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LABAN: ADVANCED CHARACTERIZATION

Instructor

TODD ESPELAND

Materials

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

Course length

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

Course Description

Learn about the Laban system to teach your students to physically and vocally discover character. This is an advanced course, which means that the course goes deep into exploring character and exploring character work through the work of Rudolph Laban.

About the Instructor

Todd is Artistic Director of the Kalamazoo Civic Theatre, the founder and former Artistic Director of Commedia Zuppa and a graduate of the world renowned Dell' Arte International in Blue Lake California. While at Dell Arte, Todd did extensive post-graduate work in Mask, Clown, Commedia Dell' Arte and Physical Theatre.

He has an MFA in Directing from the University of Nevada Las Vegas, where he directed such plays as On the Verge, Equus and toured work to the Adelaide Fringe Festival in Adelaide Australia. While in Las Vegas, he was a Clown consultant on Cirque du Soleil's show Zumanity, working alongside lead Cirque clown Shannan Calcutt. With Commedia Zuppa Todd has toured work nationally and internationally. He has also directed, served as a Master Teacher and artist in residence Off-Broadway for the Rosebud Theatre Company, and at many regional theatres, colleges and universities. He is a specialist in mask and movement actor training.

Todd has also served as a Guest Artist/visiting Assistant Professor at Kalamazoo College where he taught classes in acting, mask performance and directed recent productions of Peer Gynt and Romeo and Juliet. In 2002 his mask show BOXHEAD was nominated for a Brickenden Award for best touring production by the London Free Press. His production of Richard the Third won the Civic Theatre Production Excellence award (2015).

Course Curriculum

Lesson 1: Introduction 7:06

Introduction to the course and explanation of how Laban work will be addressed throughout the course. This lesson breaks down each of the lessons that follow.

Lesson 2: Class Assignments 13:05

This lesson explains the various assignments that go with Laban work for characterization. The instructor goes through them in detail so that you're comfortable with them when it's time to assign them to your students.

Lesson 3: Eight Efforts 33:28

In this lesson you'll learn the Laban efforts and their component parts. Also, you'll learn how an impulse improv will help your students experience the Laban efforts.

Lesson 4: Laban and Voice 18:08

Using warm ups and exercises tailored to the Laban efforts, you will learn how to get your students to focus on Laban and the voice while working on monologues.

Lesson 5: Laban, Voice and Body 15:00

In this lesson, using warm ups and exercises, you'll learn how to have your students apply Laban both physically and vocally to their monologues.

Lesson 6: Extended Character Showoff 12:40

In lesson 6, you'll work with the extended character assignment and allow the students to do an "extended character showoff."

Lesson 7: Second Extended Character Showoff 12:27

This lesson is a second extended character show off. You'll learn how to use students assignments so they can share what they've observed and learned about the characters they are creating.

Lesson 8: Extended Character Improv Interview 9:25

In lesson 8, you'll learn about the extended character improv interview and how it helps students learn about and create characters.

Lesson 9: Wrap-Up 3:49

The final lesson is a wrap up of the course and a quick review of each previous lesson.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

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

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

Perceive and analyze artistic work - Grade 6

TH:Re7.1.6.a - Describe and record personal reactions to artistic choices in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 7

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

Select, analyze, and interpret artistic work for presentation - Grade 7

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

Generate and conceptualize artistic ideas and work - High School Proficient

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.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a 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.

Interpret intent and meaning in artistic work - Grade 6

TH:Re8.1.6.a - Explain how artists make choices based on personal experience in a drama/theatre work.

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

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

Interpret intent and meaning in artistic work - Grade 7

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

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.

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

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.

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.

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.

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

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

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.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.

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

TH:Cr3.1.HSII.b - Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a 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.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.

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.9-10.3 - 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.

CCSS.ELA-LITERACY.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Language

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

California VAPA Standards (2019)

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

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

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

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

6.TH:Re7 Perceive and analyze artistic work.

