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# ■ EXPLORING VIEWPOINTS ■

## **Instructor**

ERIN CARR

## **Materials**

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

## **Course length**

11 modules  
3 hours, 28 minutes of video  
5 credit hours

## Course Description

Viewpoints is used to create dynamic moments of theatre by simply existing on the stage. However, Viewpoints is more than just an acting technique to understand your own physicality and more than a directing technique to create “ah-ha!” moments on stage. It is first and foremost the philosophy that to create an organic performance, you must see obstacle as opportunity, and that by simply standing in space, your creativity can spark.

This course by Erin Carr will help your students discover fresh impulses that motivate their performance in the moment. We will go through the Viewpoints technique, as created by Mary Overlie, and learn how to tap into kinesthetic awareness as individuals and as an ensemble. Through this style of play, students learn to release their thoughts on what they “should” do, and instead just respond organically to their surroundings and ensemble!

We’re going to break down each of the Viewpoints, there’s lots of visual demonstration, so you can see each Viewpoint in action, and I’m going to provide tips and side coaching examples.

## About the Instructor

Erin Carr is currently working as a professional actor, physical theatre creator & theatre activist out of Cincinnati, OH. She is a graduate of NYU’s Tisch School of the Arts where she studied at the Experimental Theatre Wing. In addition, she is the Co-Artistic Director of the feminist-centric theatre company, ReVamp Collective, based in Philadelphia, PA, as well as the Co-Founder of Solasta Theatre Lab in Cincinnati, OH. She is currently working on her MBA from Northern Kentucky University. Additional information: [www.ericarr.com](http://www.ericarr.com)

## Course Curriculum

### Lesson 0: Overview 3:21

This lesson gives an overview of the course and what is covered in each module.

### Lesson 1: Introduction 8:06

This lesson introduces the technique of Viewpoints and ways to apply it in the classroom.

### Lesson 2: History & Terminology 9:13

This lesson reviews the history of Viewpoints and some of the terminology used with this technique.

### Lesson 3: Warm-ups 20:52

Lesson 3 takes you through some of the warm-ups inspired by Viewpoints for both individuals and ensembles.

### Lesson 4: Time 17:05

This lesson breaks down the Viewpoint of Time, and students learn how to introduce tempo, kinesthetic response, duration and repetition.

### Lesson 5: Shape 38:38

This lesson breaks down the Viewpoint of Shape, and students learn how to introduce general shape as well as gestures.

### Lesson 6: Space 38:20

This lesson breaks down the Viewpoint of Space, and students learn how to introduce spatial relationship, topography, and architecture.

### Lesson 7: Open Viewpoints Session 16:45

This lesson introduces what an Open Viewpoints session might look like, and the benefits of taking this time to combine the Viewpoints.

### Lesson 8: Scene Work 24:59

This lesson introduces the use of Viewpoints in scene work.

### Lesson 9: Review 4:59

This final lesson reviews how the Viewpoints technique is used, and where you can continue to take this work.

### BONUS Lesson: Distance Learning Option 26:22

Erin Carr and Lindsay Price discuss how to use the Viewpoints course for distance learning.

# Standards Connections

## National Core Arts Standards

### Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.a - Explore different pacing to better communicate the story in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade HS Accomplished

TH:Pr4.1.HSII.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

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

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

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

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

### Interpret intent and meaning in artistic work - Grade 8

TH:Re8.1.8.a - Recognize and share artistic choices when participating in or observing 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.

### 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

### 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 8

TH:Cr3.1.8.b - Refine effective physical, vocal, and physiological 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.HSI.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

## Common Core

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### 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.

### Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## California VAPA Standards (2019)

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

6.TH:Pr4.b - Experiment with various physical choices to communicate character in a drama/theatre work.

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

8.TH:Pr4.a - Explore different pacing to better communicate the story in 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.

### 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.

### 8.TH:Re8 Interpret intent and meaning in artistic work.

8.TH.Re8.a - Recognize and share artistic choices when participating in or observing 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: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.

### 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.

### 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.

### 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.

## 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.

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.

### **Organizational Structure**

TH.912.O.2.2 - Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.

### **Skills, Techniques & Processes**

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 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 - 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 - ADVANCED DRAMA LEVELS I-IV -Performing**

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

### **Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - 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**

### **Beginning High School Standards - Communication**

B.C.1.1 - Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.

B.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

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

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

### **Beginning High School Standards - Culture**

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

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

### **Intermediate High School Standards - Communication**

I.C.1.1 - Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.

I.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes.

I.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to

demonstrate given situations.

I.C.2.2 - Interpret scenes through formal and informal presentations.

### **Proficient High School Standards - Communication**

P.C.1.1 - 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.

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.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters.

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.B - expand body awareness and spatial perceptions using mime.

C.1.C - respond to sounds, music, images, and the written word, incorporating movement.

### **MS 117.211 LI - Creative Expression: performance**

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

C.2.F - create environments, characters, and actions.

### **MS 117.212 LII - Foundations: Inquiry and Understanding**

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

B.1.C - create expressive and rhythmic movements.

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

### **MS 117.212 LII - Creative Expression: performance**

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

### **MS 117.213 LIII - Foundations: Inquiry and Understanding**

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

B.1.C - create expressive movement and mime to define space and characters.

