PUPPETRY
By JENNY GOODFELLOW

This unit on Puppetry is designed for middle school and up, to introduce students to the material and get them comfortable with performing in a safe and low exposure environment.

This is a unit that builds to a culminating experience for your students. Each lesson is designed to explore techniques, provide opportunities for creative collaboration among your students, and give them opportunities to perform. Some of the lessons require materials to build or create puppets. Puppetry can be as easy as drawing a face on your finger for finger puppets, to actually purchasing your own finger puppets for students to use.

While the focus of this unit is puppetry, your students will explore other skills as well. There’s the obvious ones of creative thinking, teamwork, and problem solving. They are also going to explore storytelling, performing skills, and playwriting.

1 - PuppetQuest
Through a PuppetQuest, students will learn about the different types and origins of puppetry.

2 - Shadow Hand Puppets
One of easiest and earliest forms of puppetry, students will learn to create shadow puppets using just their hands. After they have practiced their creations, they will create a group/partner scene using the shadow puppets.

3 - Shadow Puppet Cut-Outs
Students learn how shapes create interesting dynamics in shadow puppets. Students will have a packet of shadow puppet cut-outs. These cut-outs include animals that can be attached to a popsicle stick. In groups/partners, students will use the cut-outs in the packet to create a scene. They will also create an original cut-out.

4 - Finger Puppets
If you have the resources, purchase finger puppets for this lesson. It can also be easily done with drawn faces on index fingers, or faces on popsicle sticks. Using well known fairy tales like “Little Red Riding Hood” or “The Three Little Pigs,” students will retell these stories from a different perspective, using their finger puppet.

5 - Create and Character/Object Puppets
Students will bring in an object that they can turn into a puppet. Using the object puppet, students will create an original character and establish movement patterns and character voice. Character Worksheet and Practice Sheets are included, to perform their original puppet characters.

6 - Hand Puppets
Students learn proper hand puppet technique and practice these techniques with a prewritten scene. Teachers can also choose to use traditional hand puppets, or students can make their own using socks/paper bags.

7 - Script Writing
Students will write their own puppet play using the same format as the prewritten scene. In pairs, students will go over guidelines for creating a character and writing a scene.

8 - Puppetry Company
Using the guidelines provided and their previous scene, students will create a Puppet Company complete with a logo, the name of their production, and a picture that gives clues about the production. Students will also learn about professional puppet companies.

9 - Putting it All Together
This final lesson is a culminating performance. Students practice their scene using their hand puppets, then perform. Those watching will fill out a feedback sheet, which is discussed after the performance. A Unit Reflection and a Performance Reflection are included.
Standards Connections

**Alberta, Canada**

**Speech Drama 10**
- 9 - use and practice levels of pitch
- 11 - demonstrate how phrasing and pausing, intonation, rate and rhythm affect meaning
- 12 - create specific vocal sound effects
- 13 - speak spontaneously within a given context
- 14 - demonstrate effective narrative techniques

**Speech Drama 20**
- 16 - communicate mood and emotion through voice

**Speech Drama 30**
- 23 - use vocal variety in character development
- 24 - select appropriate visual elements such as props and costumes to enhance spoken interpretation

**Improvisation Drama 10**
- 1 - use warmup techniques for preparation of body, voice and mind
- 3 - maintain concentration during exercises
- 9 - use appropriate stage directions
- 10 - demonstrate appropriate rehearsal methods
- 11 - apply the essential elements of a story: character, setting, conflict, climax and plot in planned and unplanned scenes
- 12 - create, relate and polish a story
- 14 - discover how various emotions affect one vocally and physically
- 24 - select and use vocal techniques appropriate to a character

**Improvisation Drama 20**
- 33 - sustain a single character in a variety of situations

**Acting Drama 20**
- 1 - analyze a script for explicit character clues
- 3 - demonstrate understanding of and identity motivation and objectives (overall, main and immediate).
- 5 - demonstrate a character’s main objective within a scene
- 7 - demonstrate the ability to play a character from the character’s point of view
- 8 - demonstrate the ability to memorize required text
- 9 - demonstrate the ability to pick up cues effectively

