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UNIT FOUR: INTRO TO SCRIPTED SCENES

By LINDSAY JOHNSON

Students will be introduced to the most basic of scripts: the contentless/open scene script. They will use their knowledge of character/relationships, setting, objective, and tactics to add content to a contentless scene. Students will also learn the basics of set design and blocking, and will begin using voice expression to communicate clearer characters. The unit culminates in a performance assessment in which students will work in pairs to add content to and perform a contentless scene.

1 - Intro to Scripts

In this introductory lesson, students will be able to define “script” and “dialogue.” They will begin to brainstorm characters/relationships, setting, and conflicts to add content to a contentless scene that they will work on for the rest of the unit. Students will use a variety of methods they’ve learned in the previous unit to communicate meaning: setting, pantomime, relationship clues, objectives, stakes, and tactics.

2 - Contentless Scene Brainstorm

Students will be able to brainstorm fitting characters, setting, and conflict for a contentless scene. Students will use a variety of methods they’ve learned in the previous unit to communicate meaning: setting, pantomime, relationship clues, objectives, stakes, and tactics.

3 - Contentless Scene Content Peer Review

In this lesson, students will perform for peers and give and receive feedback on the Scene Details Rubric. Students will be using a variety of methods they’ve learned in the previous unit to communicate meaning in a contentless scene: setting, pantomime, relationship clues, objectives, stakes, and tactics.

4 - Intro to Set and Stage Notes

In this lesson, students will learn the terminology needed to identify different parts of the stage and to create a set design that uses levels in an effective and appealing way. Students create a basic kitchen set design for a kitchen set design that applies their new knowledge of stage parts, levels and scenery.

5 - Intro to Blocking

In this lesson, students will decide how best to include movement in their scene to help an audience understand what is happening in the scene. Students will complete a set design for their partner scene and add 3+ blocking notes to their scripts. Students will also take a Stage Directions Mini-Quiz to demonstrate their understanding of stage directions/basic blocking notes.

6 - Open Body and Blocking Review

In this lesson, students will review the “open body” element of projection. Using this technique, students will make it easier for audiences to see and understand their actions in the scene.

7 - Intro to Voice Expression

In this lesson, students will focus on how voice can be used to communicate character as well as to make the dialogue in the scene easily accessible to an audience. Students will give and receive feedback on their vocal clarity and expression in performance.

8 - Final Scene Rehearsal

Students will review the various techniques we’ve explored this unit (voice, movement, set design, projection, etc.) to convey meaning in a contentless scene. They will continue to work on their scenes and complete a Rehearsal Checklist.

9 - Scene Performance Assessment

Students will review the various techniques we’ve explored this unit (voice, movement, set design, projection, etc.) to convey meaning in a contentless scene. Students will perform their final partner scene for assessment in front of the class. They will also completed an audience feedback sheet where they give their peers feedback on Rubric skills.

10 - Posters

8 posters for the drama classroom, to support the objectives of the Introduction to Scripted Scenes unit.

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.

Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

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.

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.

Perceive and analyze artistic work - Grade HS Proficient

TH:Re7.1.HS1.a - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

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.

Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade 7

TH:Pr5.1.7.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

Organize and develop artistic ideas and work - Grade HS Accomplished

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

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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.

TH:Cr3.1.6.b - Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 7

TH:Cr3.1.7.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

Convey meaning through the presentation of artistic work - Grade 7

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Convey meaning through the presentation of artistic work - Grade 8

TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for an audience.

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

TH:Cr3.1.HS1.a - Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

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.

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

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

7.TH:Cr1.b - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

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

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

8.TH: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: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.

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:Pr5 Develop and refine artistic techniques and work for presentation.

6.TH:Pr5.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

7.TH:Pr5 Develop and refine artistic techniques and

work for presentation.

7.TH:Pr5.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

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

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

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

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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:Cr3.b - Identify effective physical and vocal traits of characters in a drama/theatre work.

7.TH:Cr3 Refine and complete artistic work.

7.TH:Cr3.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised 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:Cr3 Refine and complete artistic work.

Prof.TH:Cr3.a - Rehearse and revise a devised or scripted drama/theatre work using theatrical conventions.

Florida Sunshine State Standards

Critical Thinking & Reflection

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

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.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.1.5 - 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.2.4 - Discuss the differences between presentational and representational theatre styles.

TH.68.H.3.3 - Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.

TH.68.H.3.4 - Describe the importance of wellness and care for the actor's physical being as a performance instrument.

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.

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.2.4 - 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.1.1 - Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

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

TH.912.S.2.4 - Sustain a character or follow technical cues in a production piece to show focus.

