



UNIT EIGHT: THEATRE OF THE OPPRESSED

By LINDSAY JOHNSON

Students will have a chance to merge their understanding of scene elements with their improvisation skills in this final unit based on Augusto Boal's Theatre of the Oppressed. Theatre of the Oppressed is a style of theatre specifically created to highlight the injustices of power and oppression in society and to problem-solve ways to bring about change.

Starting with image theatre techniques to identify issues of power and oppression, students will then use forum theatre to create scenarios of oppression taken from their own lives and improvise realistic solutions.

The unit culminates in a performance in which students participate as both actors in a scene they create themselves and spect-actors in scenes created by their peers.

1 - Introduction to Theatre of the Oppressed

Students will participate in a tableau "Power Handshake" exercise that will give them some basic background experience with image theatre/tableau and nonverbal expressions of relationship and power. They will then work on their critical thinking skills by close reading an article that gives a brief introduction to Augusto Boal's Theatre of the Oppressed.

2 - Power Games

Students will participate in a number of power activities that will encourage them to come up with ways to physically demonstrate a powerful/powerless character. A discussion about power in our society will follow.

3 - Image Theatre, Day 1

Students will be introduced to Boal's Image Theatre. They will review the concept of tableau (frozen picture) from Lesson 1, and they will be introduced to the tableau rubric and the three tableau skills (frozen bodies, 3+ levels, and character). In small groups, they will create tableaux that capture an image of "Family" (whatever that word means to them).

4 - Image Theatre, Day 2

Students will review the three tableau skills (frozen bodies, 3+ levels, and character). In small groups, they will analyze the tableaux from last class that captured an image of "Family" (whatever that word meant to them), as well as create and analyze new tableaux around a topical issue in society.

5 - Image Theatre, Day 3

In groups, students will brainstorm a list of scenarios in which they feel power or oppression in their daily lives. They will then select a scenario from their list and turn it into a tableau.

6 - Introduction to Forum Theatre

Students will be introduced to forum theatre by researching a video example. Students will then try their hand at forum theatre by acting out a middle school scenario of oppression, becoming spect-actors, and improvising solutions.

7 - Creating Forum Theatre Scenarios

In groups, students will begin by briefly bringing to life the tableaux from Lesson 5. They will then create the skeleton of a scene for each tableau, indicating the protagonist, antagonist, and method of oppression in each scenario. Finally, students will review their peer's work and rank the scenes that they are most interested in bringing to life.

8 - Script Writing for Forum Theatre Scene

Students will take the scene outline created last class and use it to create a more detailed script that includes scene-setting notes, movement notes, and dialogue for the characters. Students will evaluate a peer's script for errors in grammar or script writing conventions. They will then turn in their scripts for an assessment grade at the end of class.

9 - Scene Rehearsal and Improv Review

Students will begin by discussing the importance of realistic acting in these scenes, noting how they will be graded on the Realistic Acting Rubric. They will commit their scenes to memory and review projection skills. When the scenes are solid, students will then begin practicing becoming and reacting to spect-actors, and reviewing the Improvisation, Spect-acting, and Realistic Acting Rubrics after each spect-acting attempt.

10 - Performance Assessment

In this lesson, students will perform their final scene for assessment in front of the class. They will also complete an audience feedback sheet where they give their peers feedback on rubric skills.

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.

Perceive and analyze artistic work - Grade 6

TH:Re7.1.6.a - Describe and record personal reactions to artistic choices in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

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.b - Use various character objectives in a drama/theatre work.

Perceive and analyze artistic work - Grade 7

TH:Re7.1.7.a - Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

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

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

Perceive and analyze artistic work - Grade 8

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

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

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

Perceive and analyze artistic work - Grade HS Proficient

TH:Re7.1.HSI.a - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

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.

Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising 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.

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

TH:Cn11.1.6.a - Identify universal themes or common social issues and express them through 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.

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.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 8

TH:Cn11.1.8.a - Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

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.

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.

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.

