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THEATRE RADICALLY REIMAGINED: EXPLORING ARTAUD, GROTOWSKI, AND BOAL

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In this unit, students will learn about Antonin Artaud and how his ideas influenced avant-garde theatre in the 20th and 21st centuries. They will also learn how Jerzy Grotowski took Artaud's theories into new directions. This is done through direct instruction. A culminating presentation will ask students to take common stories and reimagine them using some of these ideas. They will present a "pitch" of an avant-garde version of their story. In the second lesson, students learn about some of the ideas of Augusto Boal and try a session of Forum Theatre.

1 - Artaud and Grotowski

Students will learn about two practitioners of avant-garde theatre. They will then reimagine a common fairy tale in the style of either Artaud or Grotowski, or a combination thereof. In doing so, they will acquaint themselves with non-realistic theatre production techniques.

2 - Boal and Forum Theatre

Students will use a few of Boal's group warm-ups and participate in Forum Theatre to help them work out issues of importance to them. Through this, they can also see new ways of using theatre to address group dynamics and social issues.

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.

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

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character 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.

Synthesize and relate knowledge and personal experiences to make art - Grade 8

TH:Cn10.1.8.a - Examine a community issue through multiple perspectives in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.a - Investigate historical and cultural conventions and their impact on the visual composition of 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.

Synthesize and relate knowledge and personal experiences to make art - Grade HS Advanced

TH:Cn10.1.HSIII.a - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

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

Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HSII.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HSII.b - Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

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.

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

TH:Cn11.1.HSIII.a - Develop a drama/theatre work that identifies and questions cultural, global, and historic belief

systems.

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.

Convey meaning through the presentation of artistic work - Grade 6

TH:Pr6.1.6.a - Adapt a drama/theatre work and present it informally for an audience.

Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.c - Identify a specific audience or purpose for a drama/theatre work.

Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.c - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 8

TH:Cr3.1.8.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

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

Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

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

TH:Cn11.2.HSII.a - Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

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

TH:Cr3.1.HSIII.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

California VAPA Standards (2019)

6.TH:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.a - Identify possible solutions to staging challenges in a drama/theatre work.

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

6.TH:Pr4.b - Experiment with various physical choices to communicate character 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.

8.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

8.TH:Cn10 - Examine a community issue through multiple perspectives in a drama/theatre work.

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

Acc.TH:Cr1.a - Investigate historical and cultural conventions and their impact on the visual composition of 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.

Adv.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

Adv.TH:Cn10 - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural contexts.

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

Acc.TH:Cr2 Organize and develop artistic ideas and work.

Acc.TH:Cr2.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre in western or non-western theatre traditions.

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Acc.TH:Re8 Interpret intent and meaning in artistic work.

Acc.TH:Re8.b - Apply concepts from a drama/theatre work for personal realization about cultural contexts and understanding.

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.

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

Adv.TH:Cn11.1.a - Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

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.

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

6.TH:Pr6 - Adapt a piece of literature and present it for an audience.

6.TH:Re9 Apply criteria to evaluate artistic work.

6.TH:Re9.b - Identify a specific audience or purpose for a drama/theatre work.

7.TH:Re9 Apply criteria to evaluate artistic work.

7.TH:Re9.b - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

8.TH:Cr3 Refine and complete artistic work.

8.TH:Cr3.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

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

Acc.TH:Cn11.2.a - Formulate creative choices for a devised or scripted drama/theatre work based on research about the selected topic.

Adv.TH:Cr3 Refine and complete artistic work.

Adv.TH:Cr3.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and theatrical conventions.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

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

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

DT.6.2.1.b - Students Can: Experiment with various physical and vocal choices to communicate character in a drama/theatre work.

DT.6.2.4.a - Students Can: Adapt a drama/theatre work and present it for an audience.

DT.6.3.4.c - Students Can: Identify a specific audience or purpose for a drama/theatre work.

Seventh Grade

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.7.3.4.c - Students Can: Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Eighth Grade

DT.8.1.3.a - Students Can: Examine and analyze community issues through multiple perspectives in a drama/theatre work.

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

DT.8.2.4.a - Students Can: Perform/present a

rehearsed/designed drama/theatre work for an audience.

High School - Fundamental Pathway

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

High School - Advanced Pathway

DT.H2.1.1.a - Students Can: Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

DT.H2.1.2.b - Students Can: Cooperate as a creative team to make interpretive choices for a drama/theatre work.

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.H2.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to critique artistic choices and justify meaningful feedback based on historical, cultural, and personal context.

DT.H2.3.2.b - Students Can: Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

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.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

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.1.2 - Create, refine, and sustain complex and

believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

Historical & Global Connections

TH.912.H.2.1 - Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

TH.912.H.2.2 - Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

TH.912.H.2.4 - Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.

Innovation, Technology & the Future

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

Skills, Techniques & Processes

TH.912.S.1.1 - Describe the interactive effect of audience members and actors on performances.

TH.912.S.1.5 - Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

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

TH.912.S.3.9 - Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

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

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

Grade 6 - Performing

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

Grade 6 - Responding

TA6.RE.1 - Engage actively and appropriately as an audience member., a. Identify the role of the audience in different environments., b. Analyze the relationship between

an audience and a performer., c. Create guidelines for behaviors appropriate to a theatre experience., d. Model appropriate audience behaviors.

Grade 6 - Connecting

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

Grade 7 - Creating

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

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories., b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

Grade 7 - Performing

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

Grade 7 - Connecting

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

Grade 8 - Creating

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

Grade 8 - Performing

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

Grade 8 - 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 - 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.

North Carolina Essential Standards 2024

Beginning High School Create

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

B.CR.2.1 - Adapt theatrical works using personal experiences through a collaborative process.

