



MUSICAL THEATRE

By ANNA PORTER

Musical Theatre has two components that separate it from straight plays: song and dance. This unit gives students the opportunity to try out both. In musical theatre, music signifies heightened emotion. We can't express ourselves with just words, we need music (and through extension, song and dance) to take it further.

This unit includes three lesson plans:

1. Acting the Song - "Musical Tactics"
2. Acting the Song - "Textual Analysis"
3. Introduction to Dance

A solo performance assignment is also included, and the unit includes assessment tools - rubrics, reflections, and self-evaluations.

1 - Acting the Song - "Musical Tactics"

Students will understand how they can identify and create their own musical tactics and interpretation of a song by breaking down its music and lyrics. Students will build upon/review their understanding of basic music terminology and apply it to performance.

2 - Acting the Song - "Textual Analysis"

Students will understand how to analyze a song to find meaning, objective, and tactics through textual analysis.

3 - Introduction to Dance

Students will understand the importance of endurance, emotion, and commitment in movement when performing. They will also gain an understanding of how to pick up choreography by learning the concepts of routine and anticipation.

4 - Final Project

This unit includes the opportunity for students to choose and perform a musical theatre piece using the oral techniques and textual analysis that they learned in the 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.

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.

TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives 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.

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.

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.a - Explore different pacing to better communicate the story in a drama/theatre work.

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.HSI.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.HSI.b - Shape character choices using given circumstances in a drama/theatre work.

Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade 8

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

Develop and refine artistic techniques and work for presentation - Grade 8

TH:Pr5.1.8.a - Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

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

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

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

TH:Cr3.1.6.b - Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

Convey meaning through the presentation of artistic work - Grade 6

TH:Pr6.1.6.a - Adapt a drama/theatre work and present it informally for an audience.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 7

TH:Cr3.1.7.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

TH:Cr3.1.7.b - Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

Convey meaning through the presentation of artistic work - Grade 7

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

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.

Convey meaning through the presentation of artistic work - Grade 8

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

Apply criteria to evaluate artistic work - Grade 8

TH:Re9.1.8.c - Assess the impact of a drama/theatre work on a specific audience.

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

TH:Cr3.1.HSI.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.HSI.a - Perform a scripted drama/theatre work for a specific audience.

Apply criteria to evaluate artistic work - Grade HS Proficient

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

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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

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: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:Cr1.b - Envision and describe a scripted or improvised character's inner thoughts and objectives 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.

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: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.a - Explore different pacing to better communicate the story in a drama/theatre work.

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.

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.

8.TH:Cr2 Organize and develop artistic ideas and work.

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

8.TH:Pr5 Develop and refine artistic techniques and work for presentation.

8.TH:Pr5.a - Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

Prof.TH:Pr5 Develop and refine artistic techniques and work for presentation.

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

6.TH:Cr3 Refine and complete artistic work.

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

6.TH:Pr6 Convey meaning through the presentation of artistic work.

6.TH:Pr6 - Adapt a piece of literature and present it for an audience.

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.

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.

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.

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.

8.TH:Re9 Apply criteria to evaluate artistic work.

8.TH.Re9.b - Assess the impact of a drama/theatre work on

a specific audience.

Prof.TH:Cr3 Refine and complete artistic work.

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

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

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

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

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

Florida Sunshine State Standards

Critical Thinking & Reflection

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.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.C.2.5 - 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.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Historical & Global Connections

TH.912.H.2.10 - Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.

TH.912.H.3.4 - Create a routine of wellness and care for the actor's physical being as a performance instrument.

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.

Skills, Techniques & Processes

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.

North Carolina Essential Standards

Beginning High School Standards - Communication

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

Beginning High School Standards - Culture

B.CU.1.2 - Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.

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.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.2.2 - Interpret scenes through formal and informal presentations.

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.

P.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to develop characters.

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.

Advanced High School Standards - Culture

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.

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.B - imagine and clearly describe characters, their relationships, and their surroundings.

C.2.C - select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history.

MS 117.211 LI - Critical evaluation and response

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

MS 117.212 LII - Foundations: Inquiry and Understanding

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

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

MS 117.212 LII - Creative Expression: performance

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

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

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

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

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

B.1.F - explore and evaluate the structure and form of dramatic literature.

MS 117.213 LIII - Creative Expression: performance

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

MS 117.213 LIII - Critical evaluation and response

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

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.D - develop and practice effective voice and diction to express thoughts and feelings.

C.1.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.

HS 117.315 LI - Creative Expression: performance

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

C.2.C - employ effective voice and diction to express thoughts and feelings.

