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UNIT THREE: BUILDING IMPROVISED SCENES

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Students will understand the basic building blocks of a scene: The Who (characters/ relationship), the Where (setting), and the What (conflict – objectives/tactics). They will learn how to use both verbal and nonverbal (pantomime) clues to communicate these scene details to an audience. They will continue to work on voice clarity, while also learning to open their body to an audience. The unit culminates in a performance assessment in which students work in pairs to improvise a scene.

1 - Relationships

In this lesson we'll look at how verbal and nonverbal clues communicate relationship to an audience. Students will improvise a short scene in pairs that shows a clear relationship between two characters using clue words and body language/expressions.

2 - Setting

In this lesson, we'll look at how we use physical clues to help the audience infer a specific setting for a scene. Students will improvise a short, silent, pantomimed scene in small groups that shows a clear setting – using gestures and movements only.

3 - Conflict and Objectives

In this lesson, we'll look at multiple perspectives that can lead to a conflict. In pairs, students will improvise a short scene in which each character has an objective that conflicts with the other character's objective.

4 - High-Stakes Objectives

In this lesson, we'll look at multiple perspectives that can lead to a conflict. Students will take an objectives quiz to demonstrate their understanding of objectives, conflict, and stakes. This could be graded as a daily work grade or an assessment, and will give you a snapshot of students' current understanding.

5 - Tactics

In this lesson, we'll look at multiple perspectives that can lead to a conflict and strategies employed to resolve it. Students will improvise a scene using 2+ tactics in partner groups. Some groups will perform for the class and receiving coaching and feedback on the Tactics Rubric.

6 - Scene Assignment and Brainstorm

In this lesson, students will use a variety of methods they've learned so far to communicate meaning in a scene: setting, pantomime, relationship clues, objectives, stakes, and tactics. Students will complete a Brainstorm Sheet to plan out their partner scene for assessment.

7 - Objective and Tactics

In this lesson, students will use a variety of methods they've learned so far during this unit to communicate meaning in a scene: setting, pantomime, relationship clues, objectives, stakes, and tactics. Students will complete a Rehearsal Checklist.

8 - Relationship and Setting Rehearsal

In this lesson, students will use a variety of methods they've learned so far during this unit to communicate meaning in a scene: setting, pantomime, relationship clues, objectives, stakes, and tactics. Students will complete a Rehearsal Checklist.

9 - Projection Rehearsal

In this lesson, students will use a variety of methods they've learned so far during this unit to communicate meaning in a scene: setting, pantomime, relationship clues, objectives, stakes, and tactics. Students will complete a Rehearsal Checklist.

10 - Final Scene Rehearsal

In this lesson, students will use a variety of methods they've learned so far during this unit to communicate meaning in a scene: setting, pantomime, relationship clues, objectives, stakes, and tactics. Students will complete a Rehearsal Checklist.

11 - Scene Performance Assessment

In this lesson, students will use a variety of methods they've learned so far during this unit to communicate meaning in a scene: setting, pantomime, relationship clues, objectives, stakes, and tactics. Students will perform their final partner scene in front of the class for assessment. They will also complete an Audience Feedback Sheet in which they give their peers feedback on Rubric skills.

12 - Posters

7 posters for the drama classroom, designed to support the objectives of the building improvised 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.

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.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.

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.

Develop and refine artistic techniques and work for presentation - Grade HS Proficient

TH:Pr5.1.HS1.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Develop and refine artistic techniques and work for presentation - Grade HS Accomplished

TH:Pr5.1.HSII.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

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.b - Develop 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 HS Proficient

TH:Cr3.1.HS1.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

California VAPA Standards (2019)

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

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

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

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

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.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: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.

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

Prof.TH:Pr5.a - Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

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

Acc.TH:Pr5.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

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

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.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

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

drama/theatre work.

DT.6.1.4.b - Students Can: Identify and employ effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

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

DT.6.2.1.b - Students Can: Experiment with various physical and vocal choices to communicate character in a drama/theatre work.

DT.6.2.2.a - Students Can: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

Seventh Grade

DT.7.1.1.c - Students Can: Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.

DT.7.1.4.b - Students Can: Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

DT.7.2.2.a - Students Can: Recognize how acting exercises and techniques can be applied to a drama/theatre work.

Eighth Grade

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

DT.8.3.1.a - Students Can: Apply criteria to analyze artistic choices in a drama/theatre work.

High School - Fundamental Pathway

DT.H1.1.4.b - Students Can: Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

DT.H1.2.2.a - Students Can: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

DT.H1.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

High School - Advanced Pathway

DT.H2.2.2.a - Students Can: Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

High School - Professional Pathway

DT.H3.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to analyze artistic choices and justify meaningful feedback based on historical, cultural, and personal context.

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.

Florida Sunshine State Standards

Critical Thinking & Reflection

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

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

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

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

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

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

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

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

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

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

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

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

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

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

assigned projects and productions.

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.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.

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.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.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.

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 - 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.

Grades 9-12 - ACTING LEVELS I-IV - Creating

TAHSA.CR.1 - Organize, design, and refine theatrical work., a. Use script analysis in the development and presentation of formal and informal theatre performances., b. Examine various theories of dramatic structure., c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

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

TAHSFT.CR.1 - Organize, design, and refine theatrical work., a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse., b. Incorporate dramatic elements through improvisation., c. Recognize and interpret artistic choices in performance.

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 2024

Sixth Grade Connect

6.CN.1.2 - Explain how the development of theatrical ideas are informed and inspired by concepts from other content areas.

Sixth Grade Create

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

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

Sixth Grade Present

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

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

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

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

Sixth Grade Respond

6.RE.1.1 - Analyze dramatic elements in theatrical works.

6.RE.1.2 - Describe how personal experiences and perspectives influence interpretations of theatre.

6.RE.2.2 - Define constructive criticism for theatrical works.

Seventh Grade Connect

7.CN.2.1 - Identify theatrical skills, characteristics, and behaviors that contribute to success in post-secondary education and career readiness.

7.CN.1.2 - Identify how theatrical skills and processes are connected to other content areas and daily life.

Seventh Grade Create

7.CR.1.1 - Improvise characters and situations for developing original scripts or devised theatre.

7.CR.1.2 - Create original works using elements of dramatic structure.

Seventh Grade Present

7.PR.1.1 - Refine choices in devised or scripted performances based on objective feedback and criteria.

7.PR.1.2 - Communicate character and story using physical and vocal control, observation, and concentration during theatrical performances.

7.PR.2.1 - Apply dramatic styles to formal or informal performances.

Seventh Grade Respond

7.RE.1.2 - Recognize the creative choices made in theatrical works crafted by peers and others.

7.RE.2.2 - Evaluate choices made in devised or scripted performance, based on objective criteria.

Eighth Grade Connect

8.CN.2.1 - Explain how theatrical skills, characteristics, and behaviors contribute to success in a broad range of careers.

Eighth Grade Create

8.CR.1.1 - Improvise conflict and resolution scenarios for original scripts or devised theatre.

8.CR.1.2 - Create original characters and situations using background knowledge and research.

Eighth Grade Present

8.PR.1.1 - Apply critical elements of objective feedback and criteria for improvement in performance.

8.PR.2.2 - Embody audience etiquette appropriately as a participant in productions.

8.PR.2.4 - Demonstrate performance etiquette during theatrical experiences.

Eighth Grade Respond

8.RE.2.2 - Evaluate theatrical work of others with a specific plan for improvement.

Beginning High School Create

B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.

Beginning High School Present

B.PR.1.2 - Communicate characters, situations, and scenarios using body and voice while adhering to staging conventions.

B.PR.2.1 - Develop scripted or devised theatre for presentation.

B.PR.2.2 - Demonstrate appropriate theatre audience behavior with the understanding of the impact on performers and technicians.

B.PR.2.4 - Identify the responsibilities of a performer in a variety of theatrical venues.

Intermediate High School Create

I.CR.1.1 - Develop a variety of unique characters within given situations through improvisation.

Accomplished High School Create

AC.CR.1.1 - Improvise a variety of extended scenes or performance pieces reflecting specific situations, styles, or genres.

Accomplished High School Present

AC.PR.1.2 - Display a progression of character moments within the performance of theatrical texts.

Advanced High School Create

AD.CR.1.1 - Develop a variety of extended scenes or short plays through improvisation, applying acting and directorial techniques in anticipation of various audiences or theatrical settings.

North Carolina Essential Standards 2010

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 - 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.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.

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.

Advanced High School Standards - Communication

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

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 117.211 LI - Creative Expression: performance

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

MS 117.212 LII - Foundations: Inquiry and Understanding

B.1.B - develop and apply theatre preparation and warm-up techniques.

B.1.D - develop an increased understanding of the mechanisms of vocal production.

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

MS 117.212 LII - Creative Expression: performance

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

B.2.B - define characters by what they do, what they say, and what others say about them.

B.2.D - create stories collaboratively and individually that have dramatic structure.

B.2.E - apply knowledge of effective voice and diction techniques to express thoughts and feelings.

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

B.1.D - demonstrate an increased understanding of the mechanisms of vocal production.

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

MS 117.213 LIII - Creative Expression: performance

B.2.C - create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively.

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

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.

HS 117.315 LI - Creative Expression: performance

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

HS 117.316 LII - Foundations: Inquiry and Understanding

C.1.A - develop and practice theatre warm-up techniques.

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

HS 117.316 LII - Creative Expression: performance

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

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

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.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.

C.2.B - analyze creativity as it relates to self and ensemble and its effect on audience.

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

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.B - demonstrate creativity as it relates to self and ensemble and its effect on audience.

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

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

15 - initiate a dramatic situation in response to a given stimulus

16 - make logical choices spontaneously within the boundaries of situation and character

17 - demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively

20 - critique the work of self and others through observation and expression of specific detail

3 - maintain concentration during exercises

31 - demonstrate the ability to focus on, and achieve, the objective of a scene

32 - sustain a character throughout a scene or exercise

8 - tell a story spontaneously

9 - use appropriate stage directions

Improvisation Drama 20

36 - integrate improvisational skills learned, in planned and spontaneous improvisations

Improvisation/Acting Level III - Advanced

26 - pick up cues effectively

Junior Goal II Objectives

develop belief in, identification with, and commitment to a role

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
- 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
- speak, move, and generate ideas spontaneously

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

Improvisation/Acting Level I - Beginning

- 1 - use warm-up techniques for preparation of body, voice and mind
- 10 - use essential story elements in spontaneous and planned scenes
- 11 - create a dramatic situation in response to varied stimuli: objects, pictures, music
- 12 - make logical choices within the boundaries of situation and character
- 5 - create and tell a story spontaneously
- 6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot
- 7 - use stage vocabulary: stage areas, body positions and crosses
- 8 - demonstrate appropriate rehearsal behaviours and routines
- 9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

Improvisation/Acting Level II - Intermediate

- 13 - recognize the techniques of offering, accepting, advancing and blocking
- 14 - use varied stimuli for character development
- 15 - use the body and body language to enhance characterization
- 21 - sustain a character throughout an exercise or scene
- 23 - demonstrate understanding of character motivation
- 24 - recognize that relationships exist between characters in given situations

Junior Goal I Objectives

- develop a positive self-image
- develop a sense of responsibility and commitment
- develop self-confidence
- develop self-discipline
- develop the ability to initiate, organize and present a project within a given set of guidelines
- develop the ability to interact effectively and constructively in a group process
- develop the ability to offer and accept constructive criticism
- develop the willingness to make a decision, act upon it and accept the results
- 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
- extend the ability to concentrate
- increase self-confidence
- increase self-discipline

Senior Goal II Objectives

- be capable of creating and expressing a believable character from scripted and non-scripted material

Orientation Drama 10

- demonstrate self-discipline, self-direction and a sense of responsibility
- demonstrate trust by becoming comfortable with others, physically and emotionally
- display consideration and respect for self and others
- listen to self and others
- make effective decisions or choices
- offer and accept constructive criticism with a desire to progress
- positively support the work of others
- share ideas confidently
- solve problems imaginatively and creatively
- 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

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

GRADE 6 - ARTS - Communicating and documenting

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

Interpret and communicate ideas using symbols and elements to express meaning 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

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

GRADE 7 - ARTS - Communicating and documenting

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

Interpret and communicate ideas using symbols and elements to express meaning 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

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

GRADE 8 - ARTS - Communicating and documenting

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

Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

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

B1.3 - 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

B1.3 - 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

B1.3 - 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.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

6.11 - 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.

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.

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

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.

Technical Theatre

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

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.