How does an actor analyze a script? Students start with character analysis (how do we learn about a character in a script? what are the facts/inferences about a character?) and then explore the ideas of “objective,” “obstacle,” “stakes,” and “tactics.”

The unit culminates with students applying learned script analysis techniques on an assigned scene. Please refer to the Pacing Guide for more details and ways to supplement with other DTA materials.

1 - Getting to Know a Character
Students learn the 5 ways we learn about a character in a script.

2 - Characters in a Scene
This session uses a two-character scene to find facts and inferences about a character.

3 - The Stanislavski Method
This session introduces the Stanislavski method of acting and four elements: objective, obstacle, stakes, and tactics.

4 - Applying Analysis to Performance
This session reviews what students have learned about script analysis, and applies it to an open scene exercise.

5 - Unit Project
Students are given an assigned scene to analyze, focus on one character, and complete the script analysis assignment.
Standards Connections

Alberta, Canada

Junior Goal I Objectives
- strengthen powers of concentration
- extend the ability to explore meaning through abstract concepts

Junior Goal II Objectives
- become familiar with dramatic terminology and script format

Junior Goal III Objectives
- develop awareness of various conventions of theatre

Junior Orientation
- share ideas confidently with others
- focus concentration on one task at a time
- listen effectively
- recognize the purposes of and participate in warmup activities

Theatre Studies Level II - Intermediate (Theatre History)
- 5. recognize that “theatre is a mirror of society”.

Senior Goal I Objectives
- extend the ability to concentrate
- develop a sense of inquiry and commitment to learning

Senior Goal II Objectives
- explore various approaches to analyzing a script for purposes of study and/or presentation

Orientation Drama 10
- share ideas confidently
- make effective decisions or choices
- demonstrate self-discipline, self-direction and a sense of responsibility
- work cooperatively and productively

Acting Drama 20
- 1. analyze a script for explicit character clues
- 12. analyze script for clues to create antecedent action
- 14. identify and use operative words in a script
- 15. analyze script for a character’s transitions

Theatre Studies Drama 30 (Early or Middle or Late drama)
- 4. recognize dramatic structure of a play

British Columbia, Canada

Drama 8
- identify ways to advance dramatic action
- make and act on reasoned and thoughtful decisions
- use appropriate vocabulary to describe drama and theatre elements

Drama 9
- demonstrate trust in others through class activities and individual and ensemble performances
- accept responsibility for decisions and solutions
- identify effective dramatic forms for representing particular ideas and experiences
- identify a variety of ways in which character if revealed

Drama 10
- analyze the motivations, objectives, obstacles, and actions of a character
- demonstrate an appreciation for the necessity of structure in dramatic work

California VAPA Standards (2001)

GRADE 9-12 PROFICIENT - 1.0 ARTISTIC PERCEPTION
- 1.1. Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences

GRADE 9-12 PROFICIENT - 2.0 CREATIVE EXPRESSION
- 2.1. Development of Theatrical Skills - Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

GRADE 9-12 ADVANCED - 1.0 ARTISTIC PERCEPTION
- 1.1. Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.

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

GRADE SIX - 2.0 CREATIVE EXPRESSION
- 2.2. Creation/Invention in Theatre - Use effective vocal expression, gesture, facial expression, and timing to create character.
- 2.3. Creation/Invention in Theatre - Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

GRADE SEVEN - 2.0 CREATIVE EXPRESSION
- 2.1. Development of Theatrical Skills - Use improvisation in rehearsal to discover character and motivation.

California VAPA Standards (2019)

6.TH:Cr1 Generate and conceptualize artistic ideas and work
- 6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

7.TH:Cr1 Generate and conceptualize artistic ideas and work
- 7.TH:Cr1.b - Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.

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

**Acc.TH:Pr4** Select, analyze, and interpret artistic work for presentation.

**Acc.TH:Pr4.b** - Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.

**Common Core**

**Speaking and Listening**

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

CCSS.ELA-LITERACY.CCRA.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Language**

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

**Reading: Literature**

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Reading: Informational Text**

CCSS.ELA-LITERACY.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

**Language**

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Writing**

CCSS.ELA-LITERACY.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**History/Social Studies**

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Florida Sunshine State Standards**

**Historical & Global Connections**

TH.912.H.1.4 - Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

**Organizational Structure**

TH.912.O.1.1 - Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

**Skills, Techniques & Processes**

TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

TH.912.S.2.3 - Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.

TH.912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.

**National Core Arts Standards**

**TH:Cr1.1** Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

**TH:Cr1.1.7.c** Generate and conceptualize artistic ideas and work - Grade 7

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

**TH:Cr1.1.8.c** Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HSI.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

**TH:Pr4.1** Select, analyze, and interpret artistic work for presentation - Grade HS Accomplished

**TH:Pr4.1.HSII.b** - Identify essential text information,
research from various sources, and the director's concept that influence character choices in a drama/theatre work.

North Carolina Essential Standards

Beginning High School Standards - Communication
B.C.2.2 - Interpret various selections of dramatic literature through formal and informal presentations.

Beginning High School Standards - Culture
B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.

Intermediate High School Standards - Communication
I.C.2.2 - Interpret scenes through formal and informal presentations.

Intermediate High School Standards - Analysis
I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

Proficient High School Standards - Analysis
P.A.1.1 - Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.

Advanced High School Standards - Communication
A.C.2.2 - Interpret scripts through formal and informal presentations.

Ontario, Canada

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)

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)

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

Texas Essential Knowledge and Skills for Theatre Arts

HS 117.315 LI - Foundations: Inquiry and Understanding
C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS 117.316 LII - Foundations: Inquiry and Understanding
C.1.D - analyze dramatic structure and genre.

HS 117.317 LIII - Creative Expression: performance

C.2.C - analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

MS 117.211 LI - Creative Expression: performance
C.2.B - imagine and clearly describe characters, their relationships, and their surroundings.

MS 117.211 LI - Critical evaluation and response
C.5.A - identify and apply audience etiquette at all performances.

MS 117.212 LII - Foundations: Inquiry and Understanding
B.1.E - demonstrate knowledge of theatrical vocabulary and terminology.

MS 117.212 LII - Creative Expression: performance
B.2.B - define characters by what they do, what they say, and what others say about them.

MS 117.212 LII - Critical evaluation and response
B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

MS 117.213 LIII - Foundations: Inquiry and Understanding
B.1.E - apply knowledge of theatrical vocabulary and terminology.

MS 117.213 LIII - Creative Expression: performance
B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.