

# 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

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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

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1. Differentiate amongst the different types of theatrical stages and how they affect the actor's performance.
2. Identify the parts of the stage including **amphitheaters**, **proscenium stages**, **black box**,  $\frac{3}{4}$  **thrust** and **theatre-in-the-round** or **arena**.
3. Proper stage etiquette is needed throughout a rehearsal process.
4. Acting requires a knowledge of stage directions using correct **movement** and body positioning.
5. Familiarity with proper theatrical terminology, protocol, and etiquette.

## Essential Questions

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1. What are the most popular performance spaces used in a **theatre**?
2. How does the performance space affect performance?
3. How can performers articulate the meaning of play through staging?
4. How can performers write and create realistic scenes using blocking and dialogue?

## Knowledge and Skills

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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,  $\frac{3}{4}$  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**

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Play scripts

DVD's of plays and performances

30 Minute Shakespeare play performance from Folger Library.

## **Transfer Goals**

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### **Critical Thinking:**

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

### **Writing:**

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

## **Modifications**

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[Modifications](#)

## **Assessments**

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[Assessments](#)