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.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

CCSS.ELA-LITERACY.CCRA.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of

the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

6.TH:Re7 Perceive and analyze artistic work.

6.TH:Re7 - Describe and record personal reactions to artistic choices in a drama/theatre work.

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

7.TH:Cr1.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre 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.b - Use various character objectives in a drama/theatre work.

7.TH:Re7 Perceive and analyze artistic work.

7.TH:Re7 - Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

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

8.TH:Cr1.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

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

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

8.TH:Re7 Perceive and analyze artistic work.

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

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

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

Prof.TH:Re7 Perceive and analyze artistic work.

Prof.TH:Re7 - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

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.

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

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising 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.

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

6.TH:Cn11.1.a - Identify universal themes or common social issues and express them through 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: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:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

8.TH:Cn11.1.a - Use different forms, styles, genres of drama/theatre work to examine contemporary social, cultural, or global issues.

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.

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.

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.

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.

Florida Sunshine State Standards Critical Thinking & Reflection

TH.68.C.1.1 - Devise an original work based on a community issue that explores various solutions to a problem.

TH.68.C.1.2 - Develop a character analysis to support artistic portrayal. Create, refine, and sustain complex and believable

TH.68.C.1.3 - Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.

TH.68.C.1.4 - Create and present a design, production concept, or performance and defend artistic choices.

TH.68.C.1.5 - Describe how a theatrical activity can entertain or instruct an audience.

TH.68.C.2.1 - Use group-generated criteria to critique others and help strengthen each other's performance.

TH.68.C.2.2 - Keep a rehearsal journal to document individual performance progress.

TH.68.C.2.3 - Ask questions to understand a peer's artistic choices for a performance or design.

TH.68.C.2.4 - Defend personal responses to a theatre production.

TH.68.C.3.1 - Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

TH.68.C.3.3 - Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.

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

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

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

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

TH.912.C.2.2 - 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.

Historical & Global Connections

TH.68.H.1.1 - Explore potential differences when performing works set in a variety of historical and cultural contexts.

TH.68.H.1.2 - Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.

TH.68.H.1.3 - Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

TH.68.H.1.4 - Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.

TH.68.H.1.5 - Describe one's own personal responses to a theatrical work and show respect for the responses of others.

TH.68.H.1.6 - Discuss how a performer responds to different audiences.

TH.68.H.2.1 - Compare western theatre traditions with those of other cultures.

TH.68.H.2.3 - Analyze theatre history and dramatic literature in the context of societal and cultural history.

TH.68.H.2.4 - Discuss the differences between presentational and representational theatre styles.

TH.68.H.2.5 - Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.

TH.68.H.2.6 - Describe historical and cultural influences leading to changes in theatre performance spaces and technology.

TH.68.H.2.7 - Define theatre genres from different periods in history, giving examples of each.

TH.68.H.3.1 - Identify principles and techniques that are shared between the arts and other content areas.

TH.68.H.3.5 - Describe how social skills learned through play participation are used in other classroom and extracurricular activities.

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.2.9 - Create scenes that satirize current political or social events.

Innovation, Technology & the Future

TH.68.F.1.1 - Manipulate various design components to imagine the world of the character.

TH.68.F.1.2 - Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.

TH.68.F.1.3 - Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.

TH.68.F.2.1 - Research careers in the global economy that are not directly related to the arts, but include skills that are arts based or derive part of their economic impact from the arts.

TH.912.F.1.2 - Solve short conflict-driven scenarios through improvisation.

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

Organizational Structure

TH.68.O.1.1 - Compare different processes an actor uses to prepare for a performance.

TH.68.O.1.2 - Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

TH.68.O.1.3 - Explain the impact of choices made by directors, designers, and actors on audience understanding.

TH.68.O.1.4 - Discuss how the whole of a theatre performance is greater than the sum of its parts.

TH.68.O.2.2 - Explain how a performance would change if depicted in a different location, time, or culture.

TH.68.O.2.3 - Write alternate endings for a specified play.

TH.68.O.2.4 - Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.

