Unit 10: Role of Actor, Director, and Choreographer

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 34**
Length: **8 weeks**
Status: **Published**

Unit Overview

In this unit, students will understand and explore the role of the actor, choreographer and director. They will know how important these roles are to a production, what each job entails and some people who are most well known in the world of theatre.

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.

Essential Questions

- What kind of jobs are available in the realm of theatre?
- How does one pursue a career in acting, directing, or choreography?

Application of Knowledge: Students will know that...

- an actor often holds other jobs as their career is trying to take off
- an actor usually goes on ten or more auditions in a week span
- an actor's life changes daily as they can act as principal, swing, understudy
- Bob Fosse, Stephen Sondhiem, Cameron Mackintosh, Andrew Lloyd Webber are just a few important people who have made an impact on Broadway
- responsibilities of a choreographer: auditions, create dances, teach dances, choose a dance captain
- responsibilities of a director include: auditions, rehearsals, production meetings, notes, choosing a show
- theatrical unions are put in place to protect all actors and tradespeople involved on a production
- there are college majors in all theatre career studies

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

- follow a day in the life of a Broadway actor

- identify and describe major actors of the Broadway stage
- identify and describe major choreographers of the Broadway stage
- identify and describe major directors of the Broadway stage
- identify career opportunities in acting
- identify career opportunities in choreographing
- identify careers in directing

Assessments

- Written test on directors, choreographers and actors
- Help wanted poster (for job in acting, directing or choreographing)
- Oral presentation as a (director, choreographer or actor) of the Broadway Stage
- 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

- Research requirements for each career and create an advertisement for one
- Research and read about different directors, actors and choreographers and discuss in class
- View clips of different peoples major works (actor, director, choreographer)
- Peer interviews for a career in- acting, directing, or choreographing

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 oral presentation

- Break career test into smaller units
- Work with group on Career Poster

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: actor, director, choreographer, swing, understudy

Differentiation to extend learning for gifted students may include:

- Recreating/staging a piece of a famous choreographed work or acting scene from well known Broadway show

Integrated/Cross-Disciplinary Instruction

Work with the guidance counselor on integrating ideas from this unit into career exploration.

Resources

Everything About Theatre, by Robert L. Lee

The Curtain Rises Volume II: A History of European Theatre from the Eighteenth Century to the Present, by Paula Gaj Sitarz

Acting for Love and Money: Connecting the Craft to Industry, by Paul G. Gleason

BroadwayWorld.com

Teacher generated handouts/worksheets/videos

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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.