Unit 07: Sanford Miesner

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 26**
Length: **6 Classes**
Status: **Published**

Unit Overview

In this unit, students will explore the life of Sanford Miesner. Students will learn about Miesner's school of acting and the development of the Sanford Miesner Center for the Arts. The students will learn the Miesner techniques and apply them to class activities and scene work.

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.1.2.8.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.

Essential Questions

How can an actor live truthfully under imaginary circumstances?

Application of Knowledge: Students will know that...

- All exercises build on each other
- Miesner is rooted in repetition
- Miesner was a student of Strasberg and Stanislavsky
- reactions are the most important element in Miesner's Technique
- the Miesner Technique develops externally as opposed to Method Acting which develops from an internal source
- the actor must get out of their heads using Miesner's approach

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

- correctly demonstrate an "As If" exercise, which places focus on outside elements
- demonstrate a repetition exercise with partners
- develop characters externally
- identify performers that utilize the Miesner Technique
- incorporate partner's reaction to scene work

Assessments

- written assessment on Sanford Miesner and his Technique
- performance of "As If" activity
- Performance of repetition scene
- Performance of a scene using external circumstances and reactions
- 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

- participation in "As If" games
- repetition scenes with partners
- rehearsal of scenes using external circumstances and reactions to create truthful performance
- viewing famous actors utilizing Miesner Techniques

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:
    - students will be given notes on Sanford Miesner

- work with Theatre Buddy on circumstance scenes

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: circumstance, external, repetition, technique

Differentiation to extend learning for gifted students may include:

- written/oral report on Sanford Miesner

Integrated/Cross-Disciplinary Instruction

Resources

The Actor's Art and Craft: William Esper teaches Miesner's Technique, by William Esper

Sanford Miesner on Acting, by Sanford Miesner and Dennis Longwell

The Sanford Miesner Approach; Tackling the Text, by Larry Silverberg

teacher generated handoiuts/worksheets

21st Century Skills

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.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.