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# MONOLOGUE WRITING MADE EASY

By MATTHEW BANASZYNSKI

Join Matt Banaszynski in this dynamic unit designed to introduce students to the process of starting, drafting, polishing, and performing a self-created, stand-alone monologue.

This unit introduces students to writing their own stand-alone monologues. Students will learn the steps involved in going from a simple idea to a written piece to performing that piece. They will also provide feedback to others and give themselves a self-assessment.

This unit has been prepared for a middle school drama class but could be adapted for high school. It was designed as a way to get non-theatre students more involved in theatre.

## 1 - Introduction to Monologue Writing

Students will start the process of writing a monologue by storytelling. They will tell a story based only on what they observe in a picture.

## 2 - The Story Mountain Framework

Students will understand the parts of a story and how it relates to a monologue through the story mountain framework.

## 3 - Analyzing Monologues

Students will plot out the steps of the story mountain by using existing monologues.

## 4 - Monologue Writing

Students will start writing their own monologue, using a pre-selected phrase as a starting point.

## 5 - Drafting a Monologue

Using their rough drafts from the starter prompts, students will work in pairs to edit their drafts to make cleaner stories. Students will also map out their drafts on a Story Mountain diagram to make sure that they follow the proper format.

## 6 - More Minds Are Better Than One

Students will work in groups to turn their previous drafts into completed monologues.

## 7 - Performing a Monologue

Students will perform their monologues in front of the class and reflect on the process.

# Standards Connections

## National Core Arts Standards

### Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

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

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

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

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

### 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.

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

TH:Cr1.1.HS1.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

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

TH:Pr5.1.HS1.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

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

TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

### Convey meaning through the presentation of artistic work - Grade 7

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7

TH:Cn11.2.7.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

### Convey meaning through the presentation of artistic work - Grade 8

TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for an audience.

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

TH:Cr3.1.HS1.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

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

TH:Cn11.2.HS1.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.

## 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.

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.

### Language

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

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

CCSS.ELA-LITERACY.L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Writing

CCSS.ELA-LITERACY.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## California VAPA Standards (2019)

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

6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure 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.

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

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

### 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.

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

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

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

7.TH:Cn11.2.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

### 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.

### Adv.TH:Cr3 Refine and complete artistic work.

Adv.TH:Cr3.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and theatrical conventions.

### 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.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.68.C.1.1 - Devise an original work based on a community issue that explores various solutions to a problem.

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

TH.68.C.1.3 - Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.

TH.68.C.1.4 - Create and present a design, production concept, or performance and defend artistic choices.

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

TH.68.C.2.4 - Defend personal responses to a theatre production.

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

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.1.1 - Explore potential differences when performing works set in a variety of historical and cultural contexts.

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.1.4 - Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.

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.2.3 - Analyze theatre history and dramatic literature in the context of societal and cultural history.

TH.68.H.2.5 - Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.

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

### 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.

### Organizational Structure

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

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

TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

### 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.1.2 - Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.

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.1.5 - Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

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

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

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Creating

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

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

### **Grade 6 - Responding**

TA6.RE.1 - Engage actively and appropriately as an audience member., a. Identify the role of the audience in different environments., b. Analyze the relationship between an audience and a performer., c. Create guidelines for behaviors appropriate to a theatre experience., d. Model appropriate audience behaviors.

TA6.RE.2 - Critique various aspects of theatre and other media., a. Identify the purpose of a critique., b. Evaluate a theatre production using an assessment instrument.

### **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.

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories., b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

### **Grade 7 - Responding**

TA7.RE.2 - Critique various aspects of theatre and other media., a. Identify the benefits of constructive dramatic criticism., b. Apply performance rubrics to evaluate theatre and other media productions.

### **Grade 8 - Creating**

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

### **Grade 8 - Performing**

TA8.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate the

physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement), b. Demonstrate appropriate ensemble skills throughout a performance., c. Use appropriate listening and response skills during performances.

### **Grade 8 - Responding**

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles), d. Demonstrate appropriate audience behaviors.

TA8.RE.2 - Critique various aspects of theatre and other media., a. Recognize the role of dramatic criticism in media production., b. Utilize specific criteria to articulate dramatic criticism., c. Apply principles of dramatic criticism as both an audience member and participant., d. Implement appropriate changes based on dramatic criticism.

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

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

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

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

### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Creating**

TAHSAD.CR.2 - Develop scripts through theatrical techniques., a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.

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

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

### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Responding**

TAHSAD.RE.2 - Critique various aspects of theatre and other

media using appropriate supporting evidence., a. Utilize constructive criticism and appropriate theatre terminology to modify and improve performance choices.

