



UNIT SEVEN: DIRECTED SCENES TAKE 2: A VARIETY OF SCENES

By LINDSAY JOHNSON

Students will have another opportunity to participate in student-directed scenes, only this time each director will be assigned a different script, and actors for each group will be chosen by the teacher based on individual strengths and challenges, rather than holding auditions.

Actors will take a deeper dive into character physicality and use of levels in staging this unit. Directors will continue to create a set design and block the scenes, adding props as well in this unit.

The unit culminates in actors presenting their directed scenes to the class.

1 - Reflection and New Scene Ranking

In this lesson, students complete self and peer reflections for Unit 6. They also apply for an actor or director role and rank scenes for their work in this unit.

2 - Introduction to Physicality

In this lesson, students start working on physicality elements. They will complete an Introduction to Physicality Notes sheet and give peer observational feedback.

3 - Scene Assignments and Close Reading

In this lesson, students start working on their specific scene and complete a close reading.

4 - Actor Memorization and Director Planning

In this lesson, student directors and actors have their own task. Actors will complete their cheat sheet and memorize 10+ lines with the cheat sheet. Directors will complete set design, props list, and 4+ blocking notes for each character.

5 - Objectives, Tactics, and Blocking

In this lesson, students will complete a rehearsal checklist, focusing on objectives, tactics, and blocking.

6 - Character Physicality

In this lesson, students will complete a rehearsal checklist, focusing on character physicality.

7 - Levels and Movement Review

In this lesson, students will rehearse their scenes using a rehearsal checklist, focusing on level changes and movement in the scene.

8 - Vocal Expression and Projection

In this lesson, students will rehearse their scenes using a rehearsal checklist, focusing on vocal expression and projection.

9 - Final Rehearsal

In this lesson, students will rehearse their scenes using a rehearsal checklist, focusing on the skills of their choice.

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.

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.

Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.a - Consider various staging choices to enhance the story in a drama/theatre work.

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.

Generate and conceptualize artistic ideas and work - High School Proficient

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

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.

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.

TH:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Accomplished

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

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

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

Convey meaning through the presentation of artistic work - Grade 7

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

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

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

Convey meaning through the presentation of artistic work - Grade 8

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

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

TH:Cr3.1.HSI.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

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.

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.

CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

7.TH:Pr4.a - Consider various staging choices to enhance the story in a drama/theatre work.

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:Cr1 Generate and conceptualize artistic ideas and work

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

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.

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.

6.TH:Pr5.b - Articulate how technical theatre elements are integrated into a drama/ theatre work.

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

8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

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

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

6.TH:Cr3 Refine and complete artistic work.

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

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

7.TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

8.TH:Cr3 Refine and complete artistic work.

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

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

8.TH:Pr6 - Perform a rehearsed, scripted scene from a

drama/theatre work for an audience.

Prof.TH:Cr3 Refine and complete artistic work.

Prof.TH:Cr3.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

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

Prof.TH:Pr6 - Perform a rehearsed, scripted short drama/theatre work for a specific audience.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.2 - Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

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

TH.912.C.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.C.2.6 - Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Innovation, Technology & the Future

TH.912.F.2.4 - Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

Organizational Structure

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.

TH.912.O.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

Skills, Techniques & Processes

TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

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.

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.

TH.912.S.3.8 - Direct a scene or one-act play.

Georgia Performance Standards

2017 - 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.

TA6.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate technical elements in performance.

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.

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.

Grade 8 - Performing

TA8.PR.1 - Act by communicating and sustaining roles in

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

Grade 8 - Connecting

TA8.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Discuss theatre's role in reflecting the culture of a society.

Grades 9-12 - ACTING LEVELS I-IV - 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 - 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.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

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

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

Beginning High School Standards - Analysis

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

Beginning High School Standards - Aesthetics

B.AE.1.1 - Understand the major technical elements, such

as sound, lights, set, and costumes, and their interrelationships.

Beginning High School Standards - Culture

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.2.2 - Interpret scenes through formal and informal presentations.

