

ITLP Blueprint for Teaching Artists

1 st Year	2 nd Year
After year 1, students will know / be able to...	After year 2, students will know / be able to...
1. Acting & Performance Skills	
<ul style="list-style-type: none"> • Know basic stage directions & acting vocabulary (see attached) • Grasp the basic rules of improvisation • Use their voice, body & imagination for a performance <ul style="list-style-type: none"> – Voice: project, articulate & pronounce appropriately – Body: control body language, gestures, facial expressions • Move effectively on stage, following basic blocking • Receive & respond to direction • Create believable characters (incl. e.g. different age, culture, gender; animals) • Create & use costumes & props effectively • Commit to the imaginary & given circumstances of a play or performance • Sustain focus & concentration in rehearsal & performance • Memorize a text in English 	<ul style="list-style-type: none"> • Use their voice & body in more advanced ways • Create more vivid, nuanced characters • Rehearse productively on their own, both individually & collectively without supervision
2. Creative Writing Skills	
<ul style="list-style-type: none"> • Understand the importance of conflict in drama • Identify & create a story/play with a beginning, middle & end • Create believable characters • Improvise & write monologues & dialogues in English • Write scripts in proper play format 	<ul style="list-style-type: none"> • Create plays at a more mature & advanced level • Create more vivid, nuanced characters • Create a more complexly structured stories (nonlinear, collage, etc) • Explore more complex topics • Explore more imaginative theatrical conventions • Use additional literary & theatrical devices not covered in year 1 (e.g. simile, metaphor; flashback etc.)
3. Social & Process Skills	
<ul style="list-style-type: none"> • Brainstorm & express ideas for the play/performance • Work responsibly & respectfully as an ensemble • Commit to repeated & rigorous rehearsals • Be open to all ideas & approaches from their TA & peers 	<ul style="list-style-type: none"> • Take leadership roles when appropriate, e.g. leading warm-ups, assistant-directing & self-directing • Take greater emotional & creative risks