



## UNIT 4: COMMEDIA DELL'ARTE

By DRAMA TEACHER ACADEMY

We take a side trip to Italy to discover a secular comedic form: Commedia Dell'arte. Students will be introduced to the form, explore the characters and themes, and put their knowledge to practical application by creating a commedia character.

### 1 - Set the Stage for Commedia Dell'Arte

In this lesson, students will be introduced to the commedia dell'arte form and start their exploration of stock characters.

### 2 - Creating a Commedia Character

Students will work through a process to create a commedia character.

### 3 - Lazzi

Students will add to their commedia character by exploring Lazzi, practiced and predetermined comic bits.

### 4 - Culminating Activity

Students will take everything they've learned and put together a commedia troupe, create a commedia character complete with lazzi, and present a scene based on one of the three main commedia themes.

# Standards Connections

## National Core Arts Standards

### 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.

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

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

### 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.

### Interpret intent and meaning in artistic work - Grade 6

TH:Re8.1.6.b - Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

### Interpret intent and meaning in artistic work - Grade 7

TH:Re8.1.7.b - Describe how cultural perspectives can influence the evaluation of drama/theatre work.

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

TH:Re8.1.8.b - Analyze how cultural perspectives influence the evaluation of a drama/theatre work.

### Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HSI.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

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

TH:Cn11.1.HSI.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.

### Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

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 6

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

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 6

TH:Cn11.2.6.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

### 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.

TH:Cn11.2.7.b - Examine artifacts from a time period and geographic location to better understand performance and design choices in a 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.

### 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.

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

TH:Re9.1.HSI.a - Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

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

TH:Cn11.2.HSI.b - Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

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

TH:Re9.1.HSIII.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

## 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.

## **California VAPA Standards (2019)**

### **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.

### **Prof.TH:Cr1 Generate and conceptualize artistic ideas and work**

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

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

6.TH.Re8.b - Identify cultural contexts that may influence the evaluation of a drama/theatre work.

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

7.TH.Re8.b - Describe how cultural contexts can influence the evaluation of drama/theatre work.

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

8.TH.Re8.b - Analyze how cultural contexts influence the evaluation of a drama/theatre work.

### **Prof.TH:Cr2 Organize and develop artistic ideas and work.**

Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical

analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

### **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.

### **Adv.TH:Cr2 Organize and develop artistic ideas and work.**

Adv.TH:Cr2.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

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.

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

6.TH:Cn11.2.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

### **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.

7.TH:Cn11.2.b - Examine artifacts from a time period and geographic location to better understand performance and design choices in a 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: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.a - Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

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

Prof.TH:Cn11.2.b - Use basic research methods to better

understand the social and cultural background of a drama/theatre work.

### **Adv.TH:Re9 Apply criteria to evaluate artistic work.**

Adv.TH.Re9.a - Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

## **Florida Sunshine State Standards**

### **Critical Thinking & Reflection**

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.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

### **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.1.3 - Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.

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.

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.

### **Organizational Structure**

TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

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

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

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 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 - 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 - 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 - 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 - ACTING LEVELS I-IV - Responding**

TAHSA.RE.1 - Engage actively and appropriately as an audience member., a. Examine and reflect on the relationship between actor and live audience in historical and contemporary performances.

#### **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 -Responding**

TAHSAD.RE.1 - Engage actively and appropriately as an audience member., a. Examine the relationship between actor and live audience in history and contemporary performance.

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

TAHSAD.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Explore the impact of theatre on the quality of life in various societies.

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

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 - Culture**

B.CU.1.2 - Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical 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.1.3 - Produce scripts based on literature texts.

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.

### **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.

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.

### **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.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.

A.CU.1.2 - Exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.

## **Texas Essential Knowledge and Skills for Theatre Arts**

### **MS 117.211 LI - Foundations: Inquiry and Understanding**

C.1.C - respond to sounds, music, images, and the written word, incorporating movement.

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.

