

# Unit 3: Auditioning

Content Area: **Fine and Performing Arts**  
Course(s): **Theater Arts I**  
Time Period: **November**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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**Developing skills needed to audition for a part in a theatrical production. Stage presence, resumes, monologues, cold readings and improvisation will all be examined and executed.**

## Enduring Understandings

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- Students should recognize a successful headshot and the various forms of getting your image out.
- Students should identify appropriate monologues that they should perform for an audition.
- Students should understand the skills needed to successfully complete a monologue for an audition.
- Students should understand principles of a good cold reading.
- Students should understand that all improvisations have a beginning, middle and an end.
- Students should understand what a good audition looks and sounds like.
- Students should understand what a good resume looks like.

## Essential Questions

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- What makes a monologue a good monologue for you?
- How can you adapt a monologue to fit your audition?
- Identify and prepare the various types of pieces you need for an audition.
- Explain and identify qualities of a successful cold reading at an audition.
- What are the successful skills used in an audition improvisation?
- How does your resume represent you in a positive way?
- What are the qualities of a good headshot?

## Student Learning Objectives (SLOs)

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- 1 Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was created. 1.4.12.A.1 & 1.4.12.A.2
- 2 Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the

director's vision. 1.4.12.A.3

3 Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically. 1.4.12.A.4

4 Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context. 1.4.12.B.1

5 Ascertain the aesthetic of a theatrical production based on the technical production and performance values. 1.4.12.B.2

6 Examine applications and influences of technology in theatrical works and their impact on the performance and audiences' perception and experiences around the world. 1.4.12.B.3

## Standards/Indicators

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TH.6-8.1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
TH.6-8.1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
TH.6-8.1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
TH.6-8.1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
TH.6-8.1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
VPA.1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
VPA.1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
VPA.1.3.8.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.
VPA.1.3.8.C.CS2	Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.
VPA.9-12.1.1.12.2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.9-12.1.1.12.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.9-12.1.3.12.2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.9-12.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

VPA.9-12.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.9-12.1.4.12.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.9-12.1.4.12.A	Aesthetic Responses
VPA.9-12.1.4.12.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.9-12.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.9-12.1.4.12.B	Critique Methodologies
VPA.9-12.1.4.12.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.9-12.1.4.12.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.

## Lesson Titles

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- Resumes (3 lessons)
- Headshots (2 lessons)
- Monologues (12 lessons)
- Cold Readings (4 lessons)
- interviews and improvisations (4 lessons)

## Career Readiness, Life Literacies, and Key Skills

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to

their own career success.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.

## **Inter-Disciplinary Connections**

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LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.9-12.3.3	All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
LA.9-12.3.3.12 B	Questioning (Inquiry) and Contributing
LA.9-12.3.3.12 D	Oral Presentation
LA.9-12.3.4	All students will listen actively to information from a variety of sources in a variety of situations.
LA.9-12.3.4.12 B	Listening Comprehension
LA.9-12.3.5.12 B	Visual and Verbal Messages
LA.9-12.3.5.12 C	Living with Media
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.3.12	All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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Developing personal and professional resume.

Critique and review needs of a resume.

Evaluate instructor's and peer's resumes.

Identify a quality headshot and resume.

Describe the requirements of a headshot and resume.

Compare other cultures processes of auditions.

Prepare and develop cold reading, monologue and interview skills.

Perform and critique monologues for auditions.

Analyze, critique and review instructor and peers audition pieces.

Create improvitations for auditions and character development.

Compare contemporary, classical, dramatic and comedic monologues and characters across the globe.

Write, perform, and critique original monologues.

## **Equity Considerations**

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## **Asian American Pacific Islander Mandate**

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## **LGBTQ & Disabilities Mandate**

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## **Climate Change Mandate**

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## **Holocaust Mandate**

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## **Amistad Mandate**

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## **Modifications**

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### **ELL Modifications**

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- 1:1 testing during Delsea One or study hall.
- Alternate assessment options....physical demonstration, nonverbal performances.
- Be flexible with time frames and deadlines using Delsea One, study halls, before and after school to help complete assignments.
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Group students with peers with greater grasp of content to assist.
- Offer alternate/or modify assessments with shorter length. For example: when completing a verbal presentation/performance allow part in their primary language and part in English.
- Repeat, reword, clarify for comprehension.
- Use manipulatives where possible to assist in comprehension.
- Use real objects when possible for demonstration purposes.

### **504 and IEP Accommodations and Modifications**

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- Breaking larger assignments/projects into shorter tasks with clear deadlines for each section.
- Co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side).
- Creating outlines for note taking and giving students option to take notes on paper or chromebook. Letting them choose whichever is more efficient for them.
- Modeling and showing lots of examples, including examples of what is good work/performances and what is not acceptable. Have students identify which is acceptable after review.
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching.)
- Providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides.
- Speaking to students privately when redirecting behaviors. Also giving signals to students when they need to be redirected, nonverbal cues.
- Teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities).

## **At Risk Modifications**

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- Breaking larger assignments/projects into shorter tasks with clear deadlines for each section.
- Co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side).
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## **Gifted and Talented Modifications**

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- Demonstrate and modeling higher level of performance requirements.
- Inquiry based learning.
- Student led/directed discussions. For example: Student will research and prepare part of the lesson with teacher and present as a team teaching unit to class.
- Student will take performances to the next level and schedule venue, prepare more of production needs for presentation in collaboration with instructor and/or theatre Professional.

## **Formative Assessment**

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Opinion Journals

List- group-label

Review reflection critiques

conference with between teacher and student

student feedback, Q & A

## **Summative Assessment**

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Performances

Self/peer/instructor Critiques

Projects- monologues, auditions, mock interviews

Benchmark assessments

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

Skills-based assessment- math practice

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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Youtube clips

Sample videos, audio recording

interactive smartboard activity

Student personal electronic devices within lesson

## **Technology**

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Use of Chromebooks

Kahoot reviews

Complete assignments on Google Classroom

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.