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# SHAKESPEARE PERFORMANCE

By ANNA PORTER

In this unit by Anna Porter, students are introduced to the works of Shakespeare and explore how to bring a character to life in a monologue performance. Students are also introduced to the tools to help them unlock meaning in Shakespeare's text. Through this eleven lesson series, students will participate in class discussions, activities and performance. Assessment tools include informal assessment, submission of textual analysis work and a final performance.

## 1 - Introduction to Shakespeare

Students will take a pre-quiz on some of Shakespeare's plays, then find 5 things they did not already know about Shakespeare during a group discussion and presentation. This lesson includes a presentation for students to introduce Shakespeare and his time period.

## 2 - Selecting Material

Students will select a monologue to use in this performance unit during the class period. They will also work in groups to create an entertaining and educational performance based off of a plot summary for one of Shakespeare's plays.

## 3 - Approaching the Text

As a class, students will explore context, the meaning of words, and imagery used to unlock meaning in a Shakespearean text. Students will use these tools to create a modern translation for their own text. Students are also introduced to resources and will become familiar with their story through doing the Actor's Homework.

## 4 - Paint with Words: Imagery and Insults

Students will use insults and compliments to explore sound and imagery in Shakespeare's texts. Students will also participate in a choral reading, then create a short scenario where they must use their voice and body to bring Shakespeare's imagery to life to achieve a specific emotional response.

## 5 - Finding Emotion and Action in the Text

Students will explore emotional outbursts, action words, and emotion words by doing a structured activity and textual analysis.

## 6 - Punctuation

Students will dissect, analyze, and color code punctuation examples. Students will use physical movement that is tied to specific punctuation to help them explore how it can communicate meaning in the text. Students will then apply this and analyze their monologue by examining the punctuation.

## 7 - Preparing a Character for Performance Part One - Tools, Objectives, Tactics

Students use their Actor's Homework Sheet to create a personal word list to explore their character. They will also identify how they will use voice and body to bring their character to life. Finally, students review character objective and tactics in order to create an objective statement with three active tactics they will use with their monologue.

## 8 - Preparing a Character for Performance Part Two - Laban's Efforts

Students explore and play with Laban's Efforts, then select efforts to use in their monologue.

## 9 - Performing a Monologue with Focus and Stage Pictures

Students will review how to use stage pictures that communicate character, story, and emotion to help them create appropriate blocking for their performance. Students will create an appropriate focus for their character to look at while performing their monologue.

## 10 - Memorization Quiz and Preview

Students will take a memorization quiz and perform for their peers. Students will also critique each other based on what they have worked on during this unit.

## 11 - Performance

Students will demonstrate their understanding of textual analysis, painting with words and imagery, creating a character, and preparing a monologue by performing a Shakespearean monologue and reflecting on their experience.

# 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.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

### Perceive and analyze artistic work - Grade 6

TH:Re7.1.6.a - Describe and record personal reactions to artistic choices 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.

### Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.a - Consider various staging choices to enhance the story in a drama/theatre work.

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

### Perceive and analyze artistic work - Grade 8

TH:Re7.1.8.a - Apply criteria to the evaluation of artistic choices in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HS1.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 Proficient

TH:Pr4.1.HS1.a - Examine how character relationships assist in telling the story of a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Advanced

TH:Cr1.1.HSIII.c - Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

### Perceive and analyze artistic work - Grade HS Advanced

TH:Re7.1.HSIII.a - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

### Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

### Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

### Develop and refine artistic techniques and work for presentation - Grade 7

TH:Pr5.1.7.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

### Interpret intent and meaning in artistic work - Grade 8

TH:Re8.1.8.a - Recognize and share artistic choices when participating in or observing a drama/theatre work.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Proficient

TH:Cn11.1.HS1.a - Explore how cultural, global, and historic belief systems affect creative choices 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.

### Develop and refine artistic techniques and work for presentation - Grade HS Accomplished

TH:Pr5.1.HSII.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

### Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6

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.b - Develop effective physical and vocal traits of characters in an improvised 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.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7

TH:Cn11.2.7.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

### 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.HS1.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

### Convey meaning through the presentation of artistic work - Grade HS Proficient

TH:Pr6.1.HS1.a - Perform a scripted drama/theatre work for a specific audience.

### Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HS1.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.b - Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

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

TH:Cr3.1.HSIII.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant 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.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

summary of 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.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of 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.

CCSS.ELA-LITERACY.L.9-10.3 - 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.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

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.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

## **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.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

**6.TH:Re7 Perceive and analyze artistic work.**

6.TH:Re7 - Describe and record personal reactions to artistic choices 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.

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

7.TH:Pr4.a - Consider various staging choices to enhance the story in a drama/theatre work.

