Unit 04: The Art of Focus and The Actor

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 10**
Length: **2 weeks**
Status: **Published**

Unit Overview

In this unit, students will learn what focus is and what it means to be the actor and audience. Students will engage in discussion and debate on audience etiquette and complete simple scenes with one focal point.

Standards

VPA.1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
VPA.1.1.8.C.CS2	Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.

Essential Questions

- How does an audience communicate with actors?
- Why is focus an important skill to acting?

Application of Knowledge: Students will know that...

- focus is an important skill that every actor must learn to employ
- rules of etiquette as an actor are; no talking backstage, listen to stage manager, no eating or drinking in costume, do not touch other people's props or costumes, respecting each other on and off stage
- rules of etiquette as an audience member are; no talking, no littering, applause, no heckling, keeping aisles free
- the audience is an important part of a production

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

- apply rules of focus to a short scene
- demonstrate actor etiquette
- demonstrate audience etiquette
- identify proper and improper etiquette by peers/classmates

Assessments

- Performance piece using focus as main acting skill
- Written quiz on actor and audience etiquette
- Peer assessment of etiquette during performance
- 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.

Suggested Activities

- Viewing of theatrical piece live or recorded to demonstrate appropriate audience etiquette
- Rehearsal of short scenes implementing focus
- Listing of the do's and dont's of an actor
- Listing of the do's and dont's of an audience member
- Improvise short scenes demonstrating the do's and don'ts of audience and actor etiquette

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 in smaller increments
- Content specific modifications may include:
    - Work with Theatre buddy on performance piece
    - Reduce length of Etiquette Quiz

Differentiation for ELL's:

- General modifications may include:

    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: focus, etiquette, audience

Differentiation to extend learning for gifted students may include:

- Create a power point or video of a proper audience and actor etiquette

Integrated/Cross-Disciplinary Instruction

Performing Arts may work with music on Audience Etiquette project

Resources

Playing the Audience, by James B. Nicola

Teacher generated handouts/worksheets

21st Century Skills

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.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.