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## UNIT FIVE: INTRO TO SCRIPT WRITING

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In this unit, students learn how to write their own scripts using correct formatting. These scripts will be more detailed than the contentless scenes. Students will learn how to write dialogue that provide information about relationships, conflicting objectives, and setting.

They'll also learn how to correctly add expression and movement directions into the script itself. The unit will end with a partner script writing assignment which is performed in front of the class.

### 1 - Partner Scene Brainstorming

In this lesson, students will create a scene outline by brainstorming and selecting the key foundations of their scene (setting, relationships, and conflicting objectives).

### 2 - Script Drafting

In this lesson, students will create a script draft that includes the five required lines to establish character, setting, conflict, rising action, and resolution.

### 3 - Script Formatting

In this lesson, students will create a script draft that includes scene setting, expression, and movement notes.

### 4 - Peer Script Workshopping

In this lesson, students will review and help workshop a peer's script before hearing feedback and making changes to their own scripts.

### 5 - Set Design and Blocking

In this lesson, students will create a set design and add blocking notes to their scripted scenes.

### 6 - Final Revision Rehearsal

In this lesson, students will revise their set designs and scripts to achieve "Meets" or "Exceeds" on the rubrics. They will also give peer feedback and rehearse their scenes for vocal clarity, expression, and open body.

### 7 - Scripted Scene Performance Assessment

In this lesson, students will perform their final partner 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.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

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

### Generate and conceptualize artistic ideas and work - Grade 8

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

### Interpret intent and meaning in artistic work - Grade HS Advanced

TH:Re8.1.HSIII.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.

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

TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

### Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.a - Use supporting evidence and criteria to evaluate

## California VAPA Standards (2019)

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

6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

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

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

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

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

Adv.TH:Re8.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.

### 6.TH:Cr3 Refine and complete artistic work.

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

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

6.TH:Re9.a - Use supporting evidence and criteria to evaluate drama/theatre work.

## Colorado Academic Standards - Drama and Theatre Arts

### Sixth Grade

DT.6.1.1.c - Students Can: Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

DT.6.3.4.a - Students Can: Use supporting evidence and criteria to evaluate drama/theatre work.

### Eighth Grade

DT.8.1.1.c - Students Can: Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

### High School - Professional Pathway

DT.H3.3.2.a - Students Can: Revise personal work and interpret the work of others when participating in or observing a drama/theatre work using detailed supporting evidence and appropriate criteria.

## 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.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and 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.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.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

### **Historical & Global Connections**

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.1.4 - 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.3.3 - Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.

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

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

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

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

### **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.2.3 - Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

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

TH.912.S.2.3 - Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

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

## **Georgia Performance Standards - Theatre Arts**

### **Grade 6 - Creating**

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 7 - Creating**

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

### **Grade 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.

### **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.

## **North Carolina Essential Standards 2024**

### **Sixth Grade Connect**

6.CN.2.2 - Compare various theatre tools and innovations used in creative, technical, and business roles.

### **Sixth Grade Create**

6.CR.1.1 - Improvise dialogue and movement for original scripts or devised theatre.

6.CR.1.2 - Create original works using theatrical formatting and elements.

### **Sixth Grade Present**

6.PR.1.1 - Apply feedback to refine choices in devised or scripted theatrical works.

6.PR.1.2 - Communicate ideas and feelings through physical and vocal choices during presentations.

6.PR.2.1 - Develop stories or scripts for presentation.

6.PR.2.2 - Identify the responsibilities of an audience in a live performance.

6.PR.2.3 - Identify simple technical theatre elements that enhance productions in various spaces.

6.PR.2.4 - Identify how a performer responds to an audience during a live performance.

### **Sixth Grade Respond**

- 6.RE.1.1 - Analyze dramatic elements in theatrical works.
- 6.RE.2.1 - Identify appealing qualities and effective elements of theatrical works.
- 6.RE.2.2 - Define constructive criticism for theatrical works.

#### **Seventh Grade Connect**

- 7.CN.2.2 - Analyze various theatre tools and innovations used in creative, technical, and business roles.

#### **Seventh Grade Create**

- 7.CR.1.1 - Improvise characters and situations for developing original scripts or devised theatre.
- 7.CR.1.2 - Create original works using elements of dramatic structure.
- 7.CR.1.3 - Create a variety of simple props and set pieces to support and enhance dramatic presentations.

