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# HANDS-ON THEATRE HISTORY: CREATING A MODERN DAY MORALITY PLAY

## **Instructor**

WENDY-MARIE MARTIN

## **Materials**

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

## **Course length**

11 modules  
1 hours, 25 minutes of video  
3 credit hours

## Course Description

Who says theatre history has to be boring? Hands-On Theatre History: Creating a Modern Day Morality play is an interactive course by Wendy-Marie Martin, combining hands-on activities with research and analysis techniques leading to a full performance of the popular medieval morality play, Everyman.

This course gives students an overview of the medieval period and the various medieval play forms and teaches students the key points of storytelling and adaptation.

It includes dynamic individual and group exercises leading students from the first steps of the adaptation process through a final, full-class performance of Everyman—and proves, once and for all, that theatre history can be fun and exciting to learn.

## About the Instructor

Wendy-Marie received her MFA in Playwriting from the Playwrights Lab at Hollins University and a BFA in Acting from Marymount Manhattan College as well as a certificate in theatre performance from the Pacific Conservatory Theatre (PCPA). She also holds a graduate certificate in Directing New Work from Hollins University and is wrapping up a graduate certificate in Women, Gender and Sexuality Studies at Ohio University. Between her undergrad and graduate studies, she spent ten years in Germany teaching, performing, creating/directing original theatre, having children, doing stand up comedy, playing the accordion, writing novels & plays and generally enjoying life abroad.

Since returning to the States in 2007, Wendy-Marie has continued to work with emerging artists, helping them find their path as a singer, actor or writer while acting as Business Manager of a multi-million dollar, state-of-the-art performing arts center in California and teaching theatre history at the Pacific Conservatory Theatre/Allan Hancock College. In 2018 she moved to Ohio and began her PhD in Theatre History & Playwriting through the Interdisciplinary Arts department at Ohio University. Wendy-Marie finds her life to be full of wonderful people and experiences ...and never, ever boring!

## Course Curriculum

### Lesson 0: Introduction 8:06

This lesson introduces the material and breaks down the individual lessons that make up the course.

### Lesson 1A: Interactive Overview 10:53

Lesson 01A will focus on creating an interactive opportunity for students to gain an overview of the medieval period and the play forms found in medieval theatre.

### Lesson 1B: Politics and Play Forms 6:42

Lesson 01B takes students through a series of group activities centered around key events and figures of the medieval period as they create a classroom timeline together.

### Lesson 2: Introduction to Everyman 7:07

In this lesson, students will be introduced to Everyman, the medieval morality play they'll be adapting during this course.

### Lesson 3A: Deconstructing Everyman, Part 1 10:27

Lessons 03A through 03C takes students through a series of interactive group exercises that help them to deconstruct and analyze the play scene by scene. These lessons focus on the playwright's intention and the storytelling components of the play.

### Lesson 3B: Deconstructing Everyman, Part 2 8:24

Lessons 03A through 03C takes students through a series of interactive group exercises that help them to deconstruct and analyze the play scene by scene. These lessons focus on the playwright's intention and the storytelling components of the play.

### Lesson 3C: Deconstructing Everyman, Part 3 7:58

Lessons 03A through 03C takes students through a series of interactive group exercises that help them to deconstruct and analyze the play scene by scene. These lessons focus on the playwright's intention and the storytelling components of the play.

### Lesson 4A: Adapting Everyman, Part 1 8:28

In lessons 04A and 04B, students look at ways to spark creative ideas and get students writing. Using prompt-based writing exercises, students are given a low-stakes opportunity to take their first shot at adapting a scene from the play.

### Lesson 4B: Adapting Everyman, Part 2 6:57

In lessons 04A and 04B, teachers will look at ways to spark creative ideas and get students writing. Using prompt-based writing exercises, students are given a low-stakes opportunity to take their first shot at adapting a scene from the play.

### Lesson 5: Revisions and Rehearsals 6:33

Lesson 5 gives students time to rehearse and make any final script changes.

### Lesson 6: Performance 3:29

Students share their Everyman scene adaptations in order, creating a full-class collaborative performance of the play.

# 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.b - Identify solutions to design challenges in a drama/theatre work.

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

TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

### 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.

### Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

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

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

TH:Cr1.1.HSI.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

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

TH:Cr1.1.HSII.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

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

TH:Cr1.1.HSIII.c - Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

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

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

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

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

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

TH:Cr2.1.HSI.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

### Develop and refine artistic techniques and work for

### presentation - Grade HS Proficient

TH:Pr5.1.HSI.b - Use researched technical elements to increase the impact of design for a drama/theatre production.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Proficient

TH:Cn11.1.HSI.a - Explore how cultural, global, and historic belief systems affect creative choices in 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.

### 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.

### 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.

### 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.

### Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7

TH:Cn11.2.7.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

### 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 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.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

## Common Core

### Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### Language

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

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and

to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **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.

### **Language**

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

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Writing**

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### **History/Social Studies**

CCSS.ELA-LITERACY.RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

## **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.c - Identify solutions to design challenges in a drama/theatre work.

