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

National Core Arts Standards

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.

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.

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.

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.

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 and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading: Informational Text
CCSS.ELA-LITERACY.RI.9-10.1 - 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.

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.

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.

Intermediate High School Standards - Communication
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.

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.

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.

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.

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
PA.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.

Texas Essential Knowledge and Skills for Theatre Arts
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 - Critical evaluation and response
B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.

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.

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.

Alberta, Canada
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

Junior Goal II Objectives
GRADE 7 - ARTS - Communicating and documenting principles in art making combining and arranging artistic elements, processes, and technologies, environments, tools, and techniques by and purposeful play using ideas inspired by imagination, inquiry, experimentation, and discovery.

GRADE 6 - ARTS - Exploring and creating experiences
GRADE 6 - ARTS - Communicating and documenting environments in the arts
GRADE 6 - ARTS - Reasoning and reflecting
GRADE 6 - ARTS - Exploring and creating
GRADE 6 - ARTS - Exploring and creating British Columbia (2018)
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 dramatic works for an intended audience
- 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

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**Ontario, Canada**

**Grades 9 & 10 - Foundations - Responsible Practices**
- C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

**Grades 9 & 10 - Foundations - Concepts and Terminology**
- C.1.2 - 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)

**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)