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

HS 117.316 LII - Foundations: Inquiry and Understanding

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

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

HS 117.316 LII - Creative Expression: performance

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

C.2.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 117.317 LIII - Critical evaluation and response

C.5.D - compare communication methods of theatre with those of art, music, dance, and other media.

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.

HS 117.318 LIV - Historical and cultural relevance

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology or electronic media.

Alberta, Canada

Speech Drama 10

10 - demonstrate safe and appropriate projection

2 - apply effective breathing techniques

4 - demonstrate knowledge of the parts of the body that are associated with voice production: vocal tracts, lungs, diaphragm, bronchi, trachea, larynx, uvula, pharynx, vocal folds

5 - recognize how the jaw, lips, tongue, teeth and velum play an important role in articulation

Speech Drama 30

22 - examine the effects of emotion, posture and age on vocal characterization

23 - use vocal variety in character development

Improvisation Drama 10

14 - discover how various emotions affect one vocally and physically

24 - select and use vocal techniques appropriate to a character

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

Improvisation Drama 30

37 - demonstrate various ways of expressing emotions that are consistent with a character

Acting Drama 20

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

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

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

Acting Drama 30

18 - use various vocal skills to enhance characterization

20 - physicalize character through selected and economical movement and gesture

21 - create appropriate stage business

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

Movement Drama 10

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

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

5 - demonstrate effective breathing techniques

6 - recognize when to use specific breathing techniques

7 - display proper body alignment

Junior Goal II Objectives

develop belief in, identification with, and commitment to a role

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

develop the body and voice as tools of communication
explore specific techniques demanded by various dramatic forms

Junior Goal III Objectives

develop awareness of various conventions of theatre

Junior Orientation

communicate through use of voice and body
meet deadlines and follow through on individual and group commitments
move in a variety of ways

Movement Level I - Beginning

- 17 - use movement to communicate non-verbally
- 18 - create movement in response to music

Movement Level II - Intermediate

- 21 - display clarity of movement and gesture
- 24 - plan movement for audience visibility and spatial limitations
- 25 - communicate environment, character and situation nonverbally

Speech Level I - Beginning

- 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

- 11 - use pitch to effect quality of voice production
- 13 - use voice to communicate mood and emotion
- 9 - use volume, articulation and projection to achieve clarity

Speech Level III - Advanced

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

Improvisation/Acting Level I - Beginning

- 8 - demonstrate appropriate rehearsal behaviours and routines

Improvisation/Acting Level II - Intermediate

- 15 - use the body and body language to enhance characterization
- 18 - use voice variety to enhance a character
- 20 - enter and exit in character
- 21 - sustain a character throughout an exercise or scene
- 22 - create business appropriate to character and situation
- 23 - demonstrate understanding of character motivation

Junior Goal I Objectives

develop a positive self-image
develop a sense of responsibility and commitment
develop self-confidence
develop self-discipline
develop the ability to initiate, organize and present a project within a given set of guidelines
develop the willingness to make a decision, act upon it and accept the results
explore and develop physical and vocal capabilities
extend the ability to explore meaning through abstract concepts
extend the ability to explore, control and express emotions
extend the ability to think imaginatively and creatively
strengthen powers of concentration

Senior Goal I Objectives

apply imaginative and creative thought to problem-solving situations
demonstrate a sense of responsibility and commitment, individually and to the group
demonstrate the ability to consider decisions, act upon them and accept the results
demonstrate the ability to initiate, organize and present a project within a given set of guidelines
develop a positive and realistic self-image
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
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 behaviour appropriate to given circumstances
make effective decisions or choices
share ideas confidently

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

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

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

GRADE 6 - ARTS - Reasoning and reflecting

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

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

GRADE 6 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art and explore artists' intent

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual

using ideas inspired by imagination, inquiry, experimentation, and purposeful play

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

GRADE 7 - ARTS - Reasoning and reflecting

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

GRADE 7 - ARTS - Communicating and documenting

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Exploring and creating

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

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

GRADE 8 - ARTS - Reasoning and reflecting

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

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists motivations and meanings

GRADE 8 - ARTS - Communicating and documenting

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

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

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

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

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

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Explore and Create

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

Develop performance skills in a variety of contexts

Explore and create dramatic works to express ideas and emotions

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

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

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

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Explore and Create

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

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

GRADE 12 - DRAMA - Reason and reflect

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

GRADE 12 - DRAMA - Communicate and document

Experience and express emotions through dramatic conventions

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

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

Grades 9 & 10 - 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)

Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies

A.3.2 - use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal (e.g., use voice and movement to suggest an airport, circus, or factory environment)