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

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

### **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.

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

8.TH:Cr1.b - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

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

Prof.TH:Cr1.b - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Prof.TH:Cr1.c - Explore the impact of technical theatre elements on design choices in a drama/theatre work.

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

Acc.TH:Cr1.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

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

Adv.TH:Cr1.b - Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

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

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

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

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

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

Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

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

Prof.TH:Pr5.b - Use researched technical theatre elements to increase the impact of design for a drama/theatre production.

### **Prof.TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Prof.TH:Cn11.1.a - Explore how cultural, global, and historic belief systems affect creative choices in 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.

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

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised

or scripted drama/theatre work.

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

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

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

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

### **7.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

7.TH:Cn11.2.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

### **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.

### **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.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

## **Florida Sunshine State Standards**

### **Critical Thinking & Reflection**

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

TH.912.C.2.2 - Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.

TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

### **Historical & Global Connections**

TH.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

TH.912.H.1.4 - Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

### **Organizational Structure**

TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

TH.912.O.2.6 - Deconstruct a play, using an established theory, to understand its dramatic structure.

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

TH.912.S.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

TH.912.S.1.8 - Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

TH.912.S.2.1 - Create one or more technical design

documents for a theatrical production.

TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.

TH.912.S.3.1 - Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

## **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.

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

### **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 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 - 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.

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories., b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

### **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 - 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.

TA8.CR.2 - Develop scripts through theatrical techniques., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

### **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.

### **Grade 8 - Responding**

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles)., d. Demonstrate appropriate audience behaviors.

### **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.

### **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.

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

### **Grades 9-12 - ACTING LEVELS I-IV - Connecting**

TAHSA.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine and apply theatrical theories, performances, and conventions from a variety of theatrical literature, historical periods, and cultures.

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

#### **-Connecting**

TAHSAD.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Explore the impact of theatre on the quality of life in various societies.

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

TAHSFT.CR.2 - Develop scripts through theatrical techniques., a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process., b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script., c. Construct and critique elements of dramatic structure, character, and dialogue., d. Create and perform scenes for audiences.

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

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, make-up, 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 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Responding**

TAHSFT.RE.1 - Engage actively and appropriately as an audience member., a. Articulate why the relationship between the audience and performers is critical to the success of the production and demonstrate appropriate audience behavior., b. State and support aesthetic judgments through experience in diverse styles and genres of theatre.

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

TAHSFT.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Identify and analyze plays and dramas from a variety of historical periods and cultures., b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre., c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development., d. Interpret cultural and historical research for use in a production.

### **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 - THEATRE HISTORY AND LITERATURE I AND II - Performing**

TAHSTL.PR.1 - Analyze characters in theatre literature from the perspective of an actor/performer., a. Use performance (e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play.

### **Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Connecting**

TAHSTL.CN.1 - Connect theatre literature to its dramaturgical contexts and other disciplines., a. Trace the development of theatre from earliest forms to contemporary forms., b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions., c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature., d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.

## **North Carolina Essential Standards**

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

B.C.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

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

### **Beginning High School Standards - Analysis**

B.A.1.1 - Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.

### **Beginning High School Standards - Aesthetics**

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

### **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.

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

I.C.1.3 - Produce scripts based on literature texts.

### **Intermediate High School Standards - Analysis**

I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

### **Intermediate High School Standards - Aesthetics**

I.AE.1.2 - Use the major technical elements, such as sound,

lights, set, and costumes, for formal or informal audiences.

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

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

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

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 - 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 117.211 LI - Foundations: Inquiry and Understanding**

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

C.1.F - identify the structure and form in examples of dramatic literature.

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

C.2.D - dramatize literary selections and imitate life experiences through dramatic play.

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

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

C.3.A - create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements.

C.3.B - create suitable environments for dramatizations.

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

B.1.F - analyze and evaluate the structure and form of dramatic literature.

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

B.3.A - determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes.

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.

### **MS 117.212 LII - Historical and cultural relevance**

B.4.A - demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures.

B.4.B - explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life.

### **MS 117.212 LII - Critical evaluation and response**

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

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

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

B.1.F - explore and evaluate the structure and form of dramatic literature.

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

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

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

B.3.A - recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance.

#### **MS 117.213 LIII - Historical and cultural relevance**

B.4.B - explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions.

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

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

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

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

C.3.C - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance.

#### **HS 117.315 LI - Historical and cultural relevance**

C.4.A - portray theatre as a reflection of life in particular times, places, and cultures.

C.4.B - relate historical and cultural influences on theatre.

C.4.D - appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature.

#### **HS 117.316 LII - Foundations: Inquiry and Understanding**

C.1.D - analyze dramatic structure and genre.

C.1.E - identify examples of theatrical conventions in theatre, film, television, and electronic media.

#### **HS 117.316 LII - Historical and cultural relevance**

C.4.A - analyze historical and cultural influences on theatre.

#### **HS 117.317 LIII - Foundations: Inquiry and Understanding**

C.1.D - analyze and evaluate dramatic structure and genre.

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

C.2.E - write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme.

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

C.3.D - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.