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 - Responding

TA6.RE.1 - Engage actively and appropriately as an audience member., a. Identify the role of the audience in different environments., b. Analyze the relationship between an audience and a performer., c. Create guidelines for behaviors appropriate to a theatre experience., d. Model appropriate audience behaviors.

Grade 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 - 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 - Performing

TAHSA.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the voice, body, observation, and imagination as tools of the actor in presentations of formal and informal theatre., b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences., c. Act by developing, communicating, and sustaining roles within a variety of situations and environments., d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew., e. Use the skills and tools of a director to conduct rehearsals for performance.

Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Performing

TAHSAD.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the skills and tasks associated with acting, incorporating voice, body, observation, and imagination to create characters for formal and informal performances., b. Implement the duties of the stage manager, including communication and safety procedures, that will assist the director in all areas of production., c. Develop a schedule and organizational plan to prepare a scene for performance, including a rehearsal schedule and a prompt script., d. Conduct rehearsals and present a full theatrical presentation to a live audience.

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

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.

B.C.2.2 - Interpret various selections of dramatic literature through formal and informal presentations.

Beginning High School Standards - Analysis

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

B.A.1.2 - Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters,

settings, and events.

Beginning High School Standards - Culture

B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.

B.CU.2.2 - Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

Intermediate High School Standards - Communication

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

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

A.C.2.1 - Use improvisation and acting skills to perform for a formal audience using prompts provided by the audience.

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

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 117.212 LII - Creative Expression: performance

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

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.

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.B - develop and practice theatre preparation and warm-up techniques.

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

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

HS 117.315 LI - Creative Expression: performance

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

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

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

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.A - apply theatre preparation and warm-up techniques effectively.

C.1.B - experiment with stage movement.

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

HS 117.318 LIV - Foundations: Inquiry and Understanding

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

Alberta, Canada

Speech Drama 10

1 - demonstrate vocal relaxation and warmup techniques

2 - apply effective breathing techniques

3 - recognize the effect of good posture on voice

Improvisation Drama 10

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

Acting Drama 20

1 - analyze a script for explicit character clues

2 - create, select and sustain physical details of the character from scripted material

Junior Goal II Objectives

develop the body and voice as tools of communication

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

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 the purposes of and participate in warmup activities
share ideas confidently with others
show awareness of story sequence
support positivity the work of others
work cooperatively and productively with all members of the class in pairs, small groups and large groups

Speech Level I - Beginning

- 1 - speak spontaneously
- 2 - use vocal relaxation and warm-up techniques
- 3 - use effective breathing techniques

Speech Level II - Intermediate

- 10 - demonstrate effects of intonation, rate, pause and phrasing on the meaning of words
- 11 - use pitch to effect quality of voice production
- 9 - use volume, articulation and projection to achieve clarity

Junior Goal I Objectives

- 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 III - Advanced (The script)

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

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 the ability to considered decisions, act upon them and accept the results
- demonstrate the ability to contribute effectively and constructively to the group process
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines
- demonstrate the ability to offer, accept, and reflect upon, constructive criticism
- extend physical and vocal capabilities
- extend the ability to concentrate
- extend understanding of, acceptance of and empathy for others
- increase self-confidence
- increase self-discipline

Orientation Drama 10

- demonstrate effective use and management of time
- listen to self and others
- make effective decisions or choices
- 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

GRADE 6 - ARTS - Communicating and documenting

Demonstrate increasingly sophisticated application and/or engagement of curricular content

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

GRADE 7 - ARTS - Communicating and documenting

Demonstrate increasingly sophisticated application and/or engagement of curricular content

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

GRADE 8 - ARTS - Communicating and documenting

Demonstrate increasingly sophisticated application and/or engagement of curricular content

Describe, interpret and respond to works of art

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

Take creative risks to express feelings, ideas, and experiences

Ontario, Canada

Grade 6 - Reflecting, Responding and Analyzing

B2.3 - identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

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

B1.4 - 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

B2.3 - identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

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

B1.4 - 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

B2.3 - identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

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

B1.4 - 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 - 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)

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

6.10 - 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

7.11 - The student will explain how other fine arts and fields of knowledge are applied in theatre

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

8.11 - The student will synthesize knowledge from other content areas to support theatre arts processes.

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.

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TI.12 - The student will refine physical and vocal techniques for theatre performance

TI.14 - The student will demonstrate theatrical direction, including blocking and staging a scene.

Technical Theatre

TT.1 - The student will create design elements that demonstrate personal voice and vision.

TT.2 - The student will apply the creative process for technical theatre.

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.5 - The student will identify, describe, and apply collaboration and communication skills for technical theatre.

Technical Theatre

TT.17 - The student will demonstrate scenic design.