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THE DILEMMA PROJECT

By CLAIRE BROOME

The Dilemma Project is based on a situation that requires a decision: push a button and get a great reward, but there's also a great consequence. Don't push the button and there's no reward.

This unit will lead to a group performance including characters, costumes, set, acting theory, acting tools, and a student written script. The final script will be about ten pages in length which means roughly ten minutes of stage time.

1 - The Magic If Exercise

This lesson introduces the project and begins character development exercises, including Stanislavski's Magic If.

2 - In Character and Group Set-Up

In this lesson, using the character they created in the previous lesson, students will show up to class "in character" and repeat the Magic If exercise, and choose their dilemma.

3 - Improv to Location

In this lesson, students will explore location options for their play and choose one.

4 - Character Relationships and Dynamics

In this lesson, students will explore character relationships before they start writing their scripts by answering 20 questions. They will also think about character specific vocabulary.

5 - Plot Outline

Before students start writing their script, they will develop a plot outline using the points of plot development. They will review the conventions of script writing and the criteria for the project.

6 - Script Writing and Revision

Using a specific method of timed sessions and movement breaks, groups will write the first draft of their plays. They will then revise, change, and edit the draft using the same method.

7 - Script Sharing and Feedback

In this lesson, students will share their scripts and provide feedback to each other. Groups will write down their feedback and make a next steps list for revision.

8 - Script Revisions and Script Analysis in Rehearsal

In this lesson, we will explore ways to have the class rehearse while making changes to their scripts.

9 - Rehearsal and Previews

In this lesson, students will complete a line test, rehearse with specific goals, and present a preview performance.

10 - Revision Rehearsals

In this lesson, we will discuss revision rehearsals, which are such an important part of the creative process. This is an opportunity for students to develop their critical thinking and apply this to their performance.

11 - Final Performance and Reflection

In this lesson, groups will perform and reflect on their performance.

12 - BONUS Video: How to Execute the Dilemma Project (PLC)

A conversation with Claire Broome, on how to execute the Dilemma Project in your classroom.

Standards Connections

National Core Arts Standards

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.

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.

Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations 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.

Select, analyze, and interpret artistic work for presentation - Grade HS Proficient

TH:Pr4.1.HSI.b - Shape character choices using given circumstances in 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.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

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.

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.

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.

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.

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.

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.

Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.c - Verify how a drama/theatre work communicates for a specific purpose and 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.

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.

Convey meaning through the presentation of artistic work - Grade HS Advanced

TH:Pr6.1.HSIII.a - Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

California VAPA Standards (2019)

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.

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:Cr1 Generate and conceptualize artistic ideas and work

8.TH:Cr1.b - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations 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.

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

Prof.TH:Pr4.b - Shape character choices using given circumstances in 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.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

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.

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.

7.TH:Pr6 Convey meaning through the presentation of artistic work.

7.TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

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:Pr6 Convey meaning through the presentation of artistic work.

Prof.TH:Pr6 - Perform a rehearsed, scripted short drama/theatre work for a specific audience.

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:Re9 Apply criteria to evaluate artistic work.

Acc.TH:Re9.b - Justify how a drama/theatre work communicates for a specific purpose and 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.

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.

Adv.TH:Pr6 Convey meaning through the presentation of artistic work.

Adv.TH:Pr6 - Present a drama/theatre production for a specific audience that employs research and analysis grounded in creative perspectives of the playwright, director, designer, and dramaturgy.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.2.1.a - Students Can: Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

DT.6.2.2.a - Students Can: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

Seventh Grade

DT.7.1.1.c - Students Can: Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre 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.7.2.1.a - Students Can: Experiment various staging choices to enhance the story in a drama/theatre work.

DT.7.2.1.b - Students Can: Apply various character objectives in a drama/theatre work.

DT.7.2.2.a - Students Can: Recognize how acting exercises and techniques can be applied to 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.c - Students Can: Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations 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.8.2.1.b - Students Can: Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.

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

High School - Fundamental Pathway

DT.H1.1.3.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.H1.2.1.b - Students Can: Shape artistic choices using given circumstances in a 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.H2.2.4.a - Students Can: Present a drama/theatre work

using creative processes that shape the production for a specific audience.

DT.H2.3.4.c - Students Can: Verify how a drama/theatre work communicates for a specific purpose and audience.

High School - Professional Pathway

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.H3.1.4.b - Students Can: Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

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.

DT.H3.2.4.a - Students Can: Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

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.

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.

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.

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.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.1 - Devise an original work based on a global issue that explores various solutions to a problem.

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.2.2 - Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.

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.

Innovation, Technology & the Future

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

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

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.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

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.3.7 - Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.

Skills, Techniques & Processes

TH.912.S.1.2 - Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.

TH.912.S.1.6 - Respond appropriately to directorial choices for improvised and scripted scenes.

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

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.

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 7 - Creating

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 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.

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

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.

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.

