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# FROM AUDITION TO CURTAIN CALL: DIRECTING YOUTH THEATRE

## **Instructor**

STEVEN STACK

## **Materials**

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

## **Course length**

11 modules  
1 hours, 42 minutes of video  
3 credit hours

## Course Description

Directing youth theatre can be one of the most thrilling, rewarding, and exhausting jobs there is – because it’s not just about staging a play. It’s about creating an environment that fosters hard work, dedication, trust, and the willingness to take chances, to “play without fear.”

As a writer/teacher/director of youth theatre for over 15 years, I have developed tools and strategies that enable my students and me to focus on the process of creating theatre while fostering an environment that leads to creative freedom and a cohesive groups that doesn't act as individual “stars,” but as a community of one.

In this course, I will share with you these tips and strategies, along with the ways to implement them in your theatre environment.

## About the Instructor

Steven Stack has been teaching students ranging from age 7 to adults for almost 20 years, both within and outside the public education system, and covering topics including math, science, social studies, and health – but his true love is teaching theatre. He’s been involved with theatre for more than 20 years as an instructor, director, playwright, and actor.

Steven has taught for twelve consecutive summers at the Wisconsin Center for Academically Talented Youth (WCATY), working with gifted and talented students in an academically challenging environment where they learn the principles of acting, directing, and playwriting. Working with WCATY and the University of Wisconsin, he also teaches online writing courses to students all over the state of Wisconsin.

He is also a published playwright, having written and directed several full-length plays, countless one-acts and many scenes for various theatres, performing arts schools and professional organizations. His plays have been performed all over the United States, as well as internationally.

Steven is currently the lead acting instructor at Forte Studios in Mount Horeb, Wisconsin, where he has the pleasure of working with amazingly talented actors of all ages.

He thoroughly enjoys teaching, directing, and writing for middle-school students, and that’s been a major focus of his career. His goal in working with that age group is to help students grow into themselves by giving them stories that resonate beyond the stage. Steven believes that the key to helping students become better actors is working with them to understand who they are and helping them bring that experience to the world of the play. He stresses each individual’s contribution to the play, while emphasizing that it’s about everyone, not just any single person. His students are expected to come through for their fellow actors.

## Course Curriculum

### Lesson 0: Introduction 5:30

### Lesson 1: Setting Up for Success 6:19

Learn the four basic pre rehearsal steps that will help you set yourself up for success.

### Lesson 2: The Five Keys 9:00

The five key concepts that are important to communicate to your actors. From memorizing lines, to dealing with stage fright, these ideas are vital.

### Lesson 3: All About Auditions 13:41

Basic types of auditions you can hold, things to say to the students before the audition starts, what to focus on during the audition, casting your show, and dealing with the aftermath of casting.

### Lesson 4: Check In / Check Out 8:14

Learn about these group sharing tools: check-ins and check-outs, that help actors feel connected, valued and part of a community.

### Lesson 5: The First Rehearsal 12:08

This module steps you through your first rehearsal including introductions, warm-ups, schedules, actor expectation, and setting up your rehearsal environment.

### Lesson 6: Rehearsal Games 9:55

Five games that will help your cast warm up, restore focus and energy, aid character development and have fun!

### Lesson 7: Blocking Your Show 10:26

Blocking: what it is, various methods, and how long it should take. You’ll even get a mock scene to practice what you’ve learned.

### Lesson 8: Character Bios 9:57

Learn what makes up a character bio and how they help your actors to see their characters as living, breathing, beings and not just characters on the page. This module will even give you a template to use.

### Lesson 9: How To Deal With The Things You Want NOT To Deal With 10:17

Issues arise in every production. Here you’ll learn how to deal with everything from actors not off book, to scheduling conflicts and actors dropping out of the show.

### Lesson 10: The Show and Curtain Call 6:43

You and your actors have done the work, built the connections, and now it’s time to show the audience this world that you have spent all your time creating.

# 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.

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.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives 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.