7.TH:Pr4.b - Use various character objectives in a drama/theatre work.

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

8.TH:Pr4.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

**8.TH:Re7 Perceive and analyze artistic work.**

8.TH:Re7 - Apply appropriate criteria to the evaluation of artistic choices 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.

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

Prof.TH:Pr4.a - Examine how character relationships assist in telling the story of a drama/theatre work.

**Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.**

Acc.TH:Cr1.b - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

**Adv.TH:Cr1 Generate and conceptualize artistic ideas and work.**

Adv.TH:Cr1.b - Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

**Adv.TH:Re7 Perceive and analyze artistic work.**

Adv.TH:Re7 - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

**6.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

6.TH:Pr5.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

**7.TH:Cr2 Organize and develop artistic ideas and work.**

7.TH:Cr2.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, personal experience, and historical and cultural context.

**7.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

7.TH:Pr5.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or

drama/theatre performance.

**8.TH:Re8 Interpret intent and meaning in artistic work.**

8.TH:Re8.a - Recognize and share artistic choices when participating in or observing a drama/theatre work.

**Prof.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Prof.TH:Cn11.1.a - Explore how cultural, global, and historic belief systems affect creative choices 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.

**Acc.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

Acc.TH:Pr5.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

**6.TH:Cr3 Refine and complete artistic 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.b - Develop effective physical and vocal traits of characters in an improvised 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.

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

7.TH:Cn11.2.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

**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.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a 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.b - Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

**Adv.TH:Cr3 Refine and complete artistic work.**

Adv.TH:Cr3.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

TH.912.C.1.3 - Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

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.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

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.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

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.

### **Innovation, Technology & the Future**

TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

### **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.

TH.912.O.2.6 - Deconstruct a play, using an established theory, to understand its dramatic structure.

### **Skills, Techniques & Processes**

TH.912.S.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

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.2.4 - Sustain a character or follow technical cues in a production piece to show focus.

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

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.

### **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.

TA6.RE.2 - Critique various aspects of theatre and other media., a. Identify the purpose of a critique., b. Evaluate a theatre production using an assessment instrument.

### **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.

### **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 - Responding**

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

### **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.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

### **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 - 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 - 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 - ACTING LEVELS I-IV - Connecting**

TAHSA.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine and apply theatrical theories, performances, and conventions from a variety of theatrical literature, historical periods, and cultures.

### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Performing**

TAHSAD.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the skills and tasks associated with acting, incorporating voice, body, observation, and imagination to create characters for formal and informal performances., b. Implement the duties of the

stage manager, including communication and safety procedures, that will assist the director in all areas of production., c. Develop a schedule and organizational plan to prepare a scene for performance, including a rehearsal schedule and a prompt script., d. Conduct rehearsals and present a full theatrical presentation to a live audience.

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

TAHSFT.CR.1 - Organize, design, and refine theatrical work., a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse., b. Incorporate dramatic elements through improvisation., c. Recognize and interpret artistic choices in performance.

### **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.

### **Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Connecting**

TAHSFT.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Identify and analyze plays and dramas from a variety of historical periods and cultures., b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre., c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development., d. Interpret cultural and historical research for use in a production.

### **Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Creating**

TAHSTL.CR.1 - Develop original theatre literature., a. Compare and summarize theatre literature from various historical periods, cultures, and styles., b. Examine and outline the steps and conventions involved in the creation of a theatre text., c. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises).

### **Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Performing**

TAHSTL.PR.1 - Analyze characters in theatre literature from the perspective of an actor/performer., a. Use performance (e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play.

### **Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Connecting**

TAHSTL.CN.1 - Connect theatre literature to its dramaturgical contexts and other disciplines., a. Trace the development of theatre from earliest forms to contemporary forms., b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions., c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature., d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.

# North Carolina Essential Standards

## Beginning High School Standards - Communication

B.C.1.1 - Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.

B.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

B.C.2.2 - Interpret various selections of dramatic literature through formal and informal presentations.

## Beginning High School Standards - Analysis

B.A.1.1 - Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.

## 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.

B.CU.2.2 - Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

## Intermediate High School Standards - Communication

I.C.1.1 - Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.

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.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.

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.

## Intermediate High School Standards - Culture

I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.

I.CU.2.2 - Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

## Proficient High School Standards - Communication

P.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.

P.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to develop characters.

## Advanced High School Standards - Communication

A.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters.

A.C.1.3 - Use constructive criticism to improve original works both written and read orally.

# 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.

C.1.F - identify the structure and form in examples of dramatic literature.

## MS 117.211 LI - Creative Expression: performance

C.2.A - demonstrate safe use of the voice and body.

