UNIT SIX: DIRECTED SCENES TAKE 1: SAME SCENE, DIFFERENT VISIONS
By LINDSAY JOHNSON

Students will now start applying the skills they’ve learned thus far in the context of existing, fleshed-out scripts. They will also have opportunities to shift from actor to director and hone such skills as collaboration, self-confidence, and problem-solving which can be used in many other areas of their lives.

1 - Introduction to Directors and Close Reading of Scene
In this lesson, students are introduced to the different tasks the director and the actor take on in a scene, complete an application for which role they would like to take on, and tackle a close reading of the unit scene.

2 - Auditions
In this lesson, students will run auditions, or participate in them, for the scene, and directors will cast their scenes.

3 - Planning and Memorization
In this lesson, actors will have their lines completely memorized using a cheat sheet, and directors will complete their scene prep (props, set design, blocking).

4 - Objective and Tactics
In this lesson, students will complete four rehearsals of their scenes using Objective and Tactics Rehearsal Checklist, focusing on objective and tactics.

5 - Levels
In this lesson, students will complete three to five rehearsals of their scenes using a rehearsal checklist, focusing on level changes.

6 - Voice Expression
In this lesson, students will complete three to five rehearsals of their scenes using a rehearsal checklist, focusing on voice expression changes.

7 - Movement Review
In this lesson, students will complete four rehearsals of their scenes using a rehearsal checklist, focusing on movement skills (blocking, tactics, levels).

8 - Projection and Final Rehearsal
In this lesson, students will complete three to five rehearsals of their scenes using a rehearsal checklist, focusing on projection skills (voice clarity, open body).

9 - Directed Scenes Performance Assessment
In this lesson, students will perform their scene for assessment in front of the class. They will also complete an audience feedback sheet where they give their peers feedback on rubric skills.
Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6
TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 6
TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character 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.

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.

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

Select, analyze, and interpret artistic work for presentation - High School Accomplished
TH:Pr4.1.HSI.a - Discover how unique choices shape believable and sustainable drama/theatre work.

Organize and develop artistic ideas and work - Grade 6
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.HSI.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.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.

TH:Cr3.1.7.b - Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

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: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.
6.TH:Pr4.b - Experiment with various physical choices to communicate character 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.

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.

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.

Acc.TH:Pr4 Select, analyze, and interpret artistic work for presentation.
Acc.TH:Pr4.a - Discover how unique choices shape believable and sustainable 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.

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

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.1.3 - Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
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.3.3 - Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.

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.2.7 - 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.1.5 - 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.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.3.1 - Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

Organizational Structure
TH.68.O.1.1 - Compare different processes an actor uses to prepare for a performance.
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.2.1 - Diagram the major parts of a play and their relationships to each other.
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.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2 - Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.

Skills, Techniques & Processes
TH.68.S.1.2 - Invent a character with distinct behavior(s)
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.1.3 - Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1 - Discuss the value of collaboration in theatre
and work together to create a theatrical production.

**Grade 7 - Performing**
Theatrical Analysis and Interpretation
- TA7.PR.1 - Analyze and interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

**Grade 7 - Creating**
Creative Process and Production
- TA7.CR.1 - Organize, design, and refine theatrical works, a. Develop creative ideas and plan the production process, b. Execute character creation in a performance, c. Develop a schedule and organizational plan to achieve ensemble in rehearsal and performance, d. Use resources to identify and create technical elements of theatre, e. Use various techniques and methods to achieve ensemble in rehearsal and performance, f. Use resources to identify and create technical elements of theatre.

**Grade 8 - Performing**
Character and Performance
- 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, b. Execute character creation in a performance, c. Engage in various performance styles.

**Grade 8 - Creating**
Production and Performance
- TA8.CR.1 - Organize, design, and refine theatrical works, a. Demonstrate effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement), b. Execute character creation in a performance, c. Engage in various performance styles.

**Grades 9-12 - ACTING LEVELS I-IV - Performing**
Advanced Acting
- TA9-12.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, b. Execute character creation in a performance, c. Engage in various performance styles.

**Grades 9-12 - ADVANCED DRAMA LEVELS I-IV - Performing**
Advanced Drama
- TA9-12.ADH.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments, a. Demonstrate the physical, emotional, vocal, and social dimensions of a character, b. Execute character creation in a performance, c. Engage in various performance styles.

**Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing**
Fundamentals of Theatre
- TA9-12.FT.1 - Act by communicating and sustaining roles in formal and informal environments, a. Demonstrate effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement), b. Execute character creation in a performance, c. Engage in various performance styles.

**North Carolina Essential Standards**

**Beginning High School Standards - Communication**
B.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

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

**Beginning High School Standards - Aesthetics**
B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their
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.1.2 - 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.

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.

Advanced High School Standards - Communication
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.D - develop an understanding of the mechanisms of vocal production.
C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

MS 117.212 LII - Creative Expression: performance
B.2.B - define characters by what they do, what they say, and what others say about them.
B.2.C - select movements and dialogue to portray a character appropriately.

MS 117.212 LII - Creative Expression: production
B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.
B.3.C - define the role of the director.

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

MS 117.213 LIII - Creative Expression: production
B.3.C - explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator.

MS 117.213 LIII - Critical evaluation and response
B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.

HS 117.315 LI - Foundations: Inquiry and Understanding
C.1.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.
C.1.I - identify and practice memorization skills.

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

HS 117.316 LII - Creative Expression: production
C.3.C - analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments.
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.

HS 117.316 LII - Critical evaluation and response
C.5.C - offer and receive constructive criticism of peer performances.

HS 117.317 LIII - Foundations: Inquiry and Understanding
C.1.B - experiment with stage movement.
C.1.G - develop and practice memorization skills.

HS 117.317 LIII - Creative Expression: performance
C.2.A - employ safe, appropriate techniques to allow for physical, vocal, and emotional expression.

HS 117.318 LIV - Creative Expression: production
C.3.C - demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production.

Alberta, Canada
Acting Drama 20
1 - analyze a script for explicit character clues
Acting Drama 30
18 - use various vocal skills to enhance characterization

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

Directing - Drama 30
1 - demonstrate understanding of the function of the director
6 - demonstrate understanding of the terms composition, picturization and stage movement
7 - demonstrate understanding of the compositional methods of emphasis: body position, stage area plane, level, contrast, space, repetition

Junior Goal II Objectives
become familiar with dramatic terminology and script format

**Junior Goal III Objectives**
- develop awareness of drama and theatre presentations as possible
- develop awareness of various conventions of theatre

**Junior Orientation**
- communicate through use of voice and body
- focus concentration on one task at a time
- listen effectively
- meet deadlines and follow through on individual and group commitments
- 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

**Junior Goal I Objectives**
- 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
- explore and develop physical and vocal capabilities
- extend the ability to think imaginatively and creatively
- 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 inquiry and commitment, individually and to the group
- 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
- sharpen observations of people, situations and the environment

**Senior Goal II Objectives**
- develop the ability to select appropriate physical and vocal expression for feelings, ideas and images

**Orientation Drama 10**
- concentrate on the task at hand
- demonstrate self-discipline, self-direction and a sense of responsibility
- listen to self and others
- 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
- 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 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 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 - Creating and Presenting
B1.1 - engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places
B1.2 - 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

Grade 7 - Creating and Presenting
B1.1 - engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities
B1.2 - 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

Grade 8 - Creating and Presenting
B1.1 - engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities
B1.2 - 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

Grades 9 & 10 - Foundations - Responsible Practices
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

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.

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.7 - The student will identify ways to engage the school community in school theatre productions.