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.

### 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.

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

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

TH:Pr4.1.HSI.b - Shape character choices using given circumstances in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.c - Use personal experiences and knowledge to develop a character that is believable and authentic 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.

### Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising 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.

### Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising 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 7

TH:Re8.1.7.a - Identify the artistic choices made based on personal experience in a drama/theatre work.

### Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.a - Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

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

### Develop and refine artistic techniques and work for presentation - Grade 8

TH:Pr5.1.8.a - Use a variety of acting techniques to increase skills 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.

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

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

### Interpret intent and meaning in artistic work - Grade HS Proficient

TH:Re8.1.HSI.a - Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

TH:Re8.1.HSI.c - Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

### Organize and develop artistic ideas and work - Grade HS Accomplished

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

### 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.

### Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HSII.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

TH:Re8.1.HSII.c - Debate and distinguish multiple

aesthetics, preferences, and beliefs through participation in and observation of 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.

### **Develop and refine artistic techniques and work for presentation - Grade HS Advanced**

TH:Pr5.1.HSIII.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

### **Interpret intent and meaning in artistic work - Grade HS Advanced**

TH:Re8.1.HSIII.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others 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.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

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

### **Convey meaning through the presentation of artistic work - Grade 6**

TH:Pr6.1.6.a - Adapt a drama/theatre work and present it informally for an audience.

### **Apply criteria to evaluate artistic work - Grade 6**

TH:Re9.1.6.c - Identify a specific audience or purpose for a 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

### **Convey meaning through the presentation of artistic work - Grade 7**

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

### **Apply criteria to evaluate artistic work - Grade 7**

TH:Re9.1.7.c - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

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

TH:Cr3.1.8.a - Use repetition and analysis in order to revise devised or scripted drama/theatre work.

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

### **Convey meaning through the presentation of artistic work - Grade 8**

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

### **Apply criteria to evaluate artistic work - Grade 8**

TH:Re9.1.8.c - Assess the impact of a drama/theatre work on a specific audience.

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

TH:Cr3.1.HSI.a - Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

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

### **Convey meaning through the presentation of artistic work - Grade HS Proficient**

TH:Pr6.1.HSI.a - Perform a scripted drama/theatre work for a specific audience.

### **Apply criteria to evaluate artistic work - Grade HS Proficient**

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

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

TH:Cr3.1.HSII.a - Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

### **Convey meaning through the presentation of artistic work - Grade HS Accomplished**

TH:Pr6.1.HSII.a - Present a drama/theatre work using creative processes that shape the production for a specific audience.

### **Apply criteria to evaluate artistic work - Grade HS Accomplished**

TH:Re9.1.HSII.c - Verify how a drama/theatre work communicates for a specific purpose and audience.

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

TH:Cr3.1.HSIII.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

### **Convey meaning through the presentation of artistic work - Grade HS Advanced**

TH:Pr6.1.HSIII.a - Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

## **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.

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.

### **Reading: Informational Text**

CCSS.ELA-LITERACY.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

## **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: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.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

7.TH:Cr1.b - Envision and describe a scripted or improvised character's inner thoughts and objectives 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: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: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: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.

Prof.TH:Pr4.b - Shape character choices using given circumstances in a drama/theatre work.

### **Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.**

Acc.TH:Cr1.b - Use personal experiences and knowledge to develop a character that is believable and authentic 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:Cr2 Organize and develop artistic ideas and work.**

6.TH:Cr2.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising 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:Cr2 Organize and develop artistic ideas and work.**

7.TH:Cr2.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, personal experience, and historical and cultural context.

7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising 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.

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

7.TH:Re8.a - Identify the artistic choices made based on personal experience in a drama/theatre work.

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

8.TH:Cr2.a - Articulate and apply critical analysis, personal experience, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

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

### **8.TH:Pr5 Develop and refine artistic techniques and work for presentation.**

8.TH:Pr5.a - Use a variety of acting techniques to increase skills 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.

