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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

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.

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.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.1.1.a - Students Can: Identify possible solutions to staging challenges in a drama/theatre work.

DT.6.1.1.b - Students Can: Identify possible solutions to design challenges in a drama/theatre work.

DT.6.1.2.b - Students Can: Contribute ideas and accept and incorporate the ideas of others in preparing or devising a drama/theatre work.

DT.6.1.4.b - Students Can: Identify and employ effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

DT.6.2.2.b - Students Can: Articulate how technical elements are integrated into a drama/theatre work.

Seventh Grade

DT.7.1.1.a - Students Can: Integrate multiple perspectives and solutions to staging challenges in a drama/theater work.

DT.7.1.1.b - Students Can: Explain and present possible solutions to design challenges in a drama/theater work.

DT.7.1.2.b - Students Can: Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

DT.7.1.4.a - Students Can: Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

DT.7.1.4.b - Students Can: Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

DT.7.1.4.c - Students Can: Implement planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

DT.7.2.2.b - Students Can: Choose a variety of technical elements that can be applied to a design in a drama/theatre

work.

DT.7.2.4.a - Students Can: Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Eighth Grade

DT.8.1.1.a - Students Can: Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

DT.8.1.1.b - Students Can: Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.

DT.8.1.2.b - Students Can: Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

DT.8.1.4.b - Students Can: Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.

DT.8.1.4.c - Students Can: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.

DT.8.2.2.a - Students Can: Develop a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

DT.8.2.2.b - Students Can: Implement a variety of technical elements to create a design for a rehearsal or drama/theater production.

DT.8.2.4.a - Students Can: Perform/present a rehearsed/designed drama/theatre work for an audience.

High School - Fundamental Pathway

DT.H1.1.2.b - Students Can: Investigate the collaborative nature of the actor, director, playwright, and designers to explore their interdependent roles in a drama/theatre work.

DT.H1.1.3.b - Students Can: Explore how personal, cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

DT.H1.1.4.a - Students Can: Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

DT.H1.1.4.b - Students Can: Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

DT.H1.1.4.c - Students Can: Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

DT.H1.2.4.a - Students Can: Perform/present a scripted drama/theatre work for a specific audience.

High School - Advanced Pathway

DT.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.

DT.H2.1.3.b - Students Can: Make creative choices based on connections with the selected topic.

DT.H2.1.4.c - Students Can: 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.

DT.H2.2.4.a - Students Can: Present a drama/theatre work using creative processes that shape the production for a specific audience.

High School - Professional Pathway

DT.H3.1.1.a - Students Can: Synthesize knowledge from a variety of dramatic forms, theatrical conventions and technologies to create the visual composition of a drama/theatre work.

DT.H3.1.2.b - Students Can: Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

DT.H3.1.3.a - Students Can: Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

DT.H3.1.4.a - Students Can: 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.

DT.H3.2.3.a - Students Can: Effectively execute creative processes to tell stories in a devised or scripted drama/theatre work, to connect with audience, community, and ensemble.

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

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

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

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

TH.68.C.1.5 - Describe how a theatrical activity can entertain or instruct an audience.

TH.68.C.1.6 - Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.

TH.68.C.2.1 - Use group-generated criteria to critique others and help strengthen each other's performance.

TH.68.C.2.2 - Keep a rehearsal journal to document individual performance progress.

TH.68.C.2.3 - Ask questions to understand a peer's artistic choices for a performance or design.

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

TH.68.C.3.1 - Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

TH.68.C.3.3 - Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.

TH.912.C.1.2 - 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.

Historical & Global Connections

TH.68.H.1.2 - Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.

TH.68.H.1.3 - Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

TH.68.H.1.4 - Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.

TH.68.H.1.5 - Describe one's own personal responses to a theatrical work and show respect for the responses of others.

TH.68.H.1.6 - Discuss how a performer responds to different audiences.

TH.68.H.2.4 - Discuss the differences between presentational and representational theatre styles.

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

TH.68.H.2.6 - Describe historical and cultural influences

leading to changes in theatre performance spaces and technology.

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

TH.68.H.3.6 - Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.

Innovation, Technology & the Future

TH.68.F.1.1 - Manipulate various design components to imagine the world of the character.

TH.68.F.1.2 - Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.

TH.68.F.1.3 - Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.

TH.68.F.1.4 - Survey an aspect of theatre to understand the ways in which technology has affected it over time.

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

Organizational Structure

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

TH.68.O.1.2 - Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

TH.68.O.1.3 - Explain the impact of choices made by directors, designers, and actors on audience understanding.

TH.68.O.1.4 - Discuss how the whole of a theatre performance is greater than the sum of its parts.

TH.68.O.2.4 - Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.

TH.68.O.3.3 - Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.

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.68.S.1.1 - Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.

TH.68.S.1.2 - Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.

TH.68.S.1.3 - Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.

TH.68.S.2.1 - Discuss the value of collaboration in theatre and work together to create a theatrical production.

TH.68.S.2.2 - Discuss and apply the theatrical production process to create a live performance.

TH.68.S.3.1 - Develop characterizations, using basic acting skills, appropriate for selected dramatizations.

TH.68.S.3.2 - Use the elements of dramatic form to stage a play.

TH.68.S.3.3 - Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.

TH.68.S.3.4 - Lead small groups to safely select and create elements of technical theatre to signify a character or setting.

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.

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

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

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

Grade 6 - Performing

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement), b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

Grade 6 - Responding

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

Grade 6 - Connecting

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

TA7.CR.2 - Develop scripts through theatrical techniques., a.

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

Grade 7 - Performing

TA7.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance., c. Engage in various performance styles.

Grade 7 - Connecting

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Draw conclusions about the influence of theatre on society.