6.TH:Re7 - Describe and record personal reactions to artistic choices in a drama/theatre work.

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

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

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

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.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.a - Explore different pacing to better communicate the story 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.

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.

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.

6.TH:Re8 Interpret intent and meaning in artistic work.

6.TH:Re8.a - Explain how artists make choices based on personal experience in a drama/theatre work.

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

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

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: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.

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.

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

Adv.TH:Cr2.a - Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

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.

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.

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.

8.TH:Cr3 Refine and complete artistic work.

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

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.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.

Acc.TH:Cr3 Refine and complete artistic work.

Acc.TH:Cr3.b - Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

TH.912.C.2.5 - Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

Innovation, Technology & the Future

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

Organizational Structure

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

Skills, Techniques & Processes

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

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

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.2.5 - Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

TH.912.S.2.6 - Transfer acting and technical skills and techniques from one piece of dramatic text to another.

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

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.

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.

TH.912.S.3.5 - Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.

TH.912.S.3.6 - Compare the Stanislavski Method with other acting methods to support development of a personal method.

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.

Grade 7 - Creating

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 8 - Performing

TA8.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement)., b. Demonstrate appropriate ensemble skills throughout a performance., c. Use appropriate listening and response skills during performances.

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

TAHSA.CR.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 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Creating

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

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

TAHSFT.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement)., b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters., c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development., d. Perform acting choices for an audience based on critiques.

North Carolina Essential Standards

Beginning High School Standards - Communication

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

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

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

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

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

Beginning High School Standards - Analysis

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

B.A.1.2 - Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.

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.

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

Intermediate High School Standards - Communication

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

Proficient High School Standards - Communication

P.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.

P.C.2.2 - Interpret monologues through formal and informal presentations.

Advanced High School Standards - Communication

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

Texas Essential Knowledge and Skills for Theatre Arts

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.

HS 117.315 LI - Foundations: Inquiry and Understanding

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.E - analyze characters by describing attributes such as

physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

HS 117.315 LI - Creative Expression: performance

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

HS 117.316 LII - Foundations: Inquiry and Understanding

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

HS 117.317 LIII - Creative Expression: production

C.3.C - cast and direct duet scenes.

HS 117.318 LIV - Foundations: Inquiry and Understanding

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

Alberta, Canada

Speech Drama 20

20 - apply movement and gesture to clarify and enhance spoken interpretation

21 - apply previously learned speech skills to characterization and presentation

Speech Drama 30

23 - use vocal variety in character development

Improvisation Drama 10

12 - create, relate and polish a story

13 - communicate meaning without words

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

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

26 - use body language to add physical dimensions and depth to a character

29 - demonstrate understanding of and apply the concept of status

30 - demonstrate understanding of and apply the concepts of a character's objectives and motivation

32 - sustain a character throughout a scene or exercise

Improvisation Drama 20

33 - sustain a single character in a variety of situations

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

Improvisation Drama 30

37 - demonstrate various ways of expressing emotions that are consistent with a character

Acting Drama 20

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

5 - demonstrate a character's main objective within a scene

6 - demonstrate a character's immediate or moment-to-moment objectives within a scene

Acting Drama 30

20 - physicalize character through selected and economical movement and gesture

Movement Drama 10

10 - demonstrate focus, concentration and energy in all

movement and gesture

11 - demonstrate the ability to move isolated body parts

16 - create and repeat patterns of movement

18 - appreciate that physical expression can enhance language

21 - demonstrate the ability to extend a movement

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

Improvisation/Acting Level III - Advanced

28 - use contrast such as dramatic elements (movement and stillness, light and dark, sound and silence) and groupings (solo and group) in scenes

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

Junior Goal II Objectives

become familiar with disciplines that enhance dramatic process

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

develop the body and voice as tools of communication

explore specific techniques demanded by various dramatic forms

gain awareness of how the integration of disciplines enriches dramatic communication

