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# COPYRIGHT FOR DRAMA TEACHERS

**Instructor**  
CRAIG MASON

## **Materials**

Video modules, Handouts, Transcripts, MP3 Files, PDF of  
Powerpoint Slides, Completion Certificate

## **Course length**

9 modules  
2 hours, 24 minutes of video  
5 credit hours

## Course Description

An in-depth and interactive look at copyright as it applies to school theatre programs. Learn about how works become copyrighted, how long it lasts, how to get permission to use copyrighted work, and more.

## About the Instructor

Craig Mason earned his Honours Bachelor of Arts in Drama at the University of Waterloo. He also completed a summer intensive at the American Academy of Dramatic Arts in New York. He is a founding member of Theatrefolk and the Drama Teacher Academy.

He spent 15 years as a professional actor, and is a member of the Canadian Actors Association and the Alliance of Canadian Radio and Television Artists. He has performed in Theatres across Canada.

He originated the role of Sterling Mimms in the Norm Foster musical JASPER STATION, and toured across Canada with the one man tour-de-force THE FLYING BANDIT. He spent four years at the Sunshine Festival Theatre Company in such plays as MOVE OVER MRS MARKHAM, OUT OF ORDER, and DON'T DRESS FOR DINNER.

## Course Curriculum

### Lesson 0: Introduction 6:44

### Lesson 1: Intellectual Property 19:49

This module identifies what copyright is and what copyright isn't. It also defines Intellectual Property, which is the umbrella that covers things like trademarks, patents, industrial design and copyright.

### Lesson 2: Copyright 17:05

In this module you'll learn about the types of works protected by copyright, how long copyright lasts, what happens when copyright ends, and how to tell if something is protected by copyright.

### Lesson 3: Copyright and the Teacher 13:52

This is copyright from a theatrical perspective. You'll learn about adding music to plays, changing scripts, and what parts of a play are protected by copyright.

### Lesson 4: Copyright Cases 9:29

In Module 4 you'll review some copyright challenges that have been in the news and learn what you can from their outcomes.

### Lesson 5: Free Stuff 12:30

This module addresses works in the Public Domain and works placed under a Creative Commons license. You'll learn how to find these works and you'll also learn what your responsibilities are when using these works.

### Lesson 6A: Copyright Attorney Gordon Firemark 26:49

Gordon Firemark, a US copyright attorney will speak directly about copyright law in the United States.

### Lesson 6B: Copyright Attorney Erin Finlay 27:10

Erin Finlay, a Canadian copyright attorney, works for Access Copyright and she'll also talk a bit about what you can and can't do with that license in your school.

### Lesson 7: Pay it Forward 10:45

Finally, you'll be able to pass on what you've learned to your students. In this lesson, you'll get lesson plans and other resources for a short media literacy unit on Intellectual Property and Copyright.

# Standards Connections

## Common Core

### 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.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### History/Social Studies

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

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

### Historical & Global Connections

TH.912.H.1.5 - Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

### Organizational Structure

TH.912.O.3.3 - Analyze and demonstrate how to use various media to impact theatrical productions.

### Skills, Techniques & Processes

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.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Connecting

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

### Grade 7 - Connecting

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Draw conclusions about the influence of theatre on society.

### Grade 8 - 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.

## North Carolina Essential Standards

### Beginning High School Standards - Communication

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

### Proficient High School Standards - Analysis

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

## Texas Essential Knowledge and Skills for Theatre Arts

### MS 117.212 LII - Creative Expression: performance

B.2.G - create improvised scenes that include setting, character, and plot.

### HS 117.315 LI - Creative Expression: performance

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.

### HS 117.316 LII - Creative Expression: performance

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

### HS 117.317 LIII - Creative Expression: performance

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

## Alberta, Canada

### Technical Theatre/Design 10-20-30 - Management - Business

2 - recognize the importance of and procedures for script ordering and royalty payment

### Technical Theatre - Levels I, II, III - Awareness

3 - show awareness of the importance of research  
4 - show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies

### Technical Theatre - Levels I, II, III - Readiness

6 - demonstrate understanding of the importance of planning and organization

### Senior Goal I Objectives

develop a sense of inquiry and commitment to learning

### Senior Goal II Objectives

gain knowledge of disciplines that enhance dramatic process and product

### Orientation Drama 10

demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically  
make effective decisions or choices

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Reasoning and reflecting**

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

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### **GRADE 7 - ARTS - Reasoning and reflecting**

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

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### **GRADE 8 - ARTS - Reasoning and reflecting**

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

## **Ontario, Canada**

### **Grades 9 & 10 - Foundations - Concepts and Terminology**

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 - Elements and Conventions**

A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

### **Grades 9 & 10 - Creating and Presenting - The Creative Process**

A.1.1 - develop interpretations of issues from contemporary or historical sources (e.g., photographs, videos, music, newspaper/magazine articles, an eyewitness account of a historical event) as the basis for drama

A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)

A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation)