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YES, AND... HOW TO TEACH IMPROV

Instructor

JENNINE PROFETA

Materials

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

Course length

10 modules
2 hours, 10 minutes of video
4 credit hours

Course Description

“Yes, and...” is the guiding principle behind all improv. This course will teach you how to teach improv, and more importantly how to give feedback to your students. The course looks at making strong offers and also using gibberish to ironically improv communication skills. You will also see how feelings can safely be used to add flavour and get laughs in our scenes.

Jennine Profeta, Second City performer and theatre educator, leads this course with a clear methodology for teaching and giving positive nurturing feedback. This course will give you all the tools and the insight you need to teach improv with confidence.

About the Instructor

Jennine Profeta is an actor, improviser, writer and instructor at The Second City Training Centre in Toronto. After graduating with an Honours Theatre Degree from the University of Winnipeg, Jennine moved to Toronto to pursue her love of comedy. There she was a member of the first Conservatory Program in Toronto, and went on to be a member of The Second City's National Touring Company. She also spent a year working for The Second City aboard Norwegian Cruise Line's Jewel and Gem ships, performing and teaching in the Mediterranean and Caribbean.

As an instructor, Jennine has used her improv skills to train doctors, lead corporate training workshops and develop original works with young people. Through various organizations she teaches improv, prepares students for public performances and uses standard improv exercises to build self-esteem and develop confidence in young performers.

In addition to improv, Jennine has appeared in many commercials and was a principal player on Howie Mandel's "Howie Do It" on NBC. She's performed all over Canada, in the U.S. and Australia. She is the producer of the all-female comedy extravaganza Girls Nite Out and has written for television, radio, newspapers and magazines.

Course Curriculum

Lesson 0: Introduction 6:39

Lesson 1: Yes, And...! 13:52

In Lesson 1 you'll learn three simple exercises that help you and your students learn the power of "saying yes" in improv.

Lesson 2: Telling Stories 13:38

You'll take what you've learned in Lesson 1 about saying "Yes, and..." and apply it to storytelling. You'll encourage your students to think about "the group win" and stop thinking so much about how they can be the funniest person in the room.

Lesson 3: Strong Offers and Character 15:42

In lesson 3 you'll learn exercises that will help you and your students to "make strong offers" and create and develop strong characters.

Lesson 4: Environment and Object Work 13:28

Next up, you'll focus on movement and environment and object work in improvisation. Various warm ups and activities allow you and your student to explore these concepts in depth.

Lesson 5: Gibberish 14:06

Ithage kneja wa sena... Oops, sorry - this lesson is all about Gibberish! You'll continue your work using the "gift giving" exercise and build upon it to create better scenes.

Lesson 6: Emotional Work 19:31

In this lesson, we'll incorporate emotions into scene work. Through warm ups and exercises, you'll reinforce the idea that ideas are safe in the theatre classroom and we can play with them and see the effect they have on our scenes.

Lesson 7: Questions 11:19

In Lesson 7 you'll learn how questions affect a scene. Questions often hold performers back. In this lesson you'll learn a new warm up and an exercise called "Job Interview."

Lesson 8: Intro to Scene Work 16:36

You'll take all you've learned so far and start to apply it toward scene work. You'll learn how to guide and support your students as they take this next step.

Lesson 9: Wrap-up 5:56

This lesson is a wrap up and review of all of the wonderful warm ups, exercises and overall advice that you've learned about improvisation.

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.

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.

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.

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

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

Organize and develop artistic ideas and work - Grade 7

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

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

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

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.

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: Informational Text

CCSS.ELA-LITERACY.RI.9-10.4 - Determine the meaning of

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

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.

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.

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.

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

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

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

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

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

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

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.

Florida Sunshine State Standards

Critical Thinking & Reflection

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

TH.912.C.2.5 - Analyze the effect of rehearsal sessions

and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

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

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

Innovation, Technology & the Future

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

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

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

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

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

Grade 6 - Performing

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

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 - Performing

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

Grade 8 - 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.

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 - ACTING LEVELS I-IV - Performing

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

Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Performing

TAHSAD.PR.1 - Act and direct by communicating and

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

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

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

North Carolina Essential Standards

Beginning High School Standards - Communication

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

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

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

Beginning High School Standards - Culture

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

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.212 LII - Creative Expression: performance

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

MS 117.212 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.

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

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

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

C.1.H - define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience.

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.

Alberta, Canada

Speech Drama 10

12 - create specific vocal sound effects

Speech Drama 20

16 - communicate mood and emotion through voice

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

Speech Drama 30

23 - use vocal variety in character development

Improvisation Drama 10

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

10 - demonstrate appropriate rehearsal methods

11 - apply the essential elements of a story: character, setting, conflict, climax and plot in planned and unplanned scenes

12 - create, relate and polish a story

13 - communicate meaning without words

14 - discover how various emotions affect one vocally and physically

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

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

17 - demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively

18 - extend the illusion of the onstage environment by creating an offstage reality

19 - demonstrate techniques for creating effective entrances and exits, consistent with character

2 - demonstrate the ability to be still

20 - critique the work of self and others through observation and expression of specific detail

21 - demonstrate techniques for communicating the "illusion of the first time" within a planned situation

22 - distinguish between performer and character

23 - use varied stimuli for character development

24 - select and use vocal techniques appropriate to a character

25 - select and use language appropriate to character and situation

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

27 - demonstrate economy in movement and speech by making appropriate selections

28 - demonstrate how attitude, and change in attitude, affects a character

29 - demonstrate understanding of and apply the concept of status

3 - maintain concentration during exercises

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

31 - demonstrate the ability to focus on, and achieve, the objective of a scene

32 - sustain a character throughout a scene or exercise

- 4 - demonstrate heightened sensory awareness
- 5 - create experiences through imaging, visualizing and fantasizing
- 6 - demonstrate thinking in a divergent mode
- 7 - examine and express feelings
- 8 - tell a story spontaneously
- 9 - use appropriate stage directions

Improvisation Drama 20

- 33 - sustain a single character in a variety of situations
- 34 - demonstrate the techniques of sharing, giving and taking focus
- 35 - demonstrate understanding of how the use of levels and planes can focus the stage picture
- 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
- 38 - demonstrate various ways of creating and communicating mood

Acting Drama 20

- 7 - demonstrate the ability to play a character from the character's point of view
- 8 - demonstrate the ability to memorize required text

Movement Drama 10

- 10 - demonstrate focus, concentration and energy in all movement and gesture
- 14 - create physically shapes in space
- 18 - appreciate that physical expression can enhance language
- 19 - demonstrate qualities of energy
- 22 - translate words, images and emotions into movement
- 24 - demonstrate understanding of mood, and communicate mood

Improvisation/Acting Level III - Advanced

- 26 - pick up cues effectively
- 27 - identify and create a believable emotional build
- 28 - use contrast such as dramatic elements (movement and stillness, light and dark, sound and silence) and groupings (solo and group) in scenes
- 29 - use improvisational skills and concepts in exploration of text
- 30 - analyze text for meaning and character development
- 31 - recite text from memory
- 32 - rehearse, polish and present text
- 33 - critique the work of self and others through observation of specific details

Junior Goal II Objectives

- develop belief in, identification with, and commitment to a role
- develop the ability to give form or expression to feelings, ideas and images
- develop the body and voice as tools of communication
- explore specific techniques demanded by various dramatic forms

Junior Orientation

- communicate through use of voice and body
- demonstrate awareness of the multidisciplinary nature of

drama/theatre

- demonstrate trust by becoming comfortable, physically and emotionally, with others
- listen effectively
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- share ideas confidently with others
- show awareness of story sequence
- speak, move, and generate ideas spontaneously
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Movement Level I - Beginning

- 13 - control focus and energy in movement and gesture
- 17 - use movement to communicate non-verbally
- 19 - translate sounds, words, images, and emotions into movement
- 2 - demonstrate awareness of personal and shared space
- 5 - move individual body parts

Movement Level II - Intermediate

- 21 - display clarity of movement and gesture
- 22 - use exaggerated movement and gesture
- 25 - communicate environment, character and situation nonverbally

Movement Level III - Advanced

- 27 - create and sustain mood through movement

Speech Level I - Beginning

- 1 - speak spontaneously
- 4 - use techniques of storytelling

Speech Level II - Intermediate

- 12 - demonstrate a stage whisper
- 13 - use voice to communicate mood and emotion
- 14 - use a variety of character voices

Speech Level III - Advanced

- 16 - use movement and gesture to clarify and enhance speech and character
- 18 - apply speech skills in a variety of speaking situations

Improvisation/Acting Level I - Beginning

- 1 - use warm-up techniques for preparation of body, voice and mind
- 10 - use essential story elements in spontaneous and planned scenes
- 11 - create a dramatic situation in response to varied stimuli: objects, pictures, music
- 12 - make logical choices within the boundaries of situation and character
- 2 - respond to directions without breaking concentration-side coaching
- 3 - demonstrate the ability to be still
- 4 - create experiences through imaging, visualizing and fantasizing
- 5 - create and tell a story spontaneously
- 6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot
- 7 - use stage vocabulary: stage areas, body positions and crosses
- 8 - demonstrate appropriate rehearsal behaviours and routines

9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

Improvisation/Acting Level II - Intermediate

13 - recognize the techniques of offering, accepting, advancing and blocking

14 - use varied stimuli for character development

15 - use the body and body language to enhance characterization

16 - demonstrate economy in movement and speech

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

18 - use voice variety to enhance a character

19 - discover how feelings affect a character

20 - enter and exit in character

21 - sustain a character throughout an exercise or scene

22 - create business appropriate to character and situation

23 - demonstrate understanding of character motivation

24 - recognize that relationships exist between characters in given situations

25 - demonstrate understanding of focus and the processes of sharing, giving and taking

Junior Goal I Objectives

develop a positive self-image

develop self-confidence

develop self-discipline

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 meaning through abstract concepts

extend the ability to explore, control and express emotions

extend the ability to think imaginatively and creatively

strengthen powers of concentration

Theatre Studies Level III - Advanced (The script)

7 - define the elements of script, dialogue, directions, characters and settings

8 - demonstrate understanding of directions used in a script

Technical Theatre - Levels I, II, III - Awareness

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

2 - demonstrate understanding of the basic functions of the component being studied.

5 - demonstrate understanding of the various conventions of the components being studied

Technical Theatre - Levels I, II, III - Readiness

10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing

11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project

6 - demonstrate understanding of the importance of planning and organization

Technical Theatre - Application

13 - determine and acquire necessary supplies or substitutes to construct the planned project

16 - demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication

Senior Goal I Objectives

apply imaginative and creative thought to problem-solving situations

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

demonstrate the ability to offer, accept, and reflect upon, constructive criticism

extend physical and vocal capabilities

extend the ability to concentrate

extend the ability to control and express emotions

increase self-confidence

increase self-discipline

sharpen observations of people, situations and the environment

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

Orientation Drama 10

concentrate on the task at hand

demonstrate trust by becoming comfortable with others, physically and emotionally

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

listen to self and others

make effective decisions or choices

positively support the work of others

recognize that values are expressed through the arts

share ideas confidently

solve problems imaginatively and creatively

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 - Communicating and documenting

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

Take creative risks to express feelings, ideas, and experiences

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 - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

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

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

GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Explore and Create

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

Receive and apply constructive feedback to develop and refine ideas

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Explore and Create

Develop and refine performance skills in a variety of contexts

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

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

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 - 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 - 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)

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)

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 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom

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

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