### **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.

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

Prof.TH:Re8.a - Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Prof.TH:Re8.c - Understand how multiple aesthetics, preferences, and beliefs shape participation in and observation of a 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.

### **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.

**Acc.TH:Re8 Interpret intent and meaning in artistic work.**

Acc.TH.Re8.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

Acc.TH.Re8.c - Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of 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.

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

Adv.TH:Pr5.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

**Adv.TH:Re8 Interpret intent and meaning in artistic work.**

Adv.TH.Re8.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.

**6.TH:Cr3 Refine and complete artistic work.**

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

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

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

6.TH:Pr6 - Adapt a piece of literature and present it for an audience.

**6.TH:Re9 Apply criteria to evaluate artistic work.**

6.TH.Re9.b - Identify a specific audience or purpose for 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.

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

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

**7.TH:Re9 Apply criteria to evaluate artistic work.**

7.TH.Re9.b - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

**8.TH:Cr3 Refine and complete artistic work.**

8.TH:Cr3.a - Practice collaboration, analysis and reflection to refine a devised or scripted drama/theatre work.

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

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

8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

**8.TH:Re9 Apply criteria to evaluate artistic work.**

8.TH.Re9.b - Assess the impact of a drama/theatre work on a specific audience.

**Prof.TH:Cr3 Refine and complete artistic work.**

Prof.TH:Cr3.a - Rehearse and revise a devised or scripted drama/theatre work using theatrical conventions.

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

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

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

**Prof.TH:Re9 Apply criteria to evaluate artistic work.**

Prof.TH.Re9.b - Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

**Acc.TH:Cr3 Refine and complete artistic work.**

Acc.TH:Cr3.a - Use the rehearsal process to analyze the dramatic concept and design elements of a devised or scripted drama/theatre work.

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

Acc.TH:Pr6 - Present a drama/theatre work using creative processes that shape the production for a specific audience.

**Acc.TH:Re9 Apply criteria to evaluate artistic work.**

Acc.TH.Re9.b - Justify how a drama/theatre work communicates for a specific purpose and audience.

**Adv.TH:Cr3 Refine and complete artistic work.**

Adv.TH:Cr3.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and theatrical conventions.

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

Adv.TH:Pr6 - Present a drama/theatre production for a specific audience that employs research and analysis grounded in creative perspectives of the playwright, director, designer, and dramaturgy.

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

TH.912.C.2.7 - 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.

### Innovation, Technology & the Future

TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

## Skills, Techniques & Processes

TH.912.S.1.1 - Describe the interactive effect of audience members and actors on performances.

TH.912.S.1.6 - Respond appropriately to directorial choices for improvised and scripted scenes.

TH.912.S.2.3 - Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

TH.912.S.2.4 - Sustain a character or follow technical cues in a production piece to show focus.

TH.912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.

TH.912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

TH.912.S.3.3 - Develop acting skills and techniques in the rehearsal process.

## 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.

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

### Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

### Grade 7 - Performing

TA7.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement), b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance., c. Engage in various performance styles.

TA7.PR.2 - Execute artistic and technical elements of

theatre., a. Select a variety of technical elements that can be applied to a theatrical work., b. Incorporate artistic and technical elements into a theatre performance.

### 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.

TA8.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate artistic and technical elements into a theatre production., b. Resolve conflicts in technical applications.

### 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 - ACTING LEVELS I-IV - Performing

TAHSA.PR.1 - Act and direct by communicating and sustaining roles within a variety of situations and environments., a. Examine and implement the voice, body, observation, and imagination as tools of the actor in presentations of formal and informal theatre., b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences., c. Act by developing, communicating, and sustaining roles within a variety of situations and environments., d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew., e. Use the skills and tools of a director to conduct rehearsals for performance.

### Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Creating

TAHSAD.CR.1 - Organize, design, and refine theatrical work., a. Examine various theories of dramatic structure., b. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

### 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.

TAHSAD.PR.2 - Execute artistic and technical elements of theatre., a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.

