20**

- 15 - demonstrate expressive reading of literature
- 16 - communicate mood and emotion through voice
- 18 - demonstrate that spoken interpretation is affected by characterization

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

21 - apply previously learned speech skills to characterization and presentation

### **Speech Drama 30**

23 - use vocal variety in character development

### **Improvisation Drama 10**

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

32 - sustain a character throughout a scene or exercise

9 - use appropriate stage directions

### **Acting Drama 20**

1 - analyze a script for explicit character clues

12 - analyze script for clues to create antecedent action

14 - identify and use operative words in a script

15 - analyze script for a character's transitions

16 - play transitions

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

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

8 - demonstrate the ability to memorize required text

### **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

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

27 - identify and create a believable emotional build

30 - analyze text for meaning and character development

31 - recite text from memory

32 - rehearse, polish and present text

### **Junior Goal II Objectives**

become familiar with dramatic terminology and script format

develop the ability to give form or expression to feelings, ideas and images

develop the body and voice as tools of communication

### **Junior Goal III Objectives**

develop awareness of various conventions of theatre

develop recognition of and respect for excellence in drama and theatre

### **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

share ideas confidently with others

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

6 - use proper posture

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

25 - communicate environment, character and situation nonverbally

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

1 - speak spontaneously

3 - use effective breathing techniques

- 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

### **Improvisation/Acting Level I - Beginning**

- 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

### **Junior Goal I Objectives**

- develop self-confidence
- develop self-discipline
- develop the ability to initiate, organize and present a project within a given set of guidelines
- 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 explore, control and express emotions
- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

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

- 10 - demonstrate understanding of the concept of dramatic convention
- 8 - demonstrate understanding of directions used in a script
- 9 - read a script aloud

### **Senior Goal I Objectives**

- apply imaginative and creative thought to problem-solving situations
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines
- develop a sense of inquiry and commitment to learning
- extend physical and vocal capabilities
- extend the ability to concentrate
- extend the ability to control and express emotions
- 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 techniques that enhance vocal and physical communication
- develop the ability to select appropriate physical and vocal expression for feelings, ideas and images
- explore various approaches to analyzing a script for purposes of study and/or presentation
- extend the ability to give form and expression to feelings, ideas and images

### **Senior Goal III Objectives**

- explore various conventions and traditions of theatre

### **Orientation Drama 10**

- concentrate on the task at hand
- demonstrate self-discipline, self-direction and a sense of responsibility
- share ideas confidently

## **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 - The Critical Analysis Process**

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g., identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)

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

### **Grade Six**

6.1 - The student will apply creative thinking to theatre.

6.2 - The student will use a creative process to develop solo and collaborative presentations, using body, voice, and imagination.

### **Grade Six**

6.3 - The student will analyze, interpret, and evaluate theatrical works

6.4 - The student will identify connections between personal experience and dramatizations

6.5 - The student will identify communication and collaboration skills for theatre experiences.

### **Grade Six**

6.8 - The student will define intellectual property and describe issues of intellectual property related to theatre.

### **Grade Six**

6.9 - The student will describe various careers in theatre arts.

### **Grade Six**

6.12 - The student will demonstrate how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally (through vocal choices).

6.13 - The student will identify techniques and skills for actor preparation, including memorization and warm ups for performance.

6.14 - The student will demonstrate theatre as dramatized storytelling by preparing and presenting short scenes that include characters, setting, properties, conflict, and a



progressive chain of events.

6.15 - The student will identify functions of a theatre director.

#### **Grade Seven**

7.1 - The student will demonstrate creative thinking by improvising scenes from given situations.

7.2 - The student will demonstrate a creative process for theatre.

#### **Grade Seven**

7.3 - The student will analyze, interpret, and evaluate theatre.

7.4 - The student will justify personal responses to theatrical productions.

7.5 - The student will identify and apply communication and collaboration skills for theatre experiences.

#### **Grade Seven**

7.8 - The student will identify appropriate resources for scripts and materials, with a focus on ethical and legal considerations.

#### **Grade Seven**

7.9 - The student will identify various careers in theatre arts, with a focus on career preparation.

#### **Grade Seven**

7.12 - The student will develop physical and vocal technique for theatre performance.

7.13 - The student will explain techniques and skills for actor preparation, including concentration, discipline, preparation, and imagination for theatrical performance.

7.14 - The student will research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.

#### **Grade Eight**

8.1 - The student will refine creative problem-solving, ensemble-building, and improvisational skills by devising and improvising theatrical works.

8.2 - The student will demonstrate a creative process for theatre.

#### **Grade Eight**

8.3 - The student will analyze, interpret, and evaluate theatre.

8.4 - The student will explain responses to theatrical productions based on personal background and experience.

8.5 - The student will apply communication and collaboration skills for theatre experiences.

#### **Grade Eight**

8.8 - The student will identify and discuss digital citizenship as it relates to the research and presentation of theatrical works.

#### **Grade Eight**

8.9 - The student will examine a selected career in theatre, television, film, or contemporary media.

8.11 - The student will synthesize knowledge from other content areas to support theatre arts processes.

#### **Grade Eight**

8.12 - The student will develop physical and vocal technique for theatre performance.

8.13 - The student will use character analysis techniques to research, develop, and present a scripted character.

8.14 - The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.

#### **Theatre Arts III: Intermediate Acting & Playwriting**

TIII.2 - The student will apply the creative process for theatre.

#### **Theatre Arts III: Intermediate Acting & Playwriting**

TIII.9 - The student will make career and college connections to theatre.

#### **Theatre Arts III: Intermediate Acting & Playwriting**

TIII.12 - The student will integrate acting skills and techniques involving voice and movement.

TIII.13 - The student will demonstrate techniques for actor preparation.