## 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.A - demonstrate safe use of the voice and body.

B.2.E - apply knowledge of effective voice and diction techniques to express thoughts and feelings.

## 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.B - explore preparation and warm-up techniques.

B.1.E - apply knowledge of theatrical vocabulary and terminology.

## MS 117.213 LIII - Creative Expression: performance

B.2.A - demonstrate safe use of the voice and body.

B.2.D - express thoughts and feelings using effective voice and diction.

## MS 117.213 LIII - Historical and cultural relevance

B.4.A - demonstrate theatre as a reflection of life in particular times, places, and cultures through performance.

B.4.B - explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions.

## 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.D - develop and practice effective voice and diction to express thoughts and feelings.

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

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.

C.2.E - employ physical techniques consistently to express thoughts, feelings, and actions non-verbally.

## HS 117.315 LI - Historical and cultural relevance

C.4.B - relate historical and cultural influences on theatre.

C.4.D - appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature.

## 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.D - analyze dramatic structure and genre.

### **HS 117.316 LII - Creative Expression: performance**

- C.2.A - model safe, appropriate techniques to allow for physical, vocal, and emotional expression.
- C.2.B - explore creativity as it relates to self and ensemble.
- C.2.C - demonstrate effective voice and diction to express thoughts and feelings.

### **HS 117.316 LII - Historical and cultural relevance**

- C.4.A - analyze historical and cultural influences on theatre.
- C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

### **HS 117.316 LII - Critical evaluation and response**

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

### **HS 117.317 LIII - Foundations: Inquiry and Understanding**

- C.1.A - apply theatre preparation and warm-up techniques effectively.
- C.1.B - experiment with stage movement.
- C.1.C - distinguish the proper techniques such as diction, inflection, and projection in the use of voice.
- C.1.D - analyze and evaluate dramatic structure and genre.
- C.1.G - develop and practice memorization skills.

### **HS 117.317 LIII - Creative Expression: performance**

- C.2.A - employ safe, appropriate techniques to allow for physical, vocal, and emotional expression.

### **HS 117.317 LIII - Historical and cultural relevance**

- C.4.A - evaluate historical and cultural influences on theatre.
- C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

### **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.
- C.1.G - develop and model memorization skills.

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

- C.2.A - model safe, appropriate techniques to allow for physical, vocal, and emotional expression.
- C.2.D - interpret scripted scenes of various styles to portray believable characters.

### **HS 117.318 LIV - Historical and cultural relevance**

- C.4.A - evaluate historical and cultural influences on theatre.
- C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

## **Alberta, Canada**

### **Speech Drama 10**

- 10 - demonstrate safe and appropriate projection
- 2 - apply effective breathing techniques
- 6 - perform exercises to relax and improve the movement of the articulators

### **Speech Drama 20**

- 15 - demonstrate expressive reading of literature
- 16 - communicate mood and emotion through voice
- 18 - demonstrate that spoken interpretation is affected by characterization
- 20 - apply movement and gesture to clarify and enhance spoken interpretation

### **Improvisation Drama 10**

- 1 - use warmup techniques for preparation of body, voice and mind
- 10 - demonstrate appropriate rehearsal methods
- 24 - select and use vocal techniques appropriate to a character
- 26 - use body language to add physical dimensions and depth to a character
- 3 - maintain concentration during exercises
- 30 - demonstrate understanding of and apply the concepts of a character's objectives and motivation
- 31 - demonstrate the ability to focus on, and achieve, the objective of a scene
- 32 - sustain a character throughout a scene or exercise
- 9 - use appropriate stage directions

### **Acting Drama 20**

- 1 - analyze a script for explicit character clues
- 10 - critique the work of self and others through observation of specific details
- 14 - identify and use operative words in a script
- 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
- 21 - create appropriate stage business
- 22 - display appropriate character relationships with all other characters in a scene

### **Theatre Studies Drama 30 (Early or Middle or Late drama)**

- 4 - recognize dramatic structure of a play

### **Movement Drama 10**

- 10 - demonstrate focus, concentration and energy in all movement and gesture
- 4 - perform a physical warmup
- 5 - demonstrate effective breathing techniques

### **Playwriting - Drama 20**

- 1 - demonstrate understanding of the basic structure of a play
- 3 - demonstrate understanding of script format

### **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
- 33 - critique the work of self and others through observation of specific details

### **Junior Goal II Objectives**

- become familiar with dramatic terminology and script format
- develop the body and voice as tools of communication
- explore specific techniques demanded by various dramatic forms

### **Junior Goal III Objectives**

develop awareness of drama and theatre presentations as possible  
develop awareness of various conventions of theatre  
develop recognition of and respect for excellence in drama and theatre  
develop the ability to analyze and assess the process and the art