### **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.

TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

### **Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Creating**

TAHSMT.CR.1 - Organize, design, and refine theatrical work., a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical., b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.

### **Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Performing**

TAHSMT.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, singing, and dancing, incorporating vocal and movement technique, observation, and imagination to create characters for formal and informal performances., b. Identify and examine the responsibilities and tasks of an actor in relation to directors, designers, choreographers, technical crew, and production staff., c. Use the skills and tools of a director to develop a presentation of formal and informal musical theatre performances., d. Conduct rehearsals to present a musical theatre performance for a live audience.

TAHSMT.PR.2 - Execute artistic and technical elements of theatre., a. Engage as a creative team in script analysis to

plan and create technical elements of a theatre production, including sets, props, costumes, makeup, lighting, and sound.

### **Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Creating**

TAHSTT.CR.1 - Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound), a. Explore and utilize the elements of design and principles of composition for a theatrical context., b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques., c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism., d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models., e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

### **Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Producing**

TAHSTT.PR.1 - Produce technical elements in theatre., a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions., b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production., c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production., d. Conduct initial research about design to inform further development of the production concept., e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).

## **North Carolina Essential Standards**

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

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

### **Intermediate High School Standards - Culture**

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

### **Proficient High School Standards - Analysis**

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

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

### **Advanced High School Standards - Communication**

A.C.2.2 - Interpret scripts through formal and informal presentations.

### **Advanced High School Standards - Aesthetics**

A.AE.1.1 - Use technical knowledge and design skills to formulate designs for a specific audience.

### **Advanced High School Standards - Culture**

A.CU.2.2 - Integrate conventions and structures of theatre when creating formal or informal theatre productions.

## **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.

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

B.2.B - portray characters through familiar movements and dialogue.

### **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.D - develop and practice effective voice and diction to express thoughts and feelings.

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.

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 117.315 LI - Creative Expression: production**

C.3.D - demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

### **HS 117.317 LIII - Creative Expression: performance**

C.2.C - analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

## **Alberta, Canada**

### **Speech Drama 10**

13 - speak spontaneously within a given context

### **Speech Drama 20**

18 - demonstrate that spoken interpretation is affected by characterization

### **Speech Drama 30**

23 - use vocal variety in character development

### **Acting Drama 20**

1 - analyze a script for explicit character clues

10 - critique the work of self and others through observation of specific details

12 - analyze script for clues to create antecedent action

13 - create antecedent action for character

4 - demonstrate understanding that a character's behaviour is motivated by past, present and anticipated future experiences

7 - demonstrate the ability to play a character from the character's point of view

### **Acting Drama 30**

19 - create a character's life that extends beyond, but is consistent with, the script

22 - display appropriate character relationships with all other characters in a scene

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

26 - pick up cues effectively

30 - analyze text for meaning and character development

31 - recite text from memory

32 - rehearse, polish and present text

### **Junior Goal II Objectives**

become familiar with disciplines that enhance dramatic process

become familiar with dramatic terminology and script format

### **Junior Orientation**

demonstrate a willingness to take calculated and reasonable risks

listen effectively

offer and accept constructive criticism, given specific guidelines, with a desire to improve

share ideas confidently with others

work cooperatively and productively with all members of the class in pairs, small groups and large groups

### **Speech Level I - Beginning**

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

### **Speech Level II - Intermediate**

9 - use volume, articulation and projection to achieve clarity

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

10 - use essential story elements in spontaneous and planned scenes

12 - make logical choices within the boundaries of situation and character

7 - use stage vocabulary: stage areas, body positions and crosses

8 - demonstrate appropriate rehearsal behaviours and routines

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

17 - select and use language appropriate to a given character and situation

19 - discover how feelings affect a character

20 - enter and exit in character

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 sense of responsibility and commitment

develop self-confidence

develop self-discipline

### **Theatre Studies Level 1 - Beginning (performance analysis)**

2 - identify specific criteria to assess a presentation

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

1 - recognize the basic terminology associated with the component being studied

### **Senior Goal I Objectives**

demonstrate a sense of responsibility and commitment, individually and to the group

demonstrate the ability to contribute effectively and constructively to the group process

