Unit 05: Stanislavsky

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 14**
Length: **6 classes**
Status: **Published**

Unit Overview

In this unit, students will be introduced to Stanislavsky's life, his theories, and the basic steps of his method. They will learn examples of his exercises involving concentration that will help then think creatively and develop new techniques that they can apply to their development as actors.

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.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
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.
VPA.1.1.8.C.CS3	Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
VPA.1.1.8.C.CS4	A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
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

- What are the benefits of learning to relax when performing?
- Why are given circumstances important to the actor?

Application of Knowledge: Students will know that...

- given circumstances are all the details that make up a situation

- given circumstances are placed on an actor by the playwright to create conditions that are convincing to an audience
- it takes time to concentrate on small details rather than rushing to a big conclusion
- the performance will be enhanced by starting from a point of relaxation because it helps to concentrate when focusing on the moment not what is going on in the outside life
- they need time to experience all sensations

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

- apply relaxation techniques prior to a performance
- define sensory exercise and apply to activity
- identify given circumstances in a piece of dramatic literature
- identify small details in a piece of dramatic literature and bring them to life
- recognize Stanislavsky techniques used by other actors

Assessments

- written assesment on Stanislavsky Method
- Sense Memory demonstration
- use given circumstances to create a scene using Stanislavsky's Techniques
- 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

- engage in actor's meditation exercises
- participate in simple Sense Memory exercises
- read short scenes identifying given circumstances
- rehearse scenes utilizing Stanislavsky Method

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:
    - provide notes for Stanislavsky unit
    - work with Theatre Buddy on given circumstances scene

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: relaxation, given circumstances, sense memory

Differentiation to extend learning for gifted students may include:

- oral/written report on Stanislavsky

Integrated/Cross-Disciplinary Instruction

Performing Arts can work with Language Arts to identify given circumstances in a piece of literature

Resources

Acting; Thought into Action, by Kurt Daw

High concept-Lo Tech: Theatre for Everyone in Any Place, by Barbara Carlisle and Don Drapeau

An Actor Prepares, by Constantine Stanislavsky

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.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.