Movement for the Actor

Content Area: **Music**
Course(s):
Time Period: **Marking Period 2**
Length: **Ongoing over the 20 week course**
Status: **Published**

BRIEF SUMMARY OF UNIT

In this unit, students will be challenged to become a certain character through their body movements such as postures, ge
control and imagery to make a character or group of characters more alive and believable in an audition, rehearsal and pe

Revised: July 2026

ESSENTIAL QUESTIONS

- How does movement tell a story?
- How can I utilize my body to create a character and tell a story?
- How can I incorporate my voice into my movement?

ESSENTIAL UNDERSTANDINGS

- The study of movement can contribute to an actor’s success even if it is not dance-specific
- The way in which an actor moves onstage can contribute or detract from the believability of their character
- Studying specific postures, gestures and mannerisms is essential to creating a character
- The use of dynamic energy can give an audience a way to identify with or better understand the character onstage.

- Singing, dancing and acting at the same time is a complex process that takes perseverance and practice

STUDENTS WILL KNOW

- The differences between posture, gesture and mannerisms
- The ways in which to incorporate a balance of these movements into a monologue or scene
- The basic concepts of Laban Movement Analysis and how it can contribute to acting
- The ways in which song is incorporated with movement
- Breath and vocal techniques to successfully sing and dance safely and sustainably.

STUDENTS WILL BE SKILLED AT

- Exploring the various movement options that can be utilized to bring a character to a more three-dimensional life on stage.
- Analyzing how to create a movement style specific to a character or group of characters so that they are set apart from others in an audition, rehearsal or performance.
- Recognize the importance of breath and vocal techniques working in tandem with the body for stage performance.

STANDARDS

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-

1.1.12prof.Cr1a	Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
1.1.12prof.Cr2b	Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
1.1.12prof.Cr3a	Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
1.1.12prof.Pr4a	Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
1.1.12prof.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12prof.Pr4c	Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
1.1.12prof.Pr5b	Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
1.1.12prof.Pr5c	Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
1.1.12prof.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
1.1.12prof.Pr5e	Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re7b	Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

1.1.12prof.Re9a	Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
1.1.12prof.Cn10b	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

LEARNING PLAN

- Provide students with an experiential introduction to the concepts of posture, gesture and mannerism
- Observe everyday people and the way they use their body to transmit an idea
- Introduce students to the basic ideas of Laban Movement Analysis as it relates to the development of a character
- View, analyze and discuss movement of a famous actor
- Provide students with a vocal lesson from a guest teacher
- Create opportunities for students to practice acting with the body in class and/or performance.
- Assess student understanding through written reflection and observation of student work.

EVIDENCE/PERFORMANCE TASKS

- Study, discuss, analyze and demonstrate basic postures, gestures and mannerisms of a character
- Work with a short monologue or scene to incorporate specific character body movement
- Demonstrate a basic understanding of dynamic energy concepts as identified by Rudolf Laban
- Demonstrate basic breath and vocal technique
- Demonstrate understanding of technique using peer feedback in class practice.
- Demonstrate self-awareness of technique by watching a video of classwork

MATERIALS

https://docs.google.com/document/d/1oy9t_EcIdEQB5Hpcjc2Iz7brpFvX2Gx66hWRi3kln0o/edit?usp=sharing

SUGGESTED STRATEGIES FOR MODIFICATIONS

https://docs.google.com/spreadsheets/d/1HvXfjaoPRlL7SbdyzXueAWOxWGFv9yGr6-nHn4iVtyM/edit?usp=sharing