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

Alberta, Canada

Speech Drama 10
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
10 - demonstrate safe and appropriate projection

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
5 - demonstrate effective breathing techniques
6 - recognize when to use specific breathing techniques
7 - display proper body alignment
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

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

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

Senior Goal I Objectives
develop a positive and realistic self-image
increase self-discipline
increase self-confidence
extend the ability to concentrate
extend physical and vocal capabilities
apply imaginative and creative thought to problem-solving situations
extend the ability to control and express emotions
demonstrate the ability to considered decisions, act upon them and accept the results
demonstrate a sense of responsibility and commitment, individually and to the group

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

**Senior Goal II Objectives**
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
be capable of creating and expressing a believable character from scripted and non-scripted material

**Senior Goal III Objectives**
explore various conventions and traditions of theatre

**Orientation Drama 10**
share ideas confidently

demonstrate behaviour appropriate to given circumstances
concentrate on the task at hand
make effective decisions or choices

**British Columbia, Canada**

**Drama 8**
make choices among a variety of ways to express thoughts, feelings, and beliefs
identify ways to advance dramatic action
make and act on reasoned and thoughtful decisions
suggest and try a variety of appropriate solutions to a given problem

demonstrate how various emotions affect vocal and physical expression
identify a variety of movement possibilities that could be used to create a specific effect
identify a variety of vocal techniques that could be used to communicate a specific meaning
identify examples of the interrelationship of movement and voice in communicating meaning
adjust the movement, language, and gesture of the role to changing dramatic situations
organize abstract ideas into a concrete dramatic form
suspend disbelief to transform objects and create character
analyse the motivation, tension, and conflict of a character with reference to other characters

identify the values, attitudes, and beliefs of characters
use appropriate vocabulary to describe drama and theatre elements

demonstrate an awareness of the need for rehearsal to create a polished presentation

**Drama 9**
choose appropriate ways to express thoughts, feelings, and beliefs

apply movement and gesture to clarify and enhance vocal interpretation


demonstrate appropriate use of voice elements
make movement choices that create a specific effect
use appropriate physical and vocal expression to enhance drama

create and sustain situations while in role
use vocal and physical techniques to create role and character

identify and portray a character’s objective within a scene

demonstrate familiarity with stage vocabulary and apply theatrical conventions to dramatic forms

demonstrate responsibility to the group and self in rehearsal and performance

**Drama 10**
use subtlety and nuance in expressive communication
make reasoned choices with the boundaries of the dramatic situation
choose appropriate physical and vocal expressions to enhance drama
choose appropriate vocal techniques to communicate a particular meaning
make movement choices to create a specific effect
apply vocal and physical techniques to create role and character
concentrate on role while sustaining and developing situations
analyse the motivations, objectives, obstacles, and actions of a character
apply stage vocabulary and theatrical conventions to dramatic forms

**Drama 11**
demonstrate a willingness to take performance risks in a variety of situations

demonstrate engagement in performance
use appropriate terminology to describe theatre performance

demonstrate understanding of the body and voice as performing instruments

demonstrate voice and movement elements appropriate to performance
identify appropriate theatre terminology to describe movement and voice

demonstrate appropriate strategies to develop a character

identify a character’s objectives and motivations
identify a range of internal and external strategies for developing character
use appropriate stage terminology
demonstrate appropriate performance etiquette
demonstrate commitment to the rehearsal and performance process
set personal goals for theatre performance

**Drama 12**
maintain engagement in performance
take performance risks in a variety of situations
use appropriate terminology to describe theatre performance

demonstrate proficient use of body and voice as performing instruments
use appropriate theatre terminology to describe movement and voice

use selected voice elements and elements of movement to achieve a specific purpose

apply a range of internal and external strategies to develop characters

demonstrate the ability to convey a character's objectives and motivations

justify a character's objectives and motivation
sustain fully developed characters while performing
use appropriate stage terminology
apply knowledge of theatre styles to performance
demonstrate appropriate performance etiquette
demonstrate commitment to the rehearsal and performance process

California VAPA Standards (2001)

GRADE EIGHT - 2.0 CREATIVE EXPRESSION
2.1 - Development of Theatrical Skills - Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.
2.2 - Creation/Invention in Theatre - Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

GRADE SIX - 2.0 CREATIVE EXPRESSION
2.2 - Creation/Invention in Theatre - Use effective vocal expression, gesture, facial expression, and timing to create character.