Junior Orientation

communicate through use of voice and body

demonstrate a willingness to take calculated and reasonable risks

investigate a variety of roles and situations

speak, move, and generate ideas spontaneously

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

Movement Level I - Beginning

10 - use varying speed of movement

11 - use directions and pathways

13 - control focus and energy in movement and gesture

17 - use movement to communicate non-verbally

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

8 - display increased freedom of movement

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

Movement Level II - Intermediate

22 - use exaggerated movement and gesture

23 - plan, repeat and combine movement patterns

25 - communicate environment, character and situation nonverbally

Movement Level III - Advanced

28 - coordinate movement and movement patterns with other students

Speech Level II - Intermediate

14 - use a variety of character voices

Speech Level III - Advanced

16 - use movement and gesture to clarify and enhance speech and character

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

2 - respond to directions without breaking concentration-side coaching

6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot

Improvisation/Acting Level II - Intermediate

14 - use varied stimuli for character development

15 - use the body and body language to enhance characterization

16 - demonstrate economy in movement and speech

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

develop the ability to interact effectively and constructively in a group process

explore and develop physical and vocal capabilities

extend the ability to explore, control and express emotions

extend the ability to think imaginatively and creatively

Senior Goal I Objectives

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

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

extend the ability to control and express emotions

Senior Goal II Objectives

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

develop techniques that enhance vocal and physical communication

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

extend the ability to give form and expression to feelings, ideas and images

gain knowledge of disciplines that enhance dramatic process and product

Orientation Drama 10

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

demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically

work with abstract concepts

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 6 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Express, feelings, ideas, and experiences through the arts

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 7 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

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

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

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 8 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

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

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Explore and Create

Develop performance skills in a variety of contexts

Improvise and take creative risks to express meaning

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

Develop and refine performance skills in a variety of contexts

Improvise and take creative risks using imagination,

exploration, and inquiry

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

GRADE 12 - DRAMA - Explore and Create

Develop and refine performance skills in a variety of contexts

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

GRADE 12 - DRAMA - Reason and reflect

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.3.3 - 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 - 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 - Drama and Society

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)

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

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)

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.3.3 - 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.1.3 - 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)

Grade 11 - Foundations - Responsible Practices

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

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 11 - Foundations - Concepts and Terminology

C.1.1 - identify and describe the forms, elements, conventions, and techniques used in a variety of drama styles, and explain how they help achieve specific purposes and effects

Grade 11 - Reflecting, Responding and Analyzing - Drama and Society

B.2.1 - analyse different styles of drama and explain their influence on artistic and social conditions in diverse communities and cultures from the past and present

Grade 11 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.2 - analyse drama works to determine how they communicate ideas about issues, culture, and society

B.1.3 - analyse and evaluate the aesthetic and technical aspects of drama works of diverse genres and styles

Grade 11 - Creating and Presenting - Presentation Techniques & Technologies

A.3.2 - use a range of techniques and acting approaches to refine performance during rehearsal

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 11 - Creating and Presenting - The Creative Process

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

Grade 12 - Foundations - Responsible Practices

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

C.3.2 - 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

C.1.2 - use correct terminology for the styles, components, processes, and techniques of drama in creating and critiquing drama works and theatre performances

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

B.2.4 - describe different approaches used to explore universal concepts and themes in the drama of diverse cultures

Grade 12 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.2 - analyse a variety of contemporary and historical drama works to explain and evaluate how they communicate themes and dramatize issues

Grade 12 - Creating and Presenting - Presentation Techniques & Technologies

A.3.1 - demonstrate an understanding of how different acting and staging techniques reflect and support different purposes in drama

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

Grade 12 - Creating and Presenting - Elements and Conventions

A.2.1 - use the elements of drama to achieve specific purposes in drama works

A.2.2 - use a variety of drama conventions to help identify and incorporate new or emerging ideas in drama works they are developing

Grade 12 - Creating and Presenting - The Creative Process

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