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

TAHSFT.RE.1 - Engage actively and appropriately as an audience member., a. Articulate why the relationship between the audience and performers is critical to the success of the production and demonstrate appropriate audience behavior., b. State and support aesthetic judgments through experience in diverse styles and genres of theatre.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Responding

TAHSTT.RE.1 - Respond to technical elements of theatre using appropriate supporting evidence., a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements., b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space), c. Evaluate design choices of professional designers., d. Evaluate design and technical elements in a post mortem following the completion of a theatre production.

North Carolina Essential Standards 2024

Beginning High School Create

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.

B.PR.2.1 - Develop scripted or devised theatre for presentation.

B.PR.2.2 - Demonstrate appropriate theatre audience behavior with the understanding of the impact on performers and technicians.

B.PR.2.4 - Identify the responsibilities of a performer in a variety of theatrical venues.

Intermediate High School Create

I.CR.1.1 - Develop a variety of unique characters within given situations through improvisation.

Intermediate High School Present

I.PR.1.2 - Apply staging conventions to formal and informal theatrical productions by employing vocal and physical acting techniques.

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.

Advanced High School Present

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

Advanced High School Respond

AD.RE.2.2 - Justify suggestions for improving theatrical works, utilizing created criteria.

North Carolina Essential Standards 2010

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.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

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.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 - Culture

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.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.

Advanced High School Standards - Communication

A.C.2.2 - Interpret scripts through formal and informal presentations.

Advanced High School Standards - Analysis

A.A.1.2 - Critique performances of written texts based on a set of given criteria.

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 117.211 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 117.213 LIII - Foundations: Inquiry and Understanding

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

HS 117.315 LI - Creative Expression: performance

C.2.D - use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques.

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

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.B - experiment with stage movement.

HS 117.317 LIII - Creative Expression: performance

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

HS 117.318 LIV - Creative Expression: performance

C.2.B - demonstrate creativity as it relates to self and ensemble and its effect on audience.

C.2.E - create individually or devise collaboratively imaginative scripts and scenarios.

HS 117.318 LIV - Creative Expression: production

C.3.B - analyze and evaluate dramatic texts and direct brief scenes.

Alberta, Canada

Improvisation Drama 10

1 - use warmup techniques for preparation of body, voice and mind

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
- 3 - maintain concentration during exercises
- 31 - demonstrate the ability to focus on, and achieve, the objective of a scene
- 32 - sustain a character throughout a scene or exercise
- 8 - tell a story spontaneously
- 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
- 2 - create, select and sustain physical details of the character from scripted material
- 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

Playwriting - Drama 20

- 1 - demonstrate understanding of the basic structure of a play
- 10 - define conflict
- 13 - give and accept constructive criticism
- 3 - demonstrate understanding of script format
- 4 - generate and collect ideas that have dramatic possibilities
- 5 - write a scenario
- 6 - identify character types and their functions and attributes
- 7 - demonstrate understanding if and write exposition
- 8 - use effective diction
- 9 - define character objectives

Improvisation/Acting Level III - Advanced

- 29 - use improvisational skills and concepts in exploration of text
- 30 - analyze text for meaning and character development
- 32 - rehearse, polish and present text

Junior Goal II Objectives

become familiar with dramatic terminology and script format

Junior Orientation

- 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
- 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
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Improvisation/Acting Level I - Beginning

- 1 - use warm-up techniques for preparation of body, voice and mind

- 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

- 20 - enter and exit in character
- 21 - sustain a character throughout an exercise or scene
- 23 - demonstrate understanding of character motivation

Junior Goal I Objectives

- develop self-confidence
- develop self-discipline
- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

Theatre Studies Level III - Advanced (The script)

- 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 inquiry and commitment, individually and to the group
- demonstrate the ability to contribute effectively and constructively to the group process
- 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

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
- demonstrate trust by becoming comfortable with others, physically and emotionally
- 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

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GRADE 6 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

GRADE 6 - ARTS - Communicating and documenting

Experience, document and present creative works in a variety of ways

GRADE 7 - ARTS - Communicating and documenting

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

GRADE 8 - ARTS - Communicating and documenting

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

GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Communicating and documenting

Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways

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

Develop performance skills in a variety of contexts

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

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

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 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 - Communicate and document

Document, share, and collaborate on dramatic works and experiences in a variety of contexts

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

B1.2 - demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects

B1.3 - plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives

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 - 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.3.1 - 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)

Grade 11 - Foundations - Responsible Practices

C.3.2 - demonstrate an understanding of the tasks and responsibilities involved in producing drama works

C.3.3 - demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts

Grade 12 - Foundations - Responsible Practices

C.3.2 - demonstrate an understanding of the tasks and responsibilities involved in producing drama works

C.3.3 - demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts

Grade 12 - Creating and Presenting - Elements and Conventions

A.2.1 - use the elements of drama to achieve specific purposes in drama works

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Grade 6 - Creating and Presenting

B1.2 - demonstrate an understanding of the element of role by selectively using other elements to build belief in a role and establish its dramatic context

Grade 7 - Creating and Presenting