#### **Seventh Grade Present**

- 7.PR.1.1 - Refine choices in devised or scripted performances based on objective feedback and criteria.
- 7.PR.1.2 - Communicate character and story using physical and vocal control, observation, and concentration during theatrical performances.
- 7.PR.2.1 - Apply dramatic styles to formal or informal performances.
- 7.PR.2.2 - Compare the expectations of an audience in different venues.
- 7.PR.2.3 - Present a variety of simple technical elements to reflect dramatic styles and choices in theatrical productions.
- 7.PR.2.4 - Compare the theatrical modifications needed by performers in different venues.

#### **Seventh Grade Respond**

- 7.RE.1.1 - Compare dramatic structures in various genres and styles.
- 7.RE.1.2 - Recognize the creative choices made in theatrical works crafted by peers and others.
- 7.RE.2.2 - Evaluate choices made in devised or scripted performance, based on objective criteria.

#### **Eighth Grade Connect**

- 8.CN.1.2 - Explain how theatrical skills and processes can be applied to solve a variety of problems.
- 8.CN.2.1 - Explain how theatrical skills, characteristics, and behaviors contribute to success in a broad range of careers.
- 8.CN.2.2 - Evaluate how theatre tools and innovations are expanding opportunities in business, career, and life skills beyond the theatrical world.

#### **Eighth Grade Create**

- 8.CR.1.1 - Improvise conflict and resolution scenarios for original scripts or devised theatre.
- 8.CR.1.2 - Create original characters and situations using background knowledge and research.

#### **Eighth Grade Present**

- 8.PR.1.1 - Apply critical elements of objective feedback and criteria for improvement in performance.
- 8.PR.1.2 - Communicate various styles of character, conflict, and resolution through blocking as given by directors or indicated by playwrights.
- 8.PR.2.1 - Develop various styles of literature into formal or informal presentations.
- 8.PR.2.2 - Embody audience etiquette appropriately as a participant in productions.
- 8.PR.2.3 - Employ technical elements in various theatrical presentations.
- 8.PR.2.4 - Demonstrate performance etiquette during theatrical experiences.

#### **Eighth Grade Respond**

- 8.RE.1.1 - Analyze theatrical works using knowledge of historical and cultural contexts.
- 8.RE.2.2 - Evaluate theatrical work of others with a specific plan for improvement.

#### **Beginning High School Create**

- B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.
- B.CR.1.2 - Create scenarios that communicate character, setting, plot, and conflict.

#### **Beginning High School Respond**

- B.RE.1.1 - Analyze the dramatic structure of written and presented theatrical works.

#### **Advanced High School Present**

- AD.PR.1.1 - Implement justified choices made in response to feedback and specific criteria.

## **North Carolina Essential Standards 2010**

### **Beginning High School Standards - Communication**

- 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.

### **Beginning High School Standards - Analysis**

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

### **Advanced High School Standards - Communication**

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

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

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

- C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

### **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.G - create improvised scenes that include setting, character, and plot.

### **MS 117.213 LIII - Foundations: Inquiry and Understanding**

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

### **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.

### **HS 117.315 LI - Creative Expression: performance**

- 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 117.316 LII - Creative Expression: performance**

C.2.B - explore creativity as it relates to self and ensemble.

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 - Creative Expression: performance**

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

## **Alberta, Canada**

### **Improvisation Drama 10**

11 - apply the essential elements of a story: character, setting, conflict, climax and plot in planned and unplanned scenes

### **Playwriting - Drama 20**

1 - demonstrate understanding of the basic structure of a play

10 - define conflict

11 - construct a conflict between two characters (protagonist and antagonist)

