Acting Workshop - Unit 2: Using The Performance space

Content Area: **Arts**
Course(s): **Acting Works F**
Time Period: **Marking Period 2**
Length: **Semester**
Status: **Published**

Standards

LA.9-12.W	Writing
LA.9-12.RL	Reading: Literature
LA.9-12.SL	Speaking and Listening
VPA.9-12.1.1.12.2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting 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.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Enduring Understandings

1. Differentiate amongst the various types of theatrical stages (e.g., amphitheaters, proscenium, black box, ¾ thrust, theatre-in-the-round/arena) and identify their parts, understanding how each configuration affects the actor's performance.

2. Demonstrate familiarity with proper theatrical terminology and utilize knowledge of stage directions for correct movement and body positioning in acting.

3. Adhere to proper stage etiquette and protocol throughout the entire rehearsal process.

Essential Questions

1. How do various performance spaces influence theatrical production and performance?

2. How can performers articulate the meaning of a play through effective staging?

3. How do performers write and create realistic scenes using blocking and dialogue?

Knowledge and Skills

Students will be able to:

- Differentiate amongst the different types of theatrical stages and how they affect the actor's performance, including; amphitheaters, proscenium stages, black box, ¾ thrust and theatre-in-the-round or arena.
- Identify the parts of the stage.
- Follow stage directions.
- Become familiar with theatrical terminology, protocol, and etiquette
- Students will become familiar with reading scene and implied stage directions through play readings
- Understand how to perform in various performance spaces.
- Compare types of stage movement
- Discuss the difference between implied stage directions and character stage directions.
- Evaluate authors' stage and scene descriptions and terms used within the play.
- Write and analyze scenes and apply stage movement and blocking to specific scenes.

Resources

- Play scripts
- DVD's of plays and performances
- 30 Minute Shakespeare play performance from Folger Library.

Transfer Goals

1) Students will be able to effectively hink critically about information and claims encountered at school and beyond seeking clarity, accuracy, sound evidence, good reasons, and fairness.

2) Students will be able to effectively rite and form ideas about characters and story narrative, entertain, argue and guide.

Modifications

Modifications

Assessments

Assessments