# Unit 3: The Actor

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

## Standards

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| VPA.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.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.1.1.12.C.CS1 | Theatre and the arts play a significant role in human history and culture. |
| VPA.1.1.12.C.CS2 | Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. |
| VPA.1.3.12.C.1 | Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres. |
| VPA.1.3.12.C.2 | Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions. |
| VPA.1.3.12.C.CS1 | Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. |
| VPA.1.3.12.C.CS2 | Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. |
| VPA.1.4.12.A.1 | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. |
| VPA.1.4.12.A.3 | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| VPA.1.4.12.B.1 | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |

## Enduring Understanding

1 Diferentiate between the various styles of acting including its historical development

2 Understand and discover stage movement and blocking.

3 Identify proper oral interpretation and vocal variety.

4 Understand how to analyze, and develop characters by writing plays and scenes.

5 Recognize how to perform and work with others

## Essential Questions

1 What is an actor and why is acting considered a craft?

2 How have the different acting theorists influenced modern acting as we know it?

3 How does an actor use the body, voice, and mind to create a character?

4 How do you write a play and collaborate on its performance?

## Knowledge and Skills

Students will be able to:

- Recognize that the actor's craft involves the use of mind, body and voice
- How to explore various theories of acting
- Identify and apply different schools of thought to character development
- Understand how to delve into character and develop the empathy needed for portrayal.
- Become aware of movement as a defining attribute of characterization, especially regarding the five factors of movement: age, gender, physical condition and personality
- Practice movement appropriate to a variety of characters
- Apply stage movement terminology
- Identify acting areas of the proscenium stage
- Recognize voice as an essential part of characterization.
- Define and experiment with specific qualities of the voice such as pitch, tone, rate, and articulation
- Be aware of the importance of dialect in establishing character.
- Practice vocal interpretation of character
- Rehearse poems with partners
- Complete a practice performance a poem and receive constructive criticism for improvement
- Complete an oral interpretation of a poem
- Discuss and complete peer critiques of performances
- Recognize the development of acting styles over the centuries
- Discuss the audition process for TV and Film
- Define text, subtext, and objective.
- Perform believably in a scene
- Read through scenes and monologues with partners
- Rehearse scenes with a focus on believability in voice and body.
- Understand the nature of training to be an actor

- Perform a scene and/or monologue reflected character through voice and body

## Resources

- Plays and scripts
- DVD's with plays.
- Shakespeare video on Much Ado about Something concerning other theories about who might have written Shakespeare's Plays
- Viewing guides for various videos.
- Folger's 30 minute Shakespeare performance.

## Transfer Goals

**1) Collaboration:**

Students will be able to work effectively and learn from others in a variety of situations using theatrical techniques and methods.

**2) Writing:**

Students will effectively be able to develop and write plays using specific criteria and present in the performance.

## Assessments

Assessments

## Modifications

Modifications