TH.68.O.2.5 - Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.

TH.68.O.3.1 - Compare theatre and its elements and vocabulary to other art forms.

TH.68.O.3.2 - Explore how theatre and theatrical works have influenced various cultures.

TH.68.O.3.3 - Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group

members' ideas and differences.

TH.912.O.2.5 - Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.

TH.912.O.2.8 - Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

TH.912.O.3.4 - Create a performance piece to document a significant issue or event.

Skills, Techniques & Processes

TH.68.S.1.1 - Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.

TH.68.S.1.2 - Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.

TH.68.S.1.3 - Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.

TH.68.S.1.4 - Discuss the ways in which theatre experiences involve empathy and aesthetic distance.

TH.68.S.2.1 - Discuss the value of collaboration in theatre and work together to create a theatrical production.

TH.68.S.2.2 - Discuss and apply the theatrical production process to create a live performance.

TH.68.S.2.4 - Memorize and present a character's lines from a monologue or scene.

TH.68.S.3.1 - Develop characterizations, using basic acting skills, appropriate for selected dramatizations.

TH.68.S.3.2 - Use the elements of dramatic form to stage a play.

TH.68.S.3.3 - Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.

TH.68.S.3.4 - Lead small groups to safely select and create elements of technical theatre to signify a character or setting.

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

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

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 6 - Responding

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

Grade 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 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

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 - ADVANCED DRAMA LEVELS I-IV - Responding

TAHSAD.RE.2 - Critique various aspects of theatre and other media using appropriate supporting evidence., a. Utilize constructive criticism and appropriate theatre terminology to modify and improve performance choices.

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.

TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

North Carolina Essential Standards

Beginning High School Standards - Communication

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

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

articulation, and vocal expression.

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

Beginning High School Standards - Culture

B.CU.1.1 - Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

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.

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.

Advanced High School Standards - Culture

A.CU.2.2 - Integrate conventions and structures of theatre when creating formal or informal theatre productions.

Tennessee Theatre Curriculum Standards

GRADES 6-8

1.0 Script Writing - Students will write scripts through improvising, drafting, and refining scripts based on personal experience and heritage, imagination, literature, and history.

2.0 Character Acting - Students will develop basic acting skills by portraying characters in improvised and scripted scenes.

4.0 Directing - Students will direct by organizing rehearsals for improvised and scripted scenes.

7.0 Scene Comprehensions - Students will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

GRADES 9-12

1.0 Script Writing - Students will write scripts through improvising, drafting, and refining scripts based on personal experience and heritage, imagination, literature, and history.

2.0 Character Acting - Students will act by developing, communicating, and sustaining characters in improvisations and in informal or formal productions.

4.0 Directing - Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

7.0 Scene Comprehensions - Students will analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions.

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

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

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 117.213 LIII - Foundations: Inquiry and Understanding

B.1.B - explore preparation and warm-up techniques.

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

MS 117.213 LIII - Creative Expression: performance

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

B.2.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 - 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.

C.1.J - identify the principles of improvisation.

HS 117.315 LI - Creative Expression: performance

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

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 117.315 LI - Critical evaluation and response

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

HS 117.316 LII - Foundations: Inquiry and Understanding

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

HS 117.316 LII - Creative Expression: performance

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

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

HS 117.316 LII - Critical evaluation and response

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

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.B - experiment with stage movement.

HS 117.317 LIII - Creative Expression: performance

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

C.2.D - experiment with improvisation and scripted scenes of various styles to portray believable characters.

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

Alberta, Canada

Speech Drama 10

10 - demonstrate safe and appropriate projection

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

2 - demonstrate the ability to be still

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

29 - demonstrate understanding of and apply the concept of status

3 - maintain concentration during exercises

8 - tell a story spontaneously

Acting Drama 20

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 identify motivation and objectives (overall, main and immediate).

