

# Unit 2: Movement and Physical Theatre

Content Area: **Arts**  
Course(s): **Intro to Theatr**  
Time Period: **Semester 1 & 2**  
Length: **Semester**  
Status: **Published**

## Standards

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LA.9-12.RI.PE.H.MS.1.2	Grade 11-12
LA.9-12.RI.9-10.1	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.
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LA.9-12.RL.11-12	Grade 11-12
LA.9-12.SL.PE.H.MS.1.2	Grade 11-12
LA.9-12.SL.9-10	Grade 9-10
VPA.9-12.1.1.12.1	Theatre and the arts play a significant role in human history and culture.
VPA.9-12.1.1.12.3	Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
VPA.9-12.1.1.12.C.1	Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.
VPA.9-12.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.9-12.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
VPA.9-12.1.3.12.4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
VPA.9-12.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.9-12.1.4.12.1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.9-12.1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

## Enduring Understanding

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1. Recognize the importance of physicality in performance.
2. Understand that everyone has a unique physicality, whether overt or subtle.
3. Apply movement techniques to enhance character portrayal.
4. Develop an awareness of the body as an instrument of expression.

## Essential Questions

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1. How does movement contribute to character development and storytelling?
2. How can actors use their bodies, including principles of Laban/Bartenieff movement analysis, to convey meaning and emotion?
3. How do cultural, historical, and societal norms, as well as costume pieces, affect a character's movement and physicality?
4. How do characters use space and environment differently to enhance their portrayal?

## Knowledge and Skills

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Students will be able to:

- Explore Laban/Bartenieff movement techniques to enhance physical expression and character work.
- Practice movement exercises to develop body awareness and control.
- Create original “movement sequences” based on research and analysis.
- Apply movement principles to scene work and character development.
- Perform scenes and monologues incorporating advanced movement techniques.

## Transfer Goals

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1. Physical Expression: Students will use their bodies effectively to convey character and emotion, enhancing their overall performance skills.
2. Body Awareness: Students will develop a heightened awareness of their physicality, improving their ability to move and express themselves on stage.

## Resources

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- Unit 2 Films:  
The Heiress (1949), dir. William Wyler  
Working Girl (1988), dir. Mike Nichols  
Ma Rainey's Black Bottom (2020), dir. George C. Wolfe

The Queen's Gambit (2020), dir. Scott Frank

The Elephant Man (1980), dir. David Lynch

Pina (2011), dir. Wim Wenders

## **Assessment**

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[Assessments](#)

## **Modifications**

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[Modifications](#)