### **Junior Orientation**

communicate through use of voice and body  
demonstrate a willingness to take calculated and reasonable risks  
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  
move in a variety of ways  
offer and accept constructive criticism, given specific guidelines, with a desire to improve  
recognize the purposes of and participate in warmup activities  
respond to directions without breaking concentration-side coaching  
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

### **Movement Level I - Beginning**

17 - use movement to communicate non-verbally

### **Movement Level II - Intermediate**

25 - communicate environment, character and situation nonverbally

### **Speech Level I - Beginning**

2 - use vocal relaxation and warm-up techniques  
3 - use effective breathing techniques  
5 - recognize the need to control and protect the voice  
6 - use volume appropriate to situation  
8 - understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation

### **Speech Level II - Intermediate**

13 - use voice to communicate mood and emotion  
9 - use volume, articulation and projection to achieve clarity

### **Speech Level III - Advanced**

16 - use movement and gesture to clarify and enhance speech and character

### **Improvisation/Acting Level I - Beginning**

1 - use warm-up techniques for preparation of body, voice and mind  
7 - use stage vocabulary: stage areas, body positions and crosses  
8 - demonstrate appropriate rehearsal behaviours and routines

### **Improvisation/Acting Level II - Intermediate**

15 - use the body and body language to enhance characterization  
20 - enter and exit in character  
21 - sustain a character throughout an exercise or scene

22 - create business appropriate to character and situation  
23 - demonstrate understanding of character motivation  
24 - recognize that relationships exist between characters in given situations

### **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 meaning through abstract concepts  
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 1 - Beginning (performance analysis)**

1 - demonstrate understanding of the need for analysis of the work of self and others

### **Theatre Studies Level II - Intermediate (Theatre History)**

6 - show awareness of selected periods and playwrights

### **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  
7 - define the elements of script, dialogue, directions, characters and settings  
8 - demonstrate understanding of directions used in a script  
9 - read a script aloud

### **Senior Goal I Objectives**

apply imaginative and creative thought to problem-solving situations  
demonstrate a sense of responsibility and commitment, individually and to the group  
demonstrate the ability to considered decisions, act upon them and accept the results  
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  
extend physical and vocal capabilities  
extend the ability to concentrate  
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

explore various approaches to analyzing a script for purposes of study and/or presentation

### **Senior Goal III Objectives**

demonstrate recognition of and respect for excellence in drama and theatre

explore various conventions and traditions of theatre

### **Orientation Drama 10**

concentrate on the task at hand

demonstrate behaviour appropriate to given circumstances

demonstrate effective use and management of time

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

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

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

### **GRADE 6 - ARTS - Reasoning and reflecting**

Interpret works of art using knowledge and skills from various areas of learning

### **GRADE 6 - ARTS - Communicating and documenting**

Describe, interpret and respond to works of art and explore artists' intent

Express, feelings, ideas, and experiences 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

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

### **GRADE 7 - ARTS - Reasoning and reflecting**

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

### **GRADE 7 - ARTS - Communicating and documenting**

Describe, interpret and respond to works of art

Express, feelings, ideas, and experiences 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

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental

contexts in relation to the arts

### **GRADE 8 - ARTS - Reasoning and reflecting**

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists motivations and meanings

### **GRADE 8 - ARTS - Communicating and documenting**

Describe, interpret and respond to works of art

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

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama

Take creative risks to experience and express thoughts, emotions, and meaning

### **GRADE 9 - DRAMA - Reasoning and reflecting**

Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

Receive, offer, and apply constructive feedback

### **GRADE 9 - DRAMA - Connecting and expanding**

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

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

### **GRADE 10 - DRAMA - Reason and reflect**

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

Reflect on dramatic works and make connections with personal experiences

### **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 a repertoire of dramatic skills and techniques through presentation or performance

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

### **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 a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance

Develop dramatic works for an intended audience

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

#### **GRADE 12 - DRAMA - Reason and reflect**

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

Use self-reflection and awareness of audience to refine ideas

#### **GRADE 12 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and audience

#### **Theatre Arts II: Dramatic Literature And Theatre History**

TII.12 - The student will refine physical and vocal techniques for theatre performance.

TII.13 - The student will demonstrate techniques for actor preparation.

#### **Theatre Arts III: Intermediate Acting & Playwriting**

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

## **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 - Context and Influences**

C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)

### **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)

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

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)

## **Virginia Standards Of Learning (2020)**

### **Theatre Arts II: Dramatic Literature And Theatre History**

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

### **Theatre Arts II: Dramatic Literature And Theatre History**

TII.3 - The student will analyze, interpret, and evaluate theatre.

### **Theatre Arts II: Dramatic Literature And Theatre History**

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