Beginning High School Present

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

Intermediate High School Present

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

Accomplished High School Create

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

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

Accomplished High School Present

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

AC.PR.2.1 - Develop theatrical works for a specific audience, audition, or production.

Accomplished High School Respond

AC.RE.1.1 - Analyze the impact of historical and cultural context on written and presented theatrical works.

Advanced High School Connect

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

Advanced High School Present

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

Advanced High School Respond

AD.RE.1.2 - Evaluate the impact of theatrical works on intended audiences.

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.1.2 - 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.

Intermediate High School Standards - Communication

I.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes.

I.C.2.2 - Interpret scenes through formal and informal presentations.

Proficient High School Standards - Communication

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

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

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

P.C.2.2 - Interpret monologues through formal and informal presentations.

Proficient High School Standards - Analysis

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

Advanced High School Standards - Communication

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

Advanced High School Standards - Culture

A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Creative Expression: performance

C.2.B - imagine and clearly describe characters, their relationships, and their surroundings.

C.2.C - select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history.

C.2.D - dramatize literary selections and imitate life experiences through dramatic play.

C.2.E - express emotions and ideas using interpretive movements and dialogue.

C.2.F - create environments, characters, and actions.

MS 117.211 LI - Historical and cultural relevance

C.4.A - demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities.

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.B - define characters by what they do, what they say, and what others say about them.

B.2.C - select movements and dialogue to portray a character appropriately.

B.2.D - create stories collaboratively and individually that have dramatic structure.

B.2.G - create improvised scenes that include setting, character, and plot.

MS 117.213 LIII - Creative Expression: performance

B.2.C - create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively.

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

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS 117.315 LI - Creative Expression: performance

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

C.2.C - employ effective voice and diction to express thoughts and feelings.

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

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 117.315 LI - Historical and cultural relevance

C.4.A - portray theatre as a reflection of life in particular times, places, and cultures.

HS 117.316 LII - Foundations: Inquiry and Understanding

C.1.C - demonstrate effective voice and diction.

HS 117.316 LII - Creative Expression: performance

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

HS 117.317 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.

HS 117.318 LIV - Foundations: Inquiry and Understanding

C.1.C - model proper techniques such as diction, inflection, and projection in the use of effective voice.

HS 117.318 LIV - Creative Expression: performance

C.2.D - interpret scripted scenes of various styles to portray believable characters.

C.2.E - create individually or devise collaboratively

imaginative scripts and scenarios.

Alberta, Canada

Speech Drama 10

10 - demonstrate safe and appropriate projection

Speech Drama 20

15 - demonstrate expressive reading of literature
16 - communicate mood and emotion through voice

Improvisation Drama 10

1 - use warmup techniques for preparation of body, voice and mind
10 - demonstrate appropriate rehearsal methods
8 - tell a story spontaneously
9 - use appropriate stage directions

Acting Drama 20

1 - analyze a script for explicit character clues

Acting Drama 30

18 - use various vocal skills to enhance characterization
20 - physicalize character through selected and economical movement and gesture
22 - display appropriate character relationships with all other characters in a scene

Junior Goal II Objectives

become familiar with dramatic terminology and script format

Junior Goal III Objectives

develop awareness of drama and theatre presentations as possible
develop awareness of various conventions of theatre

Junior Orientation

communicate through use of voice and body
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 that there is an historical and cultural aspect of drama/theatre
recognize the purposes of and participate in warmup activities
share ideas confidently with others
show awareness of story sequence
speak, move, and generate ideas spontaneously
support positivity the work of others

Junior Goal I Objectives

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

Theatre Studies Level II - Intermediate (Theatre History)

4 - recognize that drama exists in every culture
5 - recognize that "theatre is a mirror of society".

Theatre Studies Level III - Advanced (The script)

12 - analyze a script to identify character, setting and plot
9 - read a script aloud

Senior Goal I Objectives

demonstrate a sense of inquiry and commitment, individually and to the group
demonstrate a sense of responsibility and commitment, individually and to the group

Orientation Drama 10

concentrate on the task at hand
listen to self and others
make effective decisions or choices
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

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

GRADE 6 - ARTS - Reasoning and reflecting

Examine relationships between the arts and the wider world

GRADE 6 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

Explore relationships between identity, place, culture, society, and belonging through the arts

GRADE 7 - ARTS - Communicating and documenting

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 - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

Explore relationships between identity, place, culture, society, and belonging through dramatic experiences
Take creative risks to experience and express thoughts, emotions, and meaning

GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Explore and Create

Explore dramatic works through presentation or performance
Improvise and take creative risks to express meaning
Intentionally select and combine drama conventions

GRADE 11 - DRAMA - Explore and Create

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

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

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

Intentionally select and combine dramatic elements and conventions

GRADE 12 - DRAMA - Reason and reflect

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

GRADE 12 - DRAMA - Connect and expand

Examine the impacts of dramatic works on culture and society

Ontario, Canada

Grade 7 - Exploring Forms and Cultural Contexts

B3.1 - compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places

Grade 7 - Creating and Presenting

B1.1 - engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities

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 - 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 - Creating and Presenting - Elements and Conventions

A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

Grade 11 - Foundations - Concepts and Terminology

C.1.2 - use correct terminology for the various components and processes of their own and others' drama works

Grade 12 - Creating and Presenting - Elements and Conventions

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

Virginia Standards Of Learning (2020)

Theatre Arts I: Introduction to Theatre

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

Theatre Arts I: Introduction to Theatre

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

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.

TII.4 - The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary.

Theatre Arts II: Dramatic Literature And Theatre History

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