**Acting Drama 30**
- 18 - use various vocal skills to enhance characterization

**Playwriting - Drama 20**
- 1 - demonstrate understanding of the basic structure of a play
- 3 - demonstrate understanding of script format
- 4 - generate and collect ideas that have dramatic possibilities
- 5 - write a scenario

**Directing - Drama 30**
- 1 - demonstrate understanding of the function of the director

**Improvisation/Acting Level III - Advanced**
- 26 - pick up cues effectively
- 30 - analyze text for meaning and character development
- 31 - recite text from memory
- 32 - rehearse, polish and present text

**Junior Goal II Objectives**
- explore specific techniques demanded by various dramatic forms

**Speech Level I - Beginning**
- 1 - speak spontaneously
- 2 - use vocal relaxation and warm-up techniques
- 3 - use effective breathing techniques
- 4 - use techniques of storytelling
- 5 - recognize the need to control and protect the voice
- 6 - use volume appropriate to situation
- 7 - create vocal sound effects to explore voice potential
- 8 - understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation

**Speech Level II - Intermediate**
- 9 - use volume, articulation and projection to achieve clarity
- 10 - demonstrate effects of intonation, rate, pause and phrasing on the meaning of words
- 11 - use pitch to effect quality of voice production
- 12 - demonstrate a stage whisper
- 13 - use voice to communicate mood and emotion
- 14 - use a variety of character voices

**Improvisation/Acting Level I - Beginning**
- 5 - create and tell a story spontaneously
- 6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot
- 7 - use stage vocabulary: stage areas, body positions and crosses
- 8 - demonstrate appropriate rehearsal behaviours and routines
- 9 - communicate a clear beginning, middle and end in spontaneous and planned scenes
- 10 - use essential story elements in spontaneous and planned scenes
- 11 - create a dramatic situation in response to varied
stimuli: objects, pictures, music

12 - make logical choices within the boundaries of situation and character

**Improvisation/Acting Level II - Intermediate**
17 - select and use language appropriate to a given character and situation
18 - use voice variety to enhance a character
21 - sustain a character throughout an exercise or scene

**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
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
develop the ability to interact effectively and constructively in a group process
extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences
develop the ability to offer and accept constructive criticism

**Theatre Studies Level III - Advanced (The script)**
8 - demonstrate understanding of directions used in a script
10 - demonstrate understanding of the concept of dramatic convention
11 - demonstrate understanding of plot structure
12 - analyze a script to identify character, setting and plot

**Technical Theatre - Levels I, II, III - Awareness**
1 - recognize the basic terminology associated with the component being studied
2 - demonstrate understanding of the basic functions of the component being studied.

**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

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

demonstrate a sense of inquiry and commitment, individually and to the group

demonstrate the ability to contribute effectively and constructively to the group process
extend understanding of, acceptance of and empathy for others

demonstrate respect for others-their rights, ideas, abilities and differences

develop the ability to offer, accept, and reflect upon, constructive criticism

**Senior Goal II Objectives**
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

demonstrate recognition of and respect for excellence in drama and theatre

develop an awareness of aesthetics in visual and performing arts

**Orientation Drama 10**
share ideas confidently
demonstrate behaviour appropriate to given circumstances
concentrate on the task at hand
demonstrate effective use and management of time
listen to self and others
solve problems imaginatively and creatively
make effective decisions or choices
display consideration and respect for self and others
positively support the work of others
cope with success and failure in positive ways
work with abstract concepts
demonstrate self-discipline, self-direction and a sense of responsibility
work cooperatively and productively
offer and accept constructive criticism with a desire to progress

**British Columbia, Canada**

**Drama 8**
demonstrate an appreciation for the diversity of others and their various perspectives
demonstrate the unique ability of drama to unify a diverse group
demonstrate trust through collaborative drama
make 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
use given criteria to assess and evaluate their work
demonstrate how various emotions affect vocal and physical expression
identify a variety of vocal techniques that could be used to communicate a specific meaning
consistently apply the ability to sustain a role in a given situation with others
organize abstract ideas into a concrete dramatic form
suspend disbelief to transform objects and create character
apply theatrical conventions to dramatic forms
demonstrate an awareness of the need for rehearsal to create a polished presentation
demonstrate respect for the nature of their audience