Intermediate High School Standards - Aesthetics

I.AE.1.2 - Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

Intermediate High School Standards - Culture

I.CU.2.2 - Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

Proficient High School Standards - Communication

P.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.

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

Proficient High School Standards - Analysis

P.A.1.1 - Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.

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.2.2 - Interpret scripts through formal and informal presentations.

Tennessee Theatre Curriculum Standards

GRADES 6-8

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.

GRADES 9-12

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.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Creative Expression: performance

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

MS 117.211 LI - Creative Expression: production

C.3.B - create suitable environments for dramatizations.

MS 117.211 LI - Critical evaluation and response

C.5.D - examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.

MS 117.212 LII - Foundations: Inquiry and Understanding

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

MS 117.212 LII - Creative Expression: production

B.3.C - define the role of the director.

MS 117.213 LIII - Creative Expression: performance

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

MS 117.213 LIII - Creative Expression: production

B.3.A - recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance.

B.3.C - explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator.

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.I - identify and practice memorization skills.

HS 117.315 LI - Creative Expression: performance

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

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

C.2.D - use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques.

C.2.E - employ physical techniques consistently to express thoughts, feelings, and actions non-verbally.

HS 117.316 LII - Foundations: Inquiry and Understanding

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

C.1.D - analyze dramatic structure and genre.

C.1.E - identify examples of theatrical conventions in theatre, film, television, and electronic media.

HS 117.316 LII - Creative Expression: performance

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.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 117.317 LIII - Creative Expression: performance

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

HS 117.317 LIII - Creative Expression: production

C.3.A - experiment with technical elements of theatre safely

and effectively in improvisation or scripted scenes or plays.

C.3.C - cast and direct duet scenes.

C.3.D - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.

C.3.E - perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.

HS 117.318 LIV - Foundations: Inquiry and Understanding

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

HS 117.318 LIV - Creative Expression: performance

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

HS 117.318 LIV - Creative Expression: production

C.3.B - analyze and evaluate dramatic texts and direct brief scenes.

Alberta, Canada

Speech Drama 10

10 - demonstrate safe and appropriate projection

Speech Drama 20

16 - communicate mood and emotion through voice

Speech Drama 30

23 - use vocal variety in character development

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
- 3 - demonstrate understanding of and identity motivation and objectives (overall, main and immediate).
- 5 - demonstrate a character's main objective within a scene
- 6 - demonstrate a character's immediate or moment-to-moment objectives within a scene
- 8 - demonstrate the ability to memorize required text

Acting Drama 30

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

Movement Drama 10

13 - use levels (high, medium, and low)

Technical Theatre/Design 10-20-30 - Management - Properties

1 - demonstrate understanding of the purpose of stage properties

Technical Theatre/Design 10-20-30 - Management - Set

1 - demonstrate understanding of the purpose of stage scenery

Junior Goal III Objectives

- develop awareness of various conventions of theatre
- develop the ability to analyze and assess the process and the art

Junior Orientation

communicate through use of voice and body
demonstrate a willingness to take calculated and reasonable risks

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

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

Movement Level II - Intermediate

21 - display clarity of movement and gesture

Movement Level III - Advanced

27 - create and sustain mood through movement

Speech Level I - Beginning

2 - use vocal relaxation and warm-up techniques

3 - use effective breathing techniques

8 - understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation

Improvisation/Acting Level I - Beginning

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

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 development of sensory awareness
- extend the ability to explore, control and express emotions
- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

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
- extend physical and vocal capabilities
- extend the ability to concentrate
- increase self-confidence

increase self-discipline

Orientation Drama 10

- concentrate on the task at hand
- demonstrate effective use and management of time
- listen to self and others
- offer and accept constructive criticism with a desire to progress
- positively support the work of others
- share ideas confidently
- solve problems imaginatively and creatively
- work cooperatively and productively
- work with abstract concepts

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

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

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

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

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

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

B2.3 - 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

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

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

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

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

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)

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 - 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)

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works