Unit 1: Pre-Production - Setting the Stage

Content Area: **Arts**
Course(s): **Acting Works F**
Time Period: **Semester 1**
Length: **Four Weeks (and ongoing)**
Status: **Published**

Standards - NJCCS/CCSS

1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
1.4.12acc.Cr2b	Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
1.4.12acc.Pr6	Conveying meaning through art.
1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
1.4.12acc.Re8	Interpreting intent and meaning.
1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
1.4.12acc.Re9b	Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.
	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
1.4.12acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.
1.4.12acc.Cn11a	Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

Enduring Understandings

1. Students will be able to recognize that effective theatrical productions rely on the collaborative and specialized contributions of a unified production team to tell compelling stories.

2. Students will be able to understand that the intentional crafting and analysis of dramatic texts, focusing on structure, character, and subtext, are essential for creating meaningful theatrical experiences.

3. Students will be able to apply thoughtful artistic choices in staging and performance, informed by research, to elevate storytelling and create impactful theatrical experiences.

Essential Questions

1. How does a theatrical production team effectively collaborate and prepare to transform a script into a cohesive and impactful live performance?

2. What creative interpretations and artistic choices are made to bring a playwright's vision to the stage, and what is the ultimate purpose of this endeavor?

3. How do the collaborative efforts of the director and individual actors contribute to creating richly-layered and believable performances that serve the overall storytelling?

Knowledge and Skills

Students will be able to:

- Identify the key roles and responsibilities in producing a play.
- Generate original dramatic/comedic works through creative prompts and writing exercises.
- Create dynamic stage pictures/compositions through exercises and theater games.
- Analyze scripts for beats, character objectives, and environmental clues.
- Create characters through improvisations and acting exercises.
- Plan a rehearsal schedule from first read-thru to final performance in front of an audience.
- Garner experience in various theatrical jobs through a rotation process.
- Improve their public speaking skills, regardless of production role.
- Understand the role of research in the pre-production process.

Resources

- Sure Thing by David Ives (one-act play)
- The Empty Space by Peter Brook
- Stage Directing by Jim Patterson
- The Art of Acting by Stella Adler

Transfer Goals

1. Students will be able to independently plan and initiate a creative stage production by applying foundational theatrical knowledge (including roles, script analysis, and research) to transform text into a viable blueprint for performance.
2. Students will utilize collaborative planning and research skills to develop and execute innovative directorial concepts that demonstrate an understanding of how dramatic elements contribute to compelling storytelling.

Assessment

Assessments

- Quiz/Test on theatre companies, responsibilities, stage areas/types of theatres.
- Formative:
    - Exit Tickets
    - Do-Nows/Warm-ups
    - Strategic Questioning

- Guided Discussions
- Think Pair Share
- Participation
- Critiques

Alternative:

- Creative projects/performances - application of skillsets

Summative:

- Performance Tasks with Rubrics
- Projects
- Presentations

Modifications

Modifications