

Acting Studio 1 Overview

Content Area: **Theatre**
Course(s): **ACTING STUDIO**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

This course will provide an opportunity for students to hone their acting skills and explore higher-level acting work with peers. Students would explore acting concepts and apply them to scene work. The course would introduce students to the business of acting, and the history of theatre and its influence on modern day theatre. They will engage in the process of critique, including self-critique and how to implement it into their acting work.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy			

Textbooks and other resources

Scene & Monologue books, plays

Copies of Backstage Magazine

Standards

By the conclusion of this class students will have developed a deep understanding of the principals of “given circumstances” and “actions” and implemented these into original work, and scene-work (1.2.12.C.1,.2) (M), (1.1.12.C.2,.2,.3) (M), (1.4.12.A.1,.2,.3,B.1,.2) (M), started to create a personal approach to the art of acting and character development (9.1.12.A.1, .2, .3) (M), (9.2.12.A.2) (D), (1.4.12.A.2,.2,.B.2) (M), explored opportunities for continued Acting and Theatre related career opportunities (1.2.12 C.4) (M), and performed in a scene incorporating all the skills they have acquired in the class. (1.4.12.A.2, 1.2.12.C.1,.2,.3,.4, 1.1.12.C.2, 1.4.12.B.1,.2, 1.1.12.B.1,.2) (M)

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Pro (Su Ass
Unit 1 <u>Team Building</u>: Theatre games to develop comfort in performing in front of the group and encourage an open, honest exchange of ideas and a supportive atmosphere. Emphasis placed on physical acting – observation homework, body language, non-verbal communication.	1.3.12.C.2 (M) <i>9.4.12.C.(4)11(D)</i>	1	4 days	Part Obs Hor
Unit 2 <u>Vocabulary</u>: Students will learn theatre terminology and performance concepts.	1.4.12.A.2 (M) 1.2.12.A.1 (M) 1.2.12.A.2 (M)	1	6 days	Part Wri
Unit 3 <u>Improv</u>: Theatre games to develop comfort in performing in front of the group and encourage an open, honest exchange of ideas and a supportive atmosphere. Emphasis placed on physical acting – body language, non-verbal communication.	1.3.12.C.2 (M) <i>9.4.12.C.(4)11(D)</i>	1	4 days	Part
Unit 4 <u>Business of Acting</u>: Students will explore the career possibilities in theatre and related areas, audition requirements, the life of a professional actor, and resources for professional actors.	<i>9.1.12.A.1 (D)</i> <i>9.1.12.F.2 (D)</i> <i>9.2.12.A.1 (D)</i> <i>9.4.12.C.(4)10 (D)</i> <i>9.4.12.C.(4)13 (D)</i> <i>9.4.12.C.(4)14 (D)</i>	1	5 days	Wri Part

<p>Unit 5 Monologues: Students will chose and rehearse a monologue for the teacher direction, and peer critique.</p>	<p>1.4.12.A.2 (M) 1.4.12.B.1 (M) 1.3.12.C.2 (M) 1.4.12.A.2 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) <i>9.4.12.C.(4)II(D)</i></p>	<p>1</p>	<p>10 days</p>	<p>Reh mor Crit mor Cha Tea Mor Perf</p>
<p>Unit 6 Tag Lines: Students will create original monologues and scenes entirely from advertising tag lines, focusing on the creation of given circumstances, actions, and character background. They will perform their monologues and scenes for teacher and peer critique.</p>	<p>1.4.12.A.2 (M) 1.4.12.B.1 (M) 1.3.12.C.2 (M) 1.1.12.C.2 (M) 1.1.12.C.1 (M) 1.4.12.A.3 (M) 1.4.12.B.2 (M) <i>9.4.12.C.(4)II(D)</i> <i>9.4.12.C.(4)I2(D)</i></p>	<p>1</p>	<p>15 days</p>	<p>Part Perf</p>
<p>Unit 7 Theatre History: Students will learn early theatre history – Greeks to Shakespeare.</p>	<p>1.4.12.B.1 (M) 1.4.12.A.1 (M) 1.2.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.3 (M) 1.4.12.B.2 (M)</p>	<p>2</p>	<p>7 days</p>	<p>Wri Part</p>
<p>Unit 8 Scene Selection: Students will select scenes and partners and perform a reading of the scene for the class to identify the major elements in the scene and the obstacles they must overcome to solve the scene.</p>	<p>1.4.12.A.2 (M) 1.4.12.B.1 (M) 1.3.12.C.2 (M) 1.3.12.C.1 (M) 1.3.12.C.2 (M)</p>	<p>2</p>	<p>5 days</p>	<p>Rev scer it w</p>

	1.1.12.C.2 (M) 1.4.12.A.3 (M) 1.4.12.B.2 (M) <i>9.2.12.C.(4)8 (D)</i> <i>9.2.12.C.(4)11(D)</i>			
Unit 9 Stagecraft: Students will learn the basics of stagecraft and how it is used to create the world of the play.	1.1.12.C.3 (M) 1.1.12.C.2 (M) <i>9.4.12.C.(4)13 (D)</i> <i>9.4.12.C.(4)14 (D)</i> <i>9.4.12.C.(4)15 (D)</i>	2	6 days	Wri Part
Unit 10 Scene-work: Students will rehearse their scenes for teacher feedback, do character homework assignments, and apply principals of acting to their performances.	1.4.12.A.2 (M) 1.4.12.B.1 (M) 1.3.12.C.2 (M) 1.3.12.C.1 (M) 1.3.12.C.2 (M) 1.1.12.C.2 (M) 1.4.12.A.3 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) <i>9.4.12.C.(4)11 (D)</i>	2	20 days	Reh Crit Cha Tea
Unit 11 Final Presentation: Students will present their scenes to the class.	1.4.12.A.2 (M) 1.4.12.A.3 (M) 1.3.12.C.1 (M) 1.3.12.C.2 (M) 1.1.12.C.2 (M) 1.4.12.B.1 (M)	2	4 days	Sc: Gra

	1.4.12.B.2 (M)			
	9.4.12.C.(4)II (D)			

VPA.1.1.12.C.1	Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation
- Performance assessments
 - Scenes & Monologues
- Written assignments

- Tests and quizzes
- Research assignment
- Scene critiques
 - Self critique
 - Critique of others

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Acting Studio the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

Acting Studio (East Brunswick High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Date of Initial Adoption
70	050	A	S	10-12	2.5	210	E	11/18/2004

