Unit 3: Performance

Content Area: **Arts**
Course(s): **Acting Works F**
Time Period: **Semester 2**
Length: **Four Weeks (and ongoing)**
Status: **Published**

Standards - NJCCS/CCSS

VPA.9-12.1.1.12.1	Theatre and the arts play a significant role in human history and culture.
VPA.9-12.1.1.12.2	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.
VPA.9-12.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.9-12.1.3.12.1	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.9-12.1.3.12.2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.9-12.1.3.12.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.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.9-12.1.4.12.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.9-12.1.4.12.3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.9-12.1.4.12.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.9-12.1.4.12.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.9-12.1.4.12.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.
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 Understandings

1. Students will understand that live performance is the culmination of a collaborative artistic process, requiring the application of rehearsal principles and a deep awareness of the relationship between actors, technical elements, and the audience.
2. Students will understand the critical role of adaptability, improvisation, and problem-solving in navigating the unique challenges and opportunities of live performance.
3. Students will understand the importance of self-reflection and peer feedback as essential tools for personal and collective artistic growth within the performance context, recognizing how the performance affects everyone involved.

Essential Questions

1. How do the roles and strategies of the production team, including the director, actors, and stage manager, evolve and adapt during the final stages of rehearsal to ensure a seamless transition to a unified live performance?

2. How do all theatrical elements—from actor preparation and technical cues to the audience's presence—converge and interact during performance to create and sustain a compelling narrative over multiple showings?

3. What methods of critical evaluation and self-reflection are employed by artists and peers to assess the success and impact of a theatrical production, fostering ongoing artistic growth?

Knowledge and Skills

Students will be able to…

- Prepare a final performance for a live audience.
- Execute pre-show and post-show routines (e.g., warm-ups, strike, reflections).
- Demonstrate stage presence and audience awareness during performance.
- Respond effectively to live performance variables (i.e. technical glitches, audience reactions).
- Participate in post-performance critique and self-assessment.
- Document the production process from inception to final performance.
- Reflect on what would have made the performance better if it was to be performed again.

Resources

- An Actor Prepares by Konstantin Stanislavski

Transfer Goals

1. Students will be able to confidently translate the rehearsal process into a polished, impactful live performance, demonstrating adaptability, problem-solving, and the ability to engage diverse audiences in real-time.
2. Students will reflect critically on their performance experience, identifying strengths and areas for growth to inform future artistic endeavors and develop resilience as performers and creators.

Assessment

Assessments

Formative:

1. Exit Tickets (e.g., "One thing I learned about adapting on stage today," "My biggest challenge in tech rehearsal")
2. Do-Nows/Warm-ups (e.g., improvisational exercises, vocal/physical warm-ups)
3. Strategic Questioning (during tech rehearsals and final run-throughs)
4. Guided Discussions (post-performance reflections, technical issues debriefs)
5. Think Pair Share (e.g., "How did our choices impact the audience?")
6. Participation (engagement in rehearsals, technical setup, and performance)
7. Critiques (peer feedback during dress rehearsals)

Alternative:

1. Creative projects/performances - application of skillsets (the final performance itself)

Summative:

1. Performance Tasks with Rubrics:

2. Final One-Act Play Performance: Assessed on directorial vision, acting, technical execution, and overall storytelling impact. Rubrics will evaluate aspects like character development, stage composition, vocal projection, adherence to script, and technical cues.

3. Director's Post-Performance Reflection Paper/Presentation: Students analyze the performance, discussing successes, challenges, and lessons learned from the entire production process.

4. Production Journal/Portfolio: A cumulative record of their work throughout all three units, showcasing script analysis, rehearsal plans, blocking, design elements, and personal reflections

Modifications

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