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

TAHSFT.CR.2 - Develop scripts through theatrical techniques., a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process., b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script., c. Construct and critique elements of dramatic structure, character, and dialogue., d. Create and perform scenes for audiences.

### **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 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Responding**

TAHSFT.RE.2 - Critique various aspects of theatre and other media using appropriate supporting evidence., a. Generate and use terminology for critiquing theatre presentations., b. Analyze performance and utilize various effective forms of criticism to respond to and/or improve performance.

## **North Carolina Essential Standards**

### **Beginning High School Standards - Communication**

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

### **Intermediate High School Standards - Analysis**

I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

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

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

P.C.2.2 - Interpret monologues through formal and informal presentations.

### **Proficient High School Standards - Analysis**

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

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

A.C.1.3 - Use constructive criticism to improve original works both written and read orally.

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

### **Advanced High School Standards - Analysis**

A.A.1.2 - Critique performances of written texts based on a set of given criteria.

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

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

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

### **MS 117.212 LII - Critical evaluation and response**

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

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

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

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

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

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

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

## **Alberta, Canada**

### **Acting Drama 20**

1 - analyze a script for explicit character clues

### **Theatre Studies Drama 30 (Early or Middle or Late drama)**

4 - recognize dramatic structure of a play

### **Playwriting - Drama 20**

1 - demonstrate understanding of the basic structure of a play

13 - give and accept constructive criticism

2 - define and identify plot, character, thought and diction

3 - demonstrate understanding of script format

4 - generate and collect ideas that have dramatic possibilities

7 - demonstrate understanding if and write exposition

8 - use effective diction

### **Junior Goal II Objectives**

become familiar with dramatic terminology and script format

### **Junior Goal III Objectives**

develop awareness of drama and theatre presentations as possible

develop awareness of various conventions of theatre

### **Junior Orientation**

focus concentration on one task at a time

listen effectively

share ideas confidently with others

show awareness of story sequence

support positivity the work of others

### **Junior Goal I Objectives**

develop a positive self-image

develop self-confidence

develop self-discipline

develop the ability to initiate, organize and present a project within a given set of guidelines

develop the ability to offer and accept constructive criticism

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

11 - demonstrate understanding of plot structure

7 - define the elements of script, dialogue, directions, characters and settings

8 - demonstrate understanding of directions used in a script

### **Senior Goal I Objectives**

demonstrate the ability to initiate, organize and present a project within a given set of guidelines

develop a positive and realistic self-image

extend the ability to concentrate

increase self-confidence

increase self-discipline

### **Orientation Drama 10**

offer and accept constructive criticism with a desire to progress

positively support the work of others

share ideas confidently

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Exploring and creating**

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

### **GRADE 6 - ARTS - Communicating and documenting**

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

Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

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

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 - Reasoning and reflecting**

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

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

Express, feelings, ideas, and experiences through the arts  
Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

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

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

### **GRADE 8 - ARTS - Communicating and documenting**

Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

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

Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

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

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

Receive, offer, and apply constructive feedback

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

Demonstrate respect for themselves, others, and the audience

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

Create dramatic works with an intended audience in mind

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

Develop performance skills in a variety of contexts

Explore and create dramatic works to express ideas and emotions

Explore dramatic works through presentation or performance

Intentionally select and combine drama conventions

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

Apply feedback to develop and refine ideas

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

Demonstrate respect for self, others, and the audience

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

Create dramatic works for an intended audience

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

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

Develop and refine performance skills in a variety of contexts

Explore and create dramatic works to express ideas, meaning, and emotions

Purposefully select and combine dramatic elements and conventions

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

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

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

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

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

Develop and refine performance skills in a variety of contexts

Develop dramatic works for an intended audience

Explore and create dramatic works to express ideas, meaning, and emotions

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

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

Use self-reflection and awareness of audience to refine ideas

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

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

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

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama

works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

### **Grades 9 & 10 - Foundations - Concepts and Terminology**

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

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)

## **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**

6.12 - 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.

### **Grade Seven**

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**

7.12 - 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**

8.12 - 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 I: Introduction to Theatre**

TI.1 - The student will create and write a monologue and/or scene.

TI.2 - The student will apply a creative process for theatre.

### **Theatre Arts I: Introduction to Theatre**

TI.3 - The student will analyze, interpret, and evaluate theatre.

### **Theatre Arts I: Introduction to Theatre**

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

TI.14 - The student will demonstrate theatrical direction, including blocking and staging a scene.