

Advanced Movement for the Actor

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **6 weeks**
Status: **Published**

Brief Summary of Unit

Students will study scripts and apply different techniques to approaching their characters. Students will participate in a cold-read of a full script and then pursue characterizations through exercises such as writing a journal from the character's perspective or performing mundane tasks as a character. Students will study a script independently, analyze it, and then apply advanced acting techniques to it such as Meisner or acting for film. There will be two public performances of scenes and one for the class.

Revised: August 2026

Essential Questions

- How do spatial relationship and tempo affect a character in a scene?
- How can staging be utilized to convey power dynamics, story beats, and emotional truths to the audience?
- How do the relationships formulated through viewpoints work reflect stage relationships as well as relationships in your own lives?
- What are the ways you can collaborate both verbally and non-verbally with your classmates and scene partners?
- How can you show a character's journey simply through movement?

Enduring Understandings

- Movement, spatial dynamics, and tempo are vital theatrical tools that communicate a character's emotional truth and power dynamics just as powerfully as spoken dialogue.
- Collaborative physical exploration builds deep ensemble awareness, allowing actors to rely on non-verbal cues and kinesthetic responses to strengthen stage relationships.
- A character's psychological state and inner life can be reliably accessed and portrayed using structured physical frameworks.

Objectives

- Students will know the vocabulary associated with viewpoints.
- Students will know ways to access emotions through physical work.
- Students will know the history behind Anne Bogart's work.
- Students will know ways to use non-western theater in a western theater context.
- Students will be skilled at developing staging that conveys the purpose of the scene.

Learning Plan

- Work with students to learn the language of Viewpoints through exploration of them.
- Students will explore spatial relationship, tempo, topography, gesture, and kinesthetic response.
- Find the psychological gesture of different characters.
- Use music to explore different rhythms and move with and against them.
- Have the students tell a story using physicality in place of words by taking a scripted scene and continually stripping away the verbal until the physical is all that's left.

Assessments

- Students will demonstrate through the application of viewpoint movements on the stage, how to be physically expressive in portraying a character.
- Students will demonstrate through performance the musical similarities of movement and rhythm on stage when building a scene.
- Students will demonstrate through devised physical performance, an understanding of Viewpoints.

Materials

Works of Anne Bogart

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1A-PxTb-SqSbhdITWm8sCR69UJhJ2Oq_ixoy_hgPpInc/edit?gid=1426178898#gid=1426178898

