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PRACTICAL APPROACHES TO SHAKESPEARE IN THE DRAMA CLASSROOM

Instructor

JULIE HARTLEY

Materials

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

Course length

19 modules
3 hours, 9 minutes of video
5 credit hours

Course Description

Shakespeare is one of the greatest resources a drama teacher can have: scenes packed with action; opportunities to explore comedy and physical theatre; rich themes and characters to act as springboards for devised theatre; the chance to work with our language at its finest and – most importantly – ideas that relate directly to the experiences and preoccupations of students.

Yet Shakespeare isn't easy. The language can seem dense, and finding a way in can be tough – especially for drama teachers who have not themselves studied Shakespeare. That's the goal of this course – to help teachers find a way in.

This course presents teachers with as many ways in to the exploration of Shakespeare as possible. Action scenes, themes, characters, different theatre styles, and devised theatre projects. Students will be armed with the tools they need to begin individually exploring monologues, or working together on scenes.

About the Instructor

Julie Hartley is a poet, playwright, acting teacher, storyteller and theatre director. She was head of drama at Leicester Grammar School in England and Havergal College in Toronto before working with the Department of Drama and Speech Communication at the University of Waterloo for more than a decade, as session instructor for acting courses, and guest director for mainstage productions.

Julie's poetry and short stories have appeared in literary magazines in Canada and England, and she was the 2010 recipient of the International Peace Prize for her poetry. Julie's plays have toured across England and Ireland and have been staged by schools, youth theatres and colleges throughout Ontario, Canada. She has served as the resident artistic director of the Centauri Summer Arts Camp for the past 22 years directing productions, designing arts programs and training arts staff. Julie teaches components of the creative writing and theatre courses for the Centauri Arts Academy. Julie's novel for middle grade readers, *The Finding Place*, was published by Red Deer Press in September 2015.

Course Curriculum

Lesson 0: Introduction 14:12

This lesson introduces the course, and discusses the importance of Shakespeare in the drama curriculum.

Lesson 1A: Action 7:56

This lesson looks at action as a way into Shakespeare.

Lesson 1B: Action 10:27

The goal of this lesson has been to examine action as a great way into the study of Shakespeare.

Lesson 2A: Theme 10:27

This lesson introduces the concept of theme in Shakespeare's plays, and how to use themes to introduce different theatrical concepts.

Lesson 2B: Theme 12:29

This lesson focuses on the use of soliloquies and invites students to create a short monologue.

Lesson 3A: Comedy 8:18

This lesson turns to the comedy aspect of performance in Shakespeare.

Lesson 3B: Comedy 10:06

This lesson explores the idea of comedy emerging from mistaken identity.

Lesson 3C: Comedy 10:02

This lesson explores situational and physical comedy in Shakespeare.

Lesson 4A: Character 9:04

This lesson looks at how to create a rounded and original character, using Shakespearean characters as inspiration.

Lesson 4B: Character 11:50

This lesson focuses on internal and external preparation of the actor in developing character.

Lesson 4C: Character 8:52

This lesson explores how character predicaments and behaviors in Shakespeare can be related to the lives of students.

Lesson 5A: Exploring Styles 10:31

This lesson focuses on exploring styles through Shakespeare's 'problematic' scenes.

Lesson 5B: Exploring Styles 11:17

This lesson delves into the challenges of different visual interpretations and styles.

Lesson 6A: Devised Theatre 7:13

This lesson introduces devised theatre, and how to begin using Shakespeare.

Lesson 6B: Devised Theatre 10:51

This lesson continues on with teaching students how to build a piece of devised theatre.

Lesson 6C: Devised Theatre 9:45

This lesson discusses a final example of how Shakespeare's themes and characters offer source material for devised theatre.

Lesson 7A: Language 9:10

This lesson aims to give teachers skills to help students grapple with the language of Shakespeare.

Lesson 7B: Language 9:18

This lesson explores complex phrases in the language of Shakespeare.

Lesson 7C: Language 7:36

This lesson focuses on practical activities to build skill in Shakespearean language.

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.

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

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

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

Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

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.a - Imagine and explore multiple perspectives and solutions to staging problems 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.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

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.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6

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

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.

Convey meaning through the presentation of artistic work - Grade 8

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

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

TH:Pr6.1.HS1.a - Perform a scripted drama/theatre work for a specific audience.

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

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

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.

Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Language

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

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

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

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

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

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

7.TH:Cr1.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

7.TH: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.a - Imagine and explore multiple perspectives and solutions to staging problems 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.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

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.

6.TH:Cr3 Refine and complete artistic work.

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

7.TH: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.

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: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:Pr6 Convey meaning through the presentation of artistic work.

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

Florida Sunshine State Standards

Critical Thinking & Reflection

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

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

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

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

Historical & Global Connections

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.

TH.912.H.3.5 - Explain how the social interactions of daily life are manifested in theatre.

Skills, Techniques & Processes

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

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

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

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

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by

understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

Grade 6 - Performing

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

Grade 7 - Creating

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

Grade 7 - Performing

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

Grade 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.

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 - Performing

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

Grades 9-12 - 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.

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

Beginning High School Standards - Analysis

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

Intermediate High School Standards - Communication

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

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

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

Proficient High School Standards - Communication

P.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Creative Expression: performance

C.2.C - select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history.

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

MS 117.212 LII - Creative Expression: performance

B.2.C - select movements and dialogue to portray a

character appropriately.

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

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

MS 117.213 LIII - Creative Expression: performance

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

HS 117.315 LI - Foundations: Inquiry and Understanding

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

HS 117.315 LI - Creative Expression: performance

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

C.2.C - employ effective voice and diction to express thoughts and feelings.

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.C - demonstrate effective voice and diction.

HS 117.316 LII - Creative Expression: performance

C.2.B - explore creativity as it relates to self and ensemble.

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

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.A - apply theatre preparation and warm-up techniques effectively.

C.1.B - experiment with stage movement.

Alberta, Canada

Acting Drama 20

14 - identify and use operative words in a script

Acting Drama 30

20 - physicalize character through selected and economical movement and gesture

Improvisation/Acting Level III - Advanced

32 - rehearse, polish and present text

Junior Goal II Objectives

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

Junior Goal III Objectives

develop awareness of various conventions of theatre

Junior Orientation

communicate through use of voice and body

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

- move in a variety of ways
- recognize the purposes of and participate in warmup activities
- share ideas confidently with others
- show awareness of story sequence
- speak, move, and generate ideas spontaneously
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Improvisation/Acting Level I - Beginning

- 11 - create a dramatic situation in response to varied stimuli: objects, pictures, music
- 5 - create and tell a story spontaneously
- 7 - use stage vocabulary: stage areas, body positions and crosses
- 9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

Improvisation/Acting Level II - Intermediate

- 15 - use the body and body language to enhance characterization
- 21 - sustain a character throughout an exercise or scene
- 22 - create business appropriate to character and situation

Junior Goal I Objectives

- develop a sense of responsibility and commitment
- 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
- develop the willingness to make a decision, act upon it and accept the results
- extend the ability to explore meaning through abstract concepts
- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

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 considered decisions, act upon them and accept the results
- demonstrate the ability to contribute effectively and constructively to the group process
- extend physical and vocal capabilities
- extend the ability to concentrate

Senior Goal II Objectives

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

Senior Goal III Objectives

- explore various conventions and traditions of theatre

Orientation Drama 10

- demonstrate effective use and management of time
- make effective decisions or choices
- share ideas confidently
- solve problems imaginatively and creatively
- work cooperatively and productively

work with abstract concepts

British Columbia (2018)

GRADE 9 - DRAMA - Exploring and creating

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

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

GRADE 9 - DRAMA - Reasoning and reflecting

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

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

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Communicating and documenting

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

GRADE 9 - DRAMA - Connecting and expanding

Collaborate through reciprocal relationships during creative processes

Demonstrate increasingly sophisticated application and/or engagement of curricular content

Demonstrate respect for themselves, others, and the audience

Reflect on creative processes to make connections to personal learning and experiences

GRADE 10 - DRAMA - Explore and Create

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

Develop performance skills in a variety of contexts

Experiment with a range of props, processes, and technologies

Explore and create dramatic works to express ideas and emotions

Explore dramatic works through presentation or performance

Intentionally select and combine drama conventions

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

Examine the influences of social, cultural, historical, environmental, and personal context on drama

GRADE 10 - DRAMA - Communicate and document

Compose, interpret, and expand ideas using symbolism and imagery

GRADE 10 - DRAMA - Connect and expand

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic performance

Demonstrate respect for self, others, and the audience

Make connections with family and community through drama and theatre

GRADE 11 - DRAMA - Explore and Create

Create, rehearse, and refine dramatic works through

collaborative and individual presentation or performance

Develop and refine performance skills in a variety of contexts

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

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

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

GRADE 11 - DRAMA - Reason and reflect

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

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

Receive and apply constructive feedback to develop and refine ideas

Reflect on dramatic works and make connections with personal experiences

GRADE 11 - DRAMA - Communicate and document

Document and respond to dramatic works and experiences in a variety of contexts

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works

Explore the impacts of dramatic works on culture and society

GRADE 12 - DRAMA - Explore and Create

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

Develop and refine performance skills in a variety of contexts

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

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

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

Intentionally select and combine dramatic elements and conventions

GRADE 12 - DRAMA - Reason and reflect

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

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

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

GRADE 12 - DRAMA - Communicate and document

Document, share, and collaborate on dramatic works and experiences in a variety of contexts

GRADE 12 - DRAMA - Connect and expand

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works

Demonstrate respect for self, others, and audience

Examine the impacts of dramatic works on culture and society

Ontario, Canada

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)

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)

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

A.3.2 - use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal (e.g., use voice and movement to suggest an airport, circus, or factory environment)

Grades 9 & 10 - Creating and Presenting - Elements and Conventions

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)