**Drama 9**
choose appropriate ways to express thoughts, feelings, and beliefs
accept responsibility for decisions and solutions
make reasoned choices within the boundaries of the dramatic situation
use a variety of strategies to make choices in problem solving
Drama in performance and structures affect performance and voice. Performance in variety of situations sustain intriguing characters with integrity. Situations particular meaning self and others and individual and ensemble performances. Group Dramatic forms. Demonstrate different ways in which context determines the choice of design elements and represent concepts from original and scripted work through presentation. Drama 10 demonstrate the unique ability of drama to unify a diverse group. Demonstrate trust in self and others through class activities and individual and ensemble performances. Use subtlety and nuance in expressive communication. Use objects as symbols of abstract concepts in a drama and sustain intriguing characters with integrity. Adapt works to a specific audience. Use selected voice elements and elements of movement to achieve a specific purpose. Use objects as symbols of abstract concepts in a drama and sustain intriguing characters with integrity. Adapt works to a specific audience. Use selected voice elements and elements of movement to achieve a specific purpose. Demonstrate effective use of voice elements. Make reasoned choices with the boundaries of the dramatic situation. Negotiate and compromise to solve group problems. Choose appropriate vocal techniques to communicate a particular meaning. Concentrate on role while sustaining and developing situations. Suspend disbelief to create drama. Use a dramatic work as a metaphor. Use objects as symbols of abstract concepts in a drama. Use observation, focus, and listening skills to create and sustain intriguing characters with integrity. Adapt works to a specific audience. Use selected voice elements and elements of movement to achieve a specific purpose. Use objects as symbols of abstract concepts in a drama and sustain intriguing characters with integrity. Adapt works to a specific audience. Use selected voice elements and elements of movement to achieve a specific purpose. Define and use criteria to assess and evaluate the work of self and others. Make reasoned choices with the boundaries of the dramatic situation. Negotiate and compromise to solve group problems. Choose appropriate vocal techniques to communicate a particular meaning. Concentrate on role while sustaining and developing situations. Suspend disbelief to create drama. Use a dramatic work as a metaphor. Use objects as symbols of abstract concepts in a drama. Use observation, focus, and listening skills to create and sustain intriguing characters with integrity. Adapt works to a specific audience. Use selected voice elements and elements of movement to achieve a specific purpose. Demonstrate the responsibilities of their position in the organizational structure of a theatre company. Demonstrate commitment to the rehearsal and performance process. Demonstrate understanding of the roles and responsibilities of theatre company personnel. Identify processes and protocol involved in theatre pre-production, production, and post-production. Identify requirements for careers in theatre performance and arts related fields. Set personal goals for theatre performance.

Drama 11

Critique their own work and that of others. Demonstrate a willingness to take performance risks in a variety of situations. Demonstrate engagement in performance. Use appropriate terminology to describe theatre performance. Identify appropriate theatre terminology to describe movement and voice. Demonstrate understanding of how production elements affect performance. Demonstrate understanding of standard script conventions and structures. Demonstrate understanding of the use of elements of drama in performance. Use appropriate stage terminology. Analyse how performance elements are used in theatre works to achieve specific purposes and reach specific audiences. Demonstrate a willingness to delegate and accept responsibility in a group. Demonstrate appropriate performance etiquette. Demonstrate commitment to the rehearsal and performance process. Demonstrate understanding of the roles and responsibilities of theatre company personnel. Identify processes and protocol involved in theatre pre-production, production, and post-production. Identify requirements for careers in theatre performance and arts related fields. Set personal goals for theatre performance.

Drama 12

Apply skills and techniques to communicate thoughts, feelings, and beliefs in a theatre performance. Critique their own and others' performances. Maintain engagement in performance. Take performance risks in a variety of situations. Use appropriate terminology to describe theatre performance. Use appropriate theatre terminology to describe movement and voice. Use selected voice elements and elements of movement to achieve a specific purpose. Sustain fully developed characters while performing. Demonstrate the ability to interpret scripts. Maintain the integrity of a performance in relation to the production concept. Use appropriate stage terminology. Collaborate to solve performance and production problems. Delegate and accept responsibility in groups. Demonstrate appropriate performance etiquette. Demonstrate commitment to the rehearsal and performance process. Demonstrate the responsibilities of their position in the organizational structure of a theatre company.

California VAPA Standards (2001)

GRADE EIGHT - 1.0 ARTISTIC PERCEPTION

1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.