Grade 8 - Creating

TA8.CR.2 - Develop scripts through theatrical techniques., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

Grade 8 - Performing

TA8.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement)., b. Demonstrate appropriate ensemble skills throughout a performance., c. Use appropriate listening and response skills during performances.

Grade 8 - Responding

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

Grade 8 - Connecting

TA8.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Discuss theatre's role in reflecting the culture of a society.

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

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

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

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

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

TAHSAD.CR.1 - Organize, design, and refine theatrical work., a. Examine various theories of dramatic structure., b. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

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

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

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

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing

TAHSFT.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement)., b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters., c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development., d. Perform acting choices for an audience based on critiques.

North Carolina Essential Standards 2024

Sixth Grade Create

6.CR.1.2 - Create original works using theatrical formatting and elements.

Sixth Grade Present

6.PR.1.2 - Communicate ideas and feelings through physical and vocal choices during presentations.

6.PR.2.1 - Develop stories or scripts for presentation.

Seventh Grade Create

7.CR.1.2 - Create original works using elements of dramatic structure.

Seventh Grade Present

7.PR.1.2 - Communicate character and story using physical and vocal control, observation, and concentration during theatrical performances.

Eighth Grade Create

8.CR.1.2 - Create original characters and situations using

background knowledge and research.

Eighth Grade Present

8.PR.2.1 - Develop various styles of literature into formal or informal presentations.

Beginning High School Create

B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.

B.CR.1.2 - Create scenarios that communicate character, setting, plot, and conflict.

Beginning High School Present

B.PR.1.2 - Communicate characters, situations, and scenarios using body and voice while adhering to staging conventions.

Intermediate High School Present

I.PR.2.1 - Develop scenes for formal or informal presentations.

Accomplished High School Create

AC.CR.1.1 - Improvise a variety of extended scenes or performance pieces reflecting specific situations, styles, or genres.

AC.CR.1.2 - Create a variety of scripted extended scenes or performance pieces reflecting specific situations, styles, or genres.

Accomplished High School Present

AC.PR.1.2 - Display a progression of character moments within the performance of theatrical texts.

Advanced High School Connect

AD.CN.1.1 - Analyze the impact of theatre throughout the world from the 1900s to the present on trends, styles, and artists, and their future implications.

Advanced High School Create

AD.CR.1.1 - Develop a variety of extended scenes or short plays through improvisation, applying acting and directorial techniques in anticipation of various audiences or theatrical settings.

AD.CR.1.2 - Create a variety of extended scenes or plays inspired by various time periods or cultures.

Advanced High School Present

AD.PR.1.1 - Implement justified choices made in response to feedback and specific criteria.

AD.PR.1.2 - Apply conventions of acting, directing, and technical theatre to refine theatrical works for presentation.

AD.PR.2.1 - Develop contrasting theatrical works for diverse genres, audiences, auditions, or productions.

AD.PR.2.3 - Implement technical elements effectively from design through actualization to enhance theatrical works.

AD.PR.2.4 - Adapt staging and direction for various stage configurations.

North Carolina Essential Standards 2010

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.

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

Alberta, Canada

Speech Drama 10

11 - demonstrate how phrasing and pausing, intonation, rate and rhythm affect meaning

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

Virginia Standards Of Learning (2020)

Grade Six

6.1 - The student will apply creative thinking to theatre.

6.2 - The student will use a creative process to develop solo and collaborative presentations, using body, voice, and imagination.

Grade Six

6.3 - The student will analyze, interpret, and evaluate theatrical works

6.4 - The student will identify connections between personal experience and dramatizations

6.5 - The student will identify communication and collaboration skills for theatre experiences.

Grade Six

6.11 - The student will analyze how theatre incorporates other art forms.

Grade Six

6.12 - The student will demonstrate how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally (through vocal choices).

6.13 - The student will identify techniques and skills for actor preparation, including memorization and warm ups for performance.

6.14 - The student will demonstrate theatre as dramatized storytelling by preparing and presenting short scenes that include characters, setting, properties, conflict, and a progressive chain of events.

6.15 - The student will identify functions of a theatre director.

6.16 - The student will develop technical theatre and production skills.

Grade Seven

7.1 - The student will demonstrate creative thinking by improvising scenes from given situations.

7.2 - The student will demonstrate a creative process for theatre.

Grade Seven

7.3 - The student will analyze, interpret, and evaluate theatre.

7.4 - The student will justify personal responses to theatrical productions.

7.5 - The student will identify and apply communication and collaboration skills for theatre experiences.

Grade Seven

7.12 - The student will develop physical and vocal technique for theatre performance.

7.13 - The student will explain techniques and skills for actor preparation, including concentration, discipline, preparation, and imagination for theatrical performance.

7.15 - The student will identify functions, skills, and responsibilities of the creative team and production staff.

7.16 - The student will develop technical theatre and production skills

Grade Eight

8.1 - The student will refine creative problem-solving, ensemble-building, and improvisational skills by devising and improvising theatrical works.

8.2 - The student will demonstrate a creative process for theatre.

Grade Eight

8.3 - The student will analyze, interpret, and evaluate theatre.

8.4 - The student will explain responses to theatrical productions based on personal background and experience.

8.5 - The student will apply communication and collaboration skills for theatre experiences.

Grade Eight

8.12 - The student will develop physical and vocal technique for theatre performance.

8.14 - The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.

8.16 - The student will develop technical theatre and production skills.

Theatre Arts I: Introduction to Theatre

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

Theatre Arts I: Introduction to Theatre

TI.5 - The student will apply communication and collaboration skills for theatre experiences.

Theatre Arts I: Introduction to Theatre

TI.6 - The student will explore historical and cultural aspects of theatrical works.