Unit 11: Advanced Theatre Games

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 40**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will build on previous knowledge and skill of acting games and start utilizing them to create real characters through improvisational techniques. Acting games will be used to build small scene structures and executed in class.

Standards

VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
VPA.1.1.8.C.CS3	Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
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.

Essential Questions

- How can theatre games be a benefit to other aspects of an individuals life outside the theatre?
- How can characters be developed out of a theatre game?

Application of Knowledge: Students will know that...

- acting games are an essential skill for a stage performance
- building a scene using acting games will expand the actor's confidence
- characters can be developed in the moment of a scene
- theatre games exercise listening and reacting which are essential to scenes

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

- create and perform games that were developed by themselves and their classmates
- develop characters from an associated theatre game
- participate in advanced improv games
- perform theatre games independently

Assessments

- Written directions to original Theatre Game
- Presentation and participation of Class Theatre Game
- Character walk around performance (mask use)
- Presentation of short 2 person A/B scene in character
- 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

- Create personal Theatre Game to share
- Work with masks to create original characters
- Participate in classroom Theatre Games
- Rehearse and perform short simple 2 person scenes (character focused)
- View video clips on use of mask to develop physical character

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 to create game for class

- Short scene will have easily defined character needs

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: improv, reacting, character

Differentiation to extend learning for gifted students may include:

- Create a 2 person original scene using masks

Integrated/Cross-Disciplinary Instruction

Resources

175 Theatre Games: Warm Up Exercises for Actors, by Nancy Hurley

Theatre Games for the Classroom: A Teacher's Handbook, by Viola Spolin

stagemilk.com

Teacher generated handouts/worksheets

21st Century Skills

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.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.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.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.