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  
explore various approaches to analyzing a script for purposes of study and/or presentation

### **Orientation Drama 10**

cope with success and failure in positive ways  
demonstrate trust by becoming comfortable with others, physically and emotionally  
listen to self and others  
positively support the work of others  
share ideas confidently

## **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**

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 6 - ARTS - Communicating and documenting**

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**

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 - Communicating and documenting**

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**

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

### **GRADE 8 - ARTS - Communicating and documenting**

Take creative risks to express feelings, ideas, and experiences

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

Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

Take creative risks to experience and express thoughts, emotions, and meaning

### **GRADE 9 - DRAMA - Reasoning and reflecting**

Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

Develop and refine ideas and technical skills to improve the quality of performance pieces

Receive, offer, and apply constructive feedback

### **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**

Create dramatic works with an intended audience in mind

Develop performance skills in a variety of contexts

Experiment with a range of props, processes, and technologies

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

Intentionally select and combine drama conventions

### **GRADE 10 - DRAMA - Reason and reflect**

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

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

Demonstrate respect for self, others, and the audience

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

Create dramatic works for an intended audience

Develop and refine performance skills in a variety of contexts

Experiment with a range of materials, props, processes, and technologies to create and refine performances

Improvise and take creative risks using imagination, exploration, and inquiry

Purposefully select and combine dramatic elements and conventions

### **GRADE 11 - DRAMA - Reason and reflect**

Demonstrate awareness of self, others, and audience

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

Receive and apply constructive feedback to develop and refine ideas

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

Demonstrate awareness of self, others, and audience

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

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Develop and refine performance skills in a variety of contexts

Develop dramatic works for an intended audience

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

Improvise and take creative risks using imagination, exploration, and inquiry

## **GRADE 12 - DRAMA - Reason and reflect**

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

Receive, provide, and apply constructive feedback to refine dramatic works

Use self-reflection and awareness of audience to refine ideas

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

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

### **Grades 9 & 10 - Foundations - Responsible Practices**

C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

### **Grades 9 & 10 - Foundations - Context and Influences**

C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)

C.2.2 - describe how drama is used for various purposes in a range of social contexts (e.g., to express or celebrate group or community sentiments or values in street theatre or parades; to mark important historical or religious anniversaries of a country or culture; to raise awareness of social, environmental, and political issues; to explore personal relationships or social arrangements)

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

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works,

and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

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 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

B.3.1 - identify and describe skills, attitudes, and strategies they used in collaborative drama activities (e.g., brainstorming, active listening, and cooperative problem-solving skills; strategies for sharing responsibility through collaborative team roles)

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)

B.3.3 - identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors (e.g., production and/or performance roles in community theatre, television/radio broadcasting, filmmaking)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society**

B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

B.2.3 - describe ways in which different types of dramatic exploration and drama presentations contribute to the school and broader community (e.g., list school productions, community theatre, professional theatre, street theatre, children's theatre, or school-spirit assemblies they have attended, and describe how they and the audience benefited from the experience)

B.2.4 - identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions (e.g., identify insights they gained through exploring the role of ritual in Greek theatre and/or Aboriginal ceremonies)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process**

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g.,

identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)

B.1.2 - analyse a variety of drama works to compare and assess how they explore universal themes and issues (e.g., compare and contrast the handling of similar themes in dramatizations of folk tales, myths, legends, personal stories, and/or Aboriginal tales)

B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)

### **Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.1 - identify and use a variety of techniques to influence the audience in specific ways (e.g., have actors enter the performance space from the audience to increase audience connection to the drama; use blocking to focus audience attention on key characters or relationships between characters)

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

### **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)

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

### **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)