Unit 2: Theatre and the Body

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 4**
Length: **5 weeks**
Status: **Published**

Unit Overview

In this unit students will discover how important it is to warm up their physical instrument before performing. They will engage in proper physical warm ups as part of their daily activities. Students will also begin to explore and learn the art of body language and that you must learn to act non-verbally as an actor whether on stage or on film. Elements will be taught, discussed, applied and tested.

Standards

HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
VPA.1.1.5	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
VPA.1.1.5.C.CS2	The actor's physicality and vocal techniques have a direct relationship to character development.

Essential Questions

- Why is the body an important instrument in theatre?
- How do actors convey messages with their bodies?

Application of Knowledge: Students will know that...

- Actors take care of their physical instrument by properly warming up before each use
- Body Language is essential to acting with others
- Physical warm ups in acting may including: stretches, isolations, rotations, and mediations
- The basic body language elements are: facial expression, eye contact, and gesture

Application of Skills: Students will be able to...

- apply body language elements to all activities
- define elements of basic body language
- demonstrate basic elements of body language
- engage in physical warm ups

Assessments

- Demonstrate a proper physical warm up
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment.
- Production of acting piece using elements of body language only
- Written assessment on basic body language

Suggested Activities

- Build a classroom warm up
- Class handouts on Body Language
- Teacher and class demo of Body Language Elements

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down

- Content specific modifications may include:
    - Work with theatre buddy on written work
    - Work with ensemble on long physical tasks

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
    - Include visuals with written work

- Content specific vocabulary important for ELL students to understand include: body language, gesture, eye contact, facial expression

Differentiation to extend learning for gifted students may include:

- Create advanced warm ups for class use
- Student lead warm ups in class setting on own

Integrated/Cross-Disciplinary Instruction

- Dance and Performing Arts use similar elements to convey a message
- Physical Education and Performing Arts can collaborate on importance of proper warm up of body

Resources

The Art of Acting, by David Carter

dramaresource.com

Teacher generated handouts and worksheets

21st Century Skills

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.