GRADE SEVEN - 3.0 HISTORICAL AND CULTURAL CONTEXT

3.1 - Role and Cultural Significance of Theatre - Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.

GRADE SEVEN - 2.0 CREATIVE EXPRESSION

2.3 - Creation/Invention in Theatre - Create characters, environments, and actions that exhibit tension and suspense.

GRADE SEVEN - 1.0 ARTISTIC PERCEPTION

1.1 - Development of the Vocabulary of Theatre Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.

GRADE 9-12 PROFICIENT - 1.0 ARTISTIC PERCEPTION

1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.
GRADE SIX - 2.0 CREATIVE EXPRESSION

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

2.3 - Creation/Invention in Theatre - Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

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 - 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.2 - Careers and Career-Related Skills - Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

GRADES 9-12 ADVANCED - 2.0 CREATIVE EXPRESSION

2.2 - Creation/Invention in Theatre - Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.

GRADES 9-12 ADVANCED - 1.0 ARTISTIC PERCEPTION

1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.

GRADE 9-12 PROFICIENT - 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.2 - Careers and Career-Related Skills - Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

5.3 - Careers and Career-Related Skills - Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

GRADE 9-12 PROFICIENT - 2.0 CREATIVE EXPRESSION

2.2 - Creation/Invention in Theatre - Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

2.3 - Creation/Invention in Theatre - Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

California VAPA Standards (2019)

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

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

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

Acc.TH:Cn11.2.a - Formulate creative choices for a devised or scripted drama/theatre work based on research about the selected topic.

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

Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

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.

Acc.TH:Cr3 Refine and complete artistic work.

Acc.TH:Cr3.c - Re-imagine and revise design choices using technical theatre elements during the rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Prof.TH:Cr3 Refine and complete artistic work.

Prof.TH:Cr3.a - Rehearse and revise a devised or scripted drama/theatre work using theatrical conventions.

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:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

8.TH:Cr3 Refine and complete artistic work.

8.TH:Cr3.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.

8.TH:Cr3.c - Implement and refine a planned design using technical theatre elements during the rehearsal process for devised 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.

7.TH:Cr3.c - Consider multiple planned technical theatre elements and designs during the rehearsal process for a devised or scripted drama/theatre work.

6.TH:Cr3 Refine and complete artistic work.

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

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

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

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for 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.

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

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Adv.TH:Cr1 Generate and conceptualize artistic ideas and work.
Adv.TH:Cr1.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technical theatre elements to create the visual composition of a drama/theatre work.

8.TH:Cr1 Generate and conceptualize artistic ideas and work
8.THCr1.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
8.THCr1.c - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

7.TH:Cr1 Generate and conceptualize artistic ideas and work
7.THCr1.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
7.THCr1.c - Explain and present solutions to design challenges in a drama/theatre work.

Acc.TH:Pr6 Convey meaning through the presentation of artistic work.
Acc.TH:Pr6 - Present a drama/theatre work using creative processes that shape the production for a specific audience.

Prof.TH:Pr6 Convey meaning through the presentation of artistic work.
Prof.TH:Pr6 - Perform a rehearsed, scripted 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:Cr1 Generate and conceptualize artistic ideas and work
6.THCr1.a - Identify possible solutions to staging challenges in a drama/theatre work.
6.THCr1.c - Identify solutions to design 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.
8.TH:Pr5.b - Use a variety of technical theatre elements to create a design for a rehearsal or drama/theatre production.

7.TH:Pr5 Develop and refine artistic techniques and work for presentation.
7.TH:Pr5.b - Choose a variety of technical theatre elements that can be applied to a design in a drama/theatre work.

6.TH:Pr5 Develop and refine artistic techniques and work for presentation.
6.TH:Pr5.b - Articulate how technical theatre elements are integrated into 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.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.6 - Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

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.2.2 - Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.

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

Innovation, Technology & the Future
TH.912.F.1.3 - Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

Organizational Structure
TH.912.O.1.4 - Write an original script or a dramatic
adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH:912.O.2.2 - Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.

Skills, Techniques & Processes
TH:912.S.1.6 - Respond appropriately to directorial choices for improvised and scripted scenes.
TH:912.S.2.1 - Create one or more technical design documents for a theatrical production.
TH:912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.
TH:912.S.2.9 - Research and defend one's own artistic choices as a designer.
TH:912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH:912.S.3.3 - Develop acting skills and techniques in the rehearsal process.

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:Cn11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Accomplished
TH:Cn11.2.HSII.a - Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade HS Proficient
TH:Cr2.1.HSI.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

TH:Cr3.1: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient
TH:Cr3.1.HSII.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.

TH:Cr3.1: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Accomplished
TH:Cr3.1.HSII.c - Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

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.a - Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
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.HSI.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

TH:Cr3.1: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient
TH:Cr3.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
TH:Cr3.1.8.b - Imagine and explore solutions to design challenges of a performance space in 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:Cr3.1.8.c - Implement and refine a planned technical design using simple technology during the rehearsal process for devised 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:Cr3.1.7.c - Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

TH:Cr3.1: 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.
TH:Cr3.1.6.b - Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade HS Advanced
TH:Cr2.1.HSII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade HS Accomplished
TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Cr2.1: 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.

TH:Cr2.1: 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.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade 6
TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

TH:Cr1.1: Generate and conceptualize artistic ideas and work - High School Advanced
TH:Cr1.1.HSII.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.

TH:Cr1.1: 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.b - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

TH:Cr1.1: 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.b - Explain and present solutions to design challenges in a drama/theatre work.

TH:Pr6.1: Convey meaning through the presentation of artistic work - Grade HS Accomplished
TH:Pr6.1.HSII.a - Present a drama/theatre work using creative processes that shape the production for a specific audience.

TH:Pr6.1: Convey meaning through the presentation of artistic work - Grade HS Proficient
TH:Pr6.1.HSl.a - Perform a scripted drama/theatre work for a specific 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 - Grade 7
TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade 6
TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.
TH:Cr1.1.6.b - Identify solutions to design challenges in a drama/theatre work.

TH:Pr5.1: 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.
TH:Pr5.1.8.b - Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

TH:Pr5.1: Develop and refine artistic techniques and work for presentation - Grade 7
TH:Pr5.1.7.b - Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

TH:Pr5.1: Develop and refine artistic techniques and work for presentation - Grade 6
TH:Pr5.1.6.b - Articulate how technical elements are integrated into 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.
B.C.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.
B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

Intermediate High School Standards - Communication
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.

Proficient High School Standards - Communication
P.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to develop characters.
P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.
P.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.

Advanced High School Standards - Communication
A.C.1.2 - Use voice to create character dialects.
A.C.1.3 - Use constructive criticism to improve original works both written and read orally.
A.C.2.1 - Use improvisation and acting skills to perform for a formal audience using prompts provided by the audience.
A.C.2.2 - Interpret scripts through formal and informal presentations.

Advanced High School Standards - Aesthetics
A.AE.1.2 - Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

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.
A.CU.2.2 - Integrate conventions and structures of theatre when creating formal or informal theatre productions.

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices
C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)
C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

Grades 9 & 10 - Foundations - Concepts and Terminology
C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)
C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom
B.3.1 - identify and describe skills, attitudes, and strategies they used in collaborative drama activities (e.g., brainstorming, active listening, and cooperative problem-solving skills; strategies for sharing responsibility through collaborative team roles)

Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process
B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g.,
identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works.

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

A.3.1 - identify and use a variety of techniques to influence the audience in specific ways (e.g., have actors enter the performance space from the audience to increase audience connection to the drama; use blocking to focus audience attention on key characters or relationships between characters)

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)

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works

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

**MS 117.212 LII - Creative Expression: performance**

B.2.D - create stories collaboratively and individually that have dramatic structure.

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

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

**MS 117.211 LI - Creative Expression: performance**

C.2.F - create environments, characters, and actions.

**MS 117.211 LI - Creative Expression: production**

C.3.B - create suitable environments for dramatizations.

C.3.C - collaborate to plan brief dramatizations.

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

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

C.2.E - create individually or devise collaboratively imaginative scripts and scenarios.

**HS 117.318 LII - 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: production**

C.3.C - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance.

**HS 117.318 LII - Critical evaluation and response**

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

**HS 117.316 LII - Foundations: Inquiry and Understanding**

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

C.1.E - identify examples of theatrical conventions in theatre, film, television, and electronic media.

C.1.G - develop and practice memorization skills.