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 117.212 LII - Foundations: Inquiry and Understanding**

B.1.C - create expressive and rhythmic movements.

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.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 117.212 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.C - create expressive movement and mime to define space and characters.

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.B - portray characters through familiar movements and dialogue.

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.

### **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.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.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.

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 117.316 LII - Foundations: Inquiry and Understanding**

C.1.B - develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally.

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

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.

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 117.316 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 117.317 LIII - Foundations: Inquiry and**

## Understanding

C.1.B - experiment with stage movement.

## 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 - Creative Expression: performance

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

## HS 117.318 LIV - Historical and cultural relevance

C.4.A - evaluate historical and cultural influences on theatre.

# Alberta, Canada

## Technical Theatre/Design 10-20-30 - Costume

1 - demonstrate understanding of the purpose of costume

## Improvisation Drama 10

27 - demonstrate economy in movement and speech by making appropriate selections

## 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

## Theatre Studies Drama 10 (Greek, Medieval or Elizabethan, and Canadian)

1 - recognize theatre has evolved as a traditional art form

2 - recognize innovations in the theatre

## Movement Drama 10

10 - demonstrate focus, concentration and energy in all movement and gesture

## Playwriting - Drama 20

1 - demonstrate understanding of the basic structure of a play

## Junior Goal II Objectives

become familiar with dramatic terminology and script format

## Junior Goal III Objectives

develop awareness of various conventions of theatre

## Junior Orientation

communicate through use of voice and body

focus concentration on one task at a time

listen effectively

meet deadlines and follow through on individual and group commitments

recognize that there is an historical and cultural aspect of drama/theatre

share ideas confidently with others

show awareness of story sequence

speak, move, and generate ideas spontaneously

support positively 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

10 - use varying speed of movement

13 - control focus and energy in movement and gesture

17 - use movement to communicate non-verbally

## Movement Level II - Intermediate

22 - use exaggerated movement and gesture

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

4 - recognize that drama exists in every culture

5 - recognize that "theatre is a mirror of society".

6 - show awareness of selected periods and playwrights

## 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

demonstrate the ability to initiate, organize and present a project within a given set of guidelines

## Senior Goal II Objectives

be capable of creating and expressing a believable character from scripted and non-scripted material

## Orientation Drama 10

demonstrate effective use and management of time

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

display consideration and respect for self and others

listen to self and others

make effective decisions or choices

positively support the work of others

share ideas confidently

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

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

## GRADE 6 - ARTS - Reasoning and reflecting

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

## GRADE 7 - ARTS - Exploring and creating

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 8 - ARTS - Reasoning and reflecting

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

## GRADE 9 - DRAMA - Exploring and creating

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

Explore relationships between identity, place, culture, society, and belonging through dramatic experiences

### **GRADE 10 - DRAMA - Explore and Create**

Intentionally select and combine drama conventions

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

Examine the influences of social, cultural, historical, environmental, and personal context on drama

Reflect on dramatic experiences and how they relate to a specific place, time, and context

### **GRADE 11 - DRAMA - Explore and Create**

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Purposefully select and combine dramatic elements and conventions

### **GRADE 11 - DRAMA - Reason and reflect**

Demonstrate awareness of self, others, and audience

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

### **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

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

Demonstrate respect for self, others, and audience

Examine the impacts of dramatic works on culture and society

## **Ontario, Canada**

### **Grade 6 - Exploring Forms and Cultural Contexts**

B3.1 - demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places

### **Grade 7 - Creating and Presenting**

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

### **Grade 8 - Exploring Forms and Cultural Contexts**

B3.2 - identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places

### **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 - 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)

C.2.2 - describe how drama is used for various purposes in a range of social contexts (e.g., to express or celebrate group or community sentiments or values in street theatre or parades; to mark important historical or religious anniversaries of a country or culture; to raise awareness of social, environmental, and political issues; to explore personal relationships or social arrangements)

### **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 - Drama and Society**

B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

### **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)