GRADE SIX - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.

GRADES 9-12 ADVANCED - 3.0 HISTORICAL AND CULTURAL CONTEXT
3.3 - History of Theatre - Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.

GRADES 9-12 ADVANCED - 2.0 CREATIVE EXPRESSION
2.1 - Development of Theatrical Skills - Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.

GRADE 9-12 PROFICIENT - 2.0 CREATIVE EXPRESSION
2.1 - Development of Theatrical Skills - Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
2.3 - Creation/Invention in Theatre - Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

California VAPA Standards (2019)

Prof.TH:Re9 Apply criteria to evaluate artistic work.
Prof.TH:Re9.b - Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended 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.

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.

7.TH:Cr3 Refine and complete artistic work.
7.TH:Cr3.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.
7.TH:Cr3.b - Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

6.TH:Cr3 Refine and complete artistic work.
6.TH:Cr3.b - Identify effective physical and vocal traits of characters 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.

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.

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.

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.

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.

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.

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.

Prof.TH:Pr6 Convey meaning through the presentation of artistic work.
Prof.TH:Pr6 - Perform a rehearsed, scripted short drama/theatre work for a specific audience.

8.TH:Pr6 Convey meaning through the presentation of artistic work.
8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

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

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.

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.

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:Pr4 Select, analyze, and interpret artistic work for presentation.**
- Prof.TH:Pr4.b - Shape character choices using given circumstances in a drama/theatre work.

8.TH:Pr4 Select, analyze, and interpret artistic work for presentation.
- 8.TH:Pr4.a - Explore different pacing to better communicate the story in a drama/theatre work.
- 8.TH:Pr4.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

**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.

### 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, 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.

### 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.

### National Core Arts Standards

#### TH:Re9.1: 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.

#### TH:Re9.1: 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.

#### TH:Cr3.1: 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.

#### TH:Cr3.1: 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.

TH:Cr3.1: 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.

TH:Cr3.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
TH:Cr3.1.8.c - Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work.

TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade 8
TH:Cr1.1.8.a - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

TH:Cr3.1.7.a - Identify possible solutions to staging challenges in a drama/theatre work.
TH:Cr3.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

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

TH:Cr3.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

TH:Cr1.1: 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.

TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.
TH:Cr1.1.6.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

TH:Cr1.1.7.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
TH:Cr1.1.7.b - Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work.

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.

TH:Cr3.1.6.a - Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
TH:Cr3.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

TH:Cr3.1.8.a - Explore different pacing to better communicate the story in a drama/theatre work.
TH:Cr3.1.8.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

TH:Pr4.1: Select, analyze, and interpret artistic work for presentation - Grade 6
TH:Pr4.1.6.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Pr6.1: 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.

TH:Pr6.1: 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.

TH:Pr6.1: Convey meaning through the presentation of artistic work - Grade 8
TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for an audience.

TH:Pr6.1: Convey meaning through the presentation of artistic work - High School Proficient
TH:Pr6.1.HSI.a - Perform a scripted drama/theatre work for a specific audience.

TH:Pr6.1: Convey meaning through the presentation of artistic work - High School Proficient
TH:Pr6.1.HSI.b - Shape character choices using given circumstances in a drama/theatre work.

TH:Pr4.1: 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.

TH:Pr4.1: 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.

TH:Pr4.1: 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.

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.

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)

Texas Essential Knowledge and Skills for Theatre Arts
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.

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.

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 117.213 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 - 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 117.315 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 117.317 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.