12 - construct a scene with two contrasting characters

13 - give and accept constructive criticism

2 - define and identify plot, character, thought and diction

3 - demonstrate understanding of script format

8 - use effective diction

9 - define character objectives

### **Junior Goal II Objectives**

become familiar with dramatic terminology and script format

### **Junior Orientation**

focus concentration on one task at a time

generate imaginative and creative solutions to problems

listen effectively

meet deadlines and follow through on individual and group commitments

offer and accept constructive criticism, given specific guidelines, with a desire to improve

recognize the purposes of and participate in warmup activities

share ideas confidently with others

support positivity the work of others

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

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

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

### **Junior Goal I Objectives**

develop a sense of responsibility and commitment

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

### **Theatre Studies Level III - Advanced (The script)**

10 - demonstrate understanding of the concept of dramatic convention

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

7 - define the elements of script, dialogue, directions, characters and settings

8 - demonstrate understanding of directions used in a script

9 - read a script aloud

### **Senior Goal I Objectives**

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

demonstrate the ability to contribute effectively and constructively to the group process

develop a sense of inquiry and commitment to learning

extend the ability to concentrate

### **Orientation Drama 10**

concentrate on the task at hand

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

listen to self and others

make effective decisions or choices

offer and accept constructive criticism with a desire to progress

positively support the work of others

share ideas confidently

work cooperatively and productively

## **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

### **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**

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

### **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**

Describe, interpret and respond to works of art

Experience, document, choreograph, perform, and share 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 8 - ARTS - Exploring and creating**



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

#### **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**

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**

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

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**

B2.2 - analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences

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

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

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**

B2.2 - evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message

#### **Grade 8 - Creating and Presenting**

B1.2 - demonstrate an understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences

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 - 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)

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

#### **Grade Six**

6.1 - The student will apply creative thinking to theatre.

6.2 - The student will use a creative process to develop solo and collaborative presentations, using body, voice, and imagination.

#### **Grade Six**

6.3 - The student will analyze, interpret, and evaluate theatrical works

6.4 - The student will identify connections between personal experience and dramatizations

6.5 - The student will identify communication and collaboration skills for theatre experiences.

#### **Grade Six**

6.8 - The student will define intellectual property and describe issues of intellectual property related to theatre.

#### **Grade Six**

6.10 - The student will identify the use of contemporary technology in theatre production.

6.11 - The student will analyze how theatre incorporates other art forms.

#### **Grade Six**

6.12 - The student will demonstrate how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally (through vocal choices).

6.13 - The student will identify techniques and skills for actor preparation, including memorization and warm ups for performance.

6.14 - The student will demonstrate theatre as dramatized storytelling by preparing and presenting short scenes that include characters, setting, properties, conflict, and a progressive chain of events.

6.15 - The student will identify functions of a theatre director.

6.16 - The student will develop technical theatre and production skills.

#### **Grade Seven**

7.1 - The student will demonstrate creative thinking by

improvising scenes from given situations.

7.2 - The student will demonstrate a creative process for theatre.

#### **Grade Seven**

7.3 - The student will analyze, interpret, and evaluate theatre.

7.4 - The student will justify personal responses to theatrical productions.

7.5 - The student will identify and apply communication and collaboration skills for theatre experiences.

#### **Grade Seven**

7.8 - The student will identify appropriate resources for scripts and materials, with a focus on ethical and legal considerations.

#### **Grade Seven**

7.12 - The student will develop physical and vocal technique for theatre performance.

7.13 - The student will explain techniques and skills for actor preparation, including concentration, discipline, preparation, and imagination for theatrical performance.

7.14 - The student will research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.

7.15 - The student will identify functions, skills, and responsibilities of the creative team and production staff.

7.16 - The student will develop technical theatre and production skills

#### **Grade Eight**

8.1 - The student will refine creative problem-solving, ensemble-building, and improvisational skills by devising and improvising theatrical works.

8.2 - The student will demonstrate a creative process for theatre.

#### **Grade Eight**

8.3 - The student will analyze, interpret, and evaluate theatre.

8.4 - The student will explain responses to theatrical productions based on personal background and experience.

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

#### **Grade Eight**

8.8 - The student will identify and discuss digital citizenship as it relates to the research and presentation of theatrical works.

#### **Grade Eight**

8.12 - The student will develop physical and vocal technique for theatre performance.

8.13 - The student will use character analysis techniques to research, develop, and present a scripted character.

8.14 - The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.

8.15 - The student will fulfill the duties and responsibilities of a production staff member.

8.16 - The student will develop technical theatre and production skills.

#### **Technical Theatre**

TT.3 - The student will analyze, interpret, and evaluate aspects of technical theatre.

TT.4 - The student will explain and justify personal preferences for theatre design using appropriate vocabulary.

TT.11 - The student will identify connections between design and production elements of theatre

#### **Technical Theatre**

TT.13 - The student will describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each.

#### **Technical Theatre**