C.3.E - perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.

#### **HS 117.317 LIII - Historical and cultural relevance**

C.4.A - evaluate historical and cultural influences on theatre.

#### **HS 117.318 LIV - Historical and cultural relevance**

C.4.D - research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature.

## **Alberta, Canada**

### **Technical Theatre/Design 10-20-30 - Costume**

1 - demonstrate understanding of the purpose of costume

6 - demonstrate understanding of the value of the sketch as a tool in creating and communicating ideas in costume design

### **Acting Drama 20**

1 - analyze a script for explicit character clues

### **Theatre Studies Drama 10 (Greek, Medieval or Elizabethan, and Canadian)**

1 - recognize theatre has evolved as a traditional art form

### **Theatre Studies Drama 30 (Early or Middle or Late drama)**

4 - recognize dramatic structure of a play

### **Technical Theatre/Design 10-20-30 - Management - Properties**

1 - demonstrate understanding of the purpose of stage properties

### **Playwriting - Drama 20**

1 - demonstrate understanding of the basic structure of a play

3 - demonstrate understanding of script format

### **Directing - Drama 30**

1 - demonstrate understanding of the function of the director

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

26 - pick up cues effectively

32 - rehearse, polish and present text

### **Junior Orientation**

demonstrate a willingness to take calculated and reasonable risks

focus concentration on one task at a time

generate imaginative and creative solutions to problems

listen effectively

meet deadlines and follow through on individual and group commitments

recognize that there is an historical and cultural aspect of drama/theatre

share ideas confidently with others

show awareness of story sequence

support positivity the work of others

understand that technical elements enhance verbal/physical communication

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

### **Junior Goal I Objectives**

develop self-confidence

develop self-discipline

develop the willingness to make a decision, act upon it and accept the results

extend the ability to think imaginatively and creatively

strengthen powers of concentration

### **Theatre Studies Level II - Intermediate (Theatre History)**

6 - show awareness of selected periods and playwrights

### **Theatre Studies Level III - Advanced (The script)**

10 - demonstrate understanding of the concept of dramatic convention



- 11 - demonstrate understanding of plot structure
- 12 - analyze a script to identify character, setting and plot
- 7 - define the elements of script, dialogue, directions, characters and settings
- 8 - demonstrate understanding of directions used in a script
- 9 - read a script aloud

### Senior Goal I Objectives

- apply imaginative and creative thought to problem-solving situations
- demonstrate a sense of inquiry and commitment, individually and to the group
- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate the ability to consider decisions, act upon them and accept the results
- 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
- develop a sense of inquiry and commitment to learning
- extend the ability to concentrate
- increase self-confidence
- increase self-discipline

### Senior Goal II Objectives

- demonstrate understanding of integration of disciplines to enrich a theatrical presentation
- explore various approaches to analyzing a script for purposes of study and/or presentation

### Orientation Drama 10

- concentrate on the task at hand
- demonstrate effective use and management of time
- demonstrate self-discipline, self-direction and a sense of responsibility
- demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically
- display consideration and respect for self and others
- listen to self and others
- positively support the work of others
- share ideas confidently
- solve problems imaginatively and creatively
- work cooperatively and productively

## British Columbia (2018)

### GRADE 6 - ARTS - Reasoning and reflecting

Interpret works of art using knowledge and skills from various areas of learning

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

### GRADE 6 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art and explore artists' intent

### GRADE 7 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

### GRADE 8 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental

contexts in relation to the arts

### GRADE 9 - DRAMA - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama

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

### 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

Explore dramatic works through presentation or performance

### 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

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

### GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

### GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

Explore the impacts of dramatic works on culture and society

### GRADE 12 - DRAMA - Explore and Create

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

Explore and create dramatic works to express ideas, meaning, and emotions

### GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

## Ontario, Canada

### Grade 6 - Exploring Forms and Cultural Contexts

B3.1 - demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places

### Grade 7 - Reflecting, Responding and Analyzing

B2.1 - construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences

### Grade 8 - Reflecting, Responding and Analyzing

B2.1 - construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level

### Grade 8 - Creating and Presenting

B1.3 - plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role

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

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-

solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

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

### **Grades 9 & 10 - 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)

### **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.2.4 - 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 - Creating and Presenting - Presentation Techniques & Technologies**

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works

### **Grade 11 - Creating and Presenting - Elements and Conventions**

A.2.2 - use a variety of drama conventions to establish a distinctive context or role in original or adapted works

### **Grade 12 - Foundations - Responsible Practices**

C.3.2 - demonstrate an understanding of the tasks and responsibilities involved in producing drama works

C.3.3 - demonstrate an understanding of correct theatre

worker and audience etiquette in classroom drama work and formal performance contexts

### **Grade 12 - Foundations - Context and Influences**

C.2.1 - demonstrate an understanding of the theatre traditions of a variety of historical periods and cultures

### **Grade 12 - Foundations - Concepts and Terminology**

C.1.1 - demonstrate an understanding of the nature and function of the forms, elements, conventions, and techniques associated with the theatre of a particular period or culture