5 - demonstrate a character's main objective within a scene

Acting Drama 30

20 - physicalize character through selected and economical movement and gesture

22 - display appropriate character relationships with all other characters in a scene

Movement Drama 10

1 - display the ability to be still

17 - demonstrate freezing of movement in space

Playwriting - Drama 20

1 - demonstrate understanding of the basic structure of a play

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

Directing - Drama 30

1 - demonstrate understanding of the function of the director

Improvisation/Acting Level III - Advanced

27 - identify and create a believable emotional build

Junior Goal II Objectives

become familiar with dramatic terminology and script format

Junior Orientation

communicate through use of voice and body

demonstrate a willingness to take calculated and reasonable risks

demonstrate trust by becoming comfortable, physically and

emotionally, with others

- focus concentration on one task at a time
- generate imaginative and creative solutions to problems
- investigate a variety of roles and situations
- 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
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Movement Level I - Beginning

- 12 - use levels
- 17 - use movement to communicate non-verbally
- 2 - demonstrate awareness of personal and shared space

Speech Level I - Beginning

- 6 - use volume appropriate to situation

Improvisation/Acting Level I - Beginning

- 1 - use warm-up techniques for preparation of body, voice and mind
- 10 - use essential story elements in spontaneous and planned scenes
- 3 - demonstrate the ability to be still
- 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

- 21 - sustain a character throughout an exercise or scene

Junior Goal I Objectives

- develop a positive self-image
- develop a sense of responsibility and commitment
- develop self-confidence
- develop self-discipline
- develop the ability to initiate, organize and present a project within a given set of guidelines
- develop the ability to interact effectively and constructively in a group process
- develop the ability to offer and accept constructive criticism
- develop the willingness to make a decision, act upon it and accept the results
- explore and develop physical and vocal capabilities
- extend the ability to think imaginatively and creatively
- extend the ability to understand, accept and respect others-their rights, ideas, abilities and differences
- strengthen powers of concentration

Theatre Studies Level 1 - Beginning (performance analysis)

- 1 - demonstrate understanding of the need for analysis of the work of self and others
- 2 - identify specific criteria to assess a presentation

Theatre Studies Level II - Intermediate (Theatre History)

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

Senior Goal I Objectives

- apply imaginative and creative thought to problem-solving situations
- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate respect for others-their rights, ideas, abilities and differences
- demonstrate the ability to offer, accept, and reflect upon, constructive criticism
- develop a positive and realistic self-image
- 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

Orientation Drama 10

- concentrate on the task at hand
- demonstrate effective use and management of time
- demonstrate self-discipline, self-direction and a sense of responsibility
- demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically
- 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

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

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

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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

GRADE 6 - ARTS - Communicating and documenting

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Demonstrate increasingly sophisticated application and/or engagement of curricular content

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

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

Express, feelings, ideas, and experiences through the arts
Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

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

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

GRADE 7 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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

GRADE 7 - ARTS - Communicating and documenting

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Demonstrate increasingly sophisticated application and/or engagement of curricular content

Describe, interpret and respond to works of art

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Exploring and creating

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

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

GRADE 8 - ARTS - Reasoning and reflecting

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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

GRADE 8 - ARTS - Communicating and documenting

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Demonstrate increasingly sophisticated application and/or engagement of curricular content

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

Take creative risks to express feelings, ideas, and experiences

Use the arts to communicate, respond to and understand environmental and global issues

Ontario, Canada

Grade 6 - Reflecting, Responding and Analyzing

B2.1 - express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works

Grade 6 - Creating and Presenting

B1.1 - engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places

B1.3 - plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role

B1.4 - communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer

Grade 7 - Reflecting, Responding and Analyzing

B2.1 - construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences

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

B1.3 - 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

B1.4 - communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience

Grade 8 - Reflecting, Responding and Analyzing

B2.1 - construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level

Grade 8 - Creating and Presenting

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

B1.3 - plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role

B1.4 - communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences

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.2.2 - 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)

C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

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)

Grades 9 & 10 - Creating and Presenting - The Creative Process

A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)

A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation)