

# Acting Studio 2 Overview

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

## Course Overview

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This course will provide an opportunity for students who have completed *Acting Studio* to hone their acting skills, and explore higher-level acting work with peers. Students would explore advanced acting concepts and apply them to scene work. Students would work on applying acting concepts to scene-work. Students would study such theorists as Michael Chekov, Jeremy Whalen, and Sanford Meisner, among others, and learn how to apply these theories to their acting. The course would continue students' education in theatre history, focusing on developments in acting theory in the 20<sup>th</sup> century that shape the way actors approach parts.

## 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

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### COURSE RESOURCES

Scene & Monologue books, plays

Shakespeare & Moliere scene books

## Standards

Students will demonstrate an understanding of theatre history and acting approaches and apply these approaches to scene work (1.4.12.A.1, .2, .3, .4) (M), By the conclusion of this class students will have developed advanced characterization techniques (1.3.12.C.1,.2) (M), (1.1.12.C.2) (M), (1.4.12.A.1,.2,.3,B.1,.2, .3) (M), started to create a personal approach to the art of acting and character development (9.1.12.A.1) (M), (9.3.12.C.5) (D), (1.4.12.A.1,.2,..3, .4) (M), explored opportunities for continued Acting and Theatre related career opportunities (1.3.12 C.2) (M)(9.3.12.C.2) (D) (9.4.12.C.32) (D), and performed in several scenes incorporating all the skills they have acquired over time in the EB acting program (1.4.12.A.2, 1.3.12.C.1,.2, 1.1.12.C.2, 1.4.12.B.1,.2, 1.3.12.C..2, 1.4.12.A.4) (M)

## COURSE SCOPE AND SEQUENCE CHART

<b>Sequential Unit Description:</b>	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Prof (Sur Assess)
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.1 (M)  1.3.12.C.2 (M)	1	4 days	Perf Assess  Obs Hon
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.1 (M)  1.3.12.C.2 (M)	1	4 days	Perf Assess
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, standard theatre power structures (who reports to whom), and resources for professional actors.	9.1.12.A.1 (M)  9.3.12.C.2 (D)  9.4.12.C.32 (D)	1	5 days	Wri  Part
Unit 5 <u>Scene work</u>  Students will chose and rehearse a scene for teacher, self, and peer	1.4.12.A.2 (M)	1	25 days	Reh

critique. Students will perform their scenes for a grade.	1.4.12.A.1 (M) 1.3.12.C.2 (M) 1.3.12.C.1 (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>3.1.12.G.11 (D)</i> <i>9.4.12.C.59 (D)</i>			Crit Cha Tea Sce Gra
<p>Unit 6 <u>Theatre History</u></p> <p>Students will review theatre history – Greeks to Shakespeare. Students will focus on recent theatre history, Stanislavski through the twentieth century with an emphasis on theory and how it is applied and how it affects approach to characterization.</p>	1.4.12.A.3 (M) 1.4.12.A.1 (M) 1.2.12.A.1 (M) 1.2.12.A.2 (M)	2	7 days	Wri Part
<p>Unit 7 <u>Theory Into Practice</u></p> <p>Students will chose a scene to rehearse and apply theories introduced in Unit 6 in practice.</p>	1.4.12.A.2 (M) 1.4.12.A.4 (M) 1.3.12.C.1 (M) 1.3.12.C.2 (M) 1.4.12.A.1 (M) 1.4.12.A.3 (M) 1.2.12.A.1 (M) 1.2.12.B.2 (M) <i>3.1.12.G.11 (D)</i> <i>9.1.12.A.1 (D)</i> <i>9.1.12.F.2 (D)</i> <i>9.4.12.C.59 (D)</i>	2	31 days	Cha Part Crit Self In-c
Unit 8 <u>Performance</u>	1.4.12.A.2 (M)	2	4 days	Fina

Students will perform their scenes for a grade.	1.3.12.C.1 (M)			
	1.3.12.C.2 (M)			
	1.1.12.C.2 (M)			
	1.4.12.A.1 (M)			
	1.4.12.A.3 (M)			

LA.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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.

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## Grading and Evaluation Guidelines

Marking period grades will be based on the average of:

- Class participation
- Performance assessments
  - Scenes
- 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 2 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

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Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Course Initial Adoption
55	050	A	S	10-12	2.5	210	E	12/06/2007