### **MS 117.213 LIII - Creative Expression: performance**

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

### **HS 117.315 LI - Foundations: Inquiry and Understanding**

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

C.1.C - develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally.

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

### **HS 117.315 LI - Creative Expression: performance**

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

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

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

### **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.

### **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.

### **HS 117.318 LIV - Foundations: Inquiry and Understanding**

C.1.A - create and demonstrate theatre preparation and warm-up techniques.

C.1.B - devise and model stage movement.

### **HS 117.318 LIV - Creative Expression: performance**

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

## **Alberta, Canada**

### **Improvisation Drama 10**

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

13 - communicate meaning without words

14 - discover how various emotions affect one vocally and physically

32 - sustain a character throughout a scene or exercise

### **Acting Drama 20**

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

### **Acting Drama 30**

20 - physicalize character through selected and economical movement and gesture

### **Movement Drama 10**

1 - display the ability to be still

10 - demonstrate focus, concentration and energy in all movement and gesture

12 - demonstrate knowledge of elements of space

14 - create physically shapes in space

15 - use basic locomotor movements (eg. walking, running, crawling) to explore space

16 - create and repeat patterns of movement

17 - demonstrate freezing of movement in space

18 - appreciate that physical expression can enhance language

19 - demonstrate qualities of energy

20 - create appropriate personal physical warmup routines

21 - demonstrate the ability to extend a movement

22 - translate words, images and emotions into movement



23 - demonstrate non-verbally the who, what, where, why and when of a story

24 - demonstrate understanding of mood, and communicate mood

3 - recognize the necessity for physical warmups

4 - perform a physical warmup

### **Improvisation/Acting Level III - Advanced**

30 - analyze text for meaning and character development

### **Junior Goal II Objectives**

develop the ability to give form or expression to feelings, ideas and images

develop the body and voice as tools of communication

### **Junior Orientation**

communicate through use of voice and body

demonstrate trust by becoming comfortable, physically and emotionally, with others

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

### **Movement Level I - Beginning**

1 - demonstrate understanding of and apply appropriate safety procedures

10 - use varying speed of movement

11 - use directions and pathways

13 - control focus and energy in movement and gesture

14 - create shapes with the body

16 - demonstrate freezing of movement

17 - use movement to communicate non-verbally

18 - create movement in response to music

19 - translate sounds, words, images, and emotions into movement

2 - demonstrate awareness of personal and shared space

3 - use physical relaxation techniques effectively

4 - recognize the need for and demonstrate warmup activities

5 - move individual body parts

6 - use proper posture

7 - demonstrate awareness of his or her own body and its movement potential

8 - display increased freedom of movement

9 - travel through space in a variety of ways e.g., running, creeping and jumping

### **Movement Level II - Intermediate**

21 - display clarity of movement and gesture

22 - use exaggerated movement and gesture

23 - plan, repeat and combine movement patterns

25 - communicate environment, character and situation nonverbally

### **Movement Level III - Advanced**

28 - coordinate movement and movement patterns with other students

### **Improvisation/Acting Level I - Beginning**

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

3 - demonstrate the ability to be still

### **Improvisation/Acting Level II - Intermediate**

15 - use the body and body language to enhance characterization

### **Senior Goal I Objectives**

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 contribute effectively and constructively to the group process

demonstrate the ability to initiate, organize and present a project within a given set of guidelines

extend physical and vocal capabilities

extend the ability to concentrate

increase self-confidence

increase self-discipline

### **Senior Goal II Objectives**

develop techniques that enhance vocal and physical communication

develop the ability to select appropriate physical and vocal expression for feelings, ideas and images

### **Orientation Drama 10**

demonstrate self-discipline, self-direction and a sense of responsibility

demonstrate trust by becoming comfortable with others, physically and emotionally

positively support the work of others

work cooperatively and productively

work with abstract concepts

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Exploring and creating**

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 - Exploring and creating**

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 - Communicating and documenting**

Demonstrate increasingly sophisticated application and/or engagement of curricular content

### **GRADE 9 - DRAMA - Exploring and creating**

Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play

### **GRADE 9 - DRAMA - Connecting and expanding**

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

**GRADE 10 - DRAMA - Explore and Create**

Develop performance skills in a variety of contexts

**GRADE 10 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and the audience

**GRADE 11 - DRAMA - Explore and Create**

Develop a repertoire of dramatic skills and techniques through presentation or performance

**GRADE 11 - DRAMA - Connect and expand**

Demonstrate awareness of self, others, and audience

**GRADE 12 - DRAMA - Explore and Create**

Develop and refine performance skills in a variety of contexts

**GRADE 12 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

**Grade 6 - Creating and Presenting**

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**

B1.3 - 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

**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)

**Grade 11 - Foundations - Responsible Practices**

C.3.1 - identify and follow safe and ethical practices in all drama activities

C.3.3 - demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts

**Grade 11 - Creating and Presenting - The Creative Process**

A.1.3 - create and interpret a range of characters using a variety of acting approaches

**Grade 12 - Foundations - Responsible Practices**

C.3.1 - identify and follow safe and ethical practices in all drama activities

C.3.3 - demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts

**Grade 12 - Reflecting, Responding and Analyzing - Drama and Society**

B.2.3 - describe ways in which drama can support or influence school and/or local community goals

**Grade 12 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.2 - use different acting approaches to explore and depict character in a variety of situations