



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 the 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

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6

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

TH:Cr1.1.6.b - Identify solutions to design challenges 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.b - Explain and present solutions to design challenges 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.b - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Advanced

TH:Cr1.1.HSIII.a - Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.

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.

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.

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.

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.

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.

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

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.

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.

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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.

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.

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.

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.

Convey meaning through the presentation of artistic work - Grade 8

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

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

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.

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.

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.

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.

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

TH:Cr3.1.HSIII.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.

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.

California VAPA Standards (2019)

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

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

6.TH:Cr1.c - Identify solutions to design challenges 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.c - Explain and present solutions to design challenges 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.c - Imagine and explore solutions to design challenges of a performance space in a 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.

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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

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.

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.

Acc.TH:Cr3 Refine and complete artistic work.

Acc.TH:Cr3.c - Re-imagine and revise design choices using technical theatre elements during the course of a rehearsal

process to enhance the story and emotional impact of a devised or scripted 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.

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.

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.

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.

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.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Foundations: Inquiry and Understanding

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

MS 117.211 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.

MS 117.212 LII - Creative Expression: performance

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

MS 117.212 LII - Creative Expression: production

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.B - develop and practice theatre preparation and warm-up techniques.

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

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

HS 117.315 LI - Creative Expression: performance

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

HS 117.315 LI - 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 117.315 LI - 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.

HS 117.316 LII - Creative Expression: performance

C.2.B - explore creativity as it relates to self and ensemble.

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

HS 117.316 LII - Creative Expression: production

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

C.3.E - develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

HS 117.317 LIII - Creative Expression: performance

C.2.E - write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme.

C.2.F - integrate two or more art or media forms in a performance.

HS 117.317 LIII - Creative Expression: production

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

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.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 LIV - Creative Expression: production

C.3.E - demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production.

C.3.F - apply expertise in one or more areas of theatre

production, demonstrating responsibility, artistic discipline, and creative problem solving.

Alberta, Canada

Speech Drama 10

- 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
- 9 - use and practice levels of pitch

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
- 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
- 3 - maintain concentration during exercises
- 9 - use appropriate stage directions

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

- become familiar with disciplines that enhance dramatic process
- become familiar with dramatic terminology and script format
- explore specific techniques demanded by various dramatic forms

Junior Goal III Objectives

- develop awareness of drama and theatre presentations as possible
- develop awareness of various conventions of theatre

Junior Orientation

- communicate through use of voice and body
- demonstrate a willingness to take calculated and reasonable risks
- demonstrate awareness of the multidisciplinary nature of drama/theatre
- demonstrate trust by becoming comfortable, physically and emotionally, with others
- focus concentration on one task at a time
- generate imaginative and creative solutions to problems
- listen effectively
- meet deadlines and follow through on individual and group commitments
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- recognize the purposes of and participate in warmup activities
- share ideas confidently with others
- show awareness of story sequence
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

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

- 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
- 9 - use volume, articulation and projection to achieve clarity

Improvisation/Acting Level I - Beginning

- 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
- 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

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 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 ability to interact effectively and constructively in a group process

develop the ability to offer and accept constructive criticism

develop the willingness to make a decision, act upon it and accept the results

explore and develop physical and vocal capabilities

extend the ability to explore, control and express emotions

extend the ability to think imaginatively and creatively

extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences

strengthen powers of concentration

Theatre Studies Level III - Advanced (The script)

10 - demonstrate understanding of the concept of dramatic convention

11 - demonstrate understanding of plot structure

12 - analyze a script to identify character, setting and plot

8 - demonstrate understanding of directions used in a script

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

apply imaginative and creative thought to problem-solving situations

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

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

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

demonstrate the ability to contribute effectively and constructively to the group process

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

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

develop a positive and realistic self-image

develop a sense of inquiry and commitment to learning

extend physical and vocal capabilities

extend the ability to concentrate

extend understanding of, acceptance of and empathy for others

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

Senior Goal III Objectives

demonstrate recognition of and respect for excellence in drama and theatre

develop an awareness of aesthetics in visual and performing arts

explore various conventions and traditions of theatre

Orientation Drama 10

concentrate on the task at hand

cope with success and failure in positive ways

demonstrate behaviour appropriate to given circumstances

demonstrate effective use and management of time

demonstrate self-discipline, self-direction and a sense of responsibility

display consideration and respect for self and others

listen to self and others

make effective decisions or choices

offer and accept constructive criticism with a desire to progress

positively support the work of others

share ideas confidently

solve problems imaginatively and creatively

work cooperatively and productively

work with abstract concepts

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

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

GRADE 6 - ARTS - Communicating and documenting

Express, feelings, ideas, and experiences through the arts

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

Take creative risks to express feelings, ideas, and experiences

GRADE 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

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

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

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

Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - 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 - Communicating and documenting

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

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

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

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

Create dramatic works with an intended audience in mind

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

Experiment with a range of props, processes, and technologies

Improvise and take creative risks to express meaning

GRADE 10 - DRAMA - Reason and reflect

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 dramatic works for an intended audience

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

Develop and refine performance skills in a variety of contexts

Experiment with a range of materials, props, processes, and technologies to create and refine performances

Explore and create dramatic works to express ideas,

meaning, and emotions

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

Purposefully select and combine dramatic elements and conventions

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

GRADE 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 and refine performance skills in a variety of contexts

Develop dramatic works for an intended audience

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

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

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

Intentionally select and combine dramatic elements and conventions

GRADE 12 - DRAMA - Reason and reflect

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

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

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