Portfolio Development

Content Area: **Music**
Course(s):
Time Period: **Marking Period 3**
Length: **6 weeks**
Status: **Published**

Brief Summary of Unit

Students will choose one monologue per quarter that fits one of the following descriptions: Classical Dramatic, Classical Comedic, Contemporary Dramatic, Contemporary Comedic, Shakespearean, Literary, Film/TV, and a Wild Card. Students will work on these independently, presenting it twice to the class. Once per year, students will present one of these at a mock audition. Students will demonstrate the independent drive essential to surviving and thriving in a competitive industry. Students will also develop a resume that highlights their theatrical experience, specialized skills, and training, preparing them for college or professional auditions.

Revised: August 2026

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-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.
1.4.12adv.Cr3a	Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
1.4.12adv.Cr3b	Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre

	performance.
1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
1.4.12adv.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.

Essential Questions

- What makes for a diverse acting portfolio?
- What work does an actor do independent from their classes and rehearsals to develop their craft?
- How does an actor come to understand their strengths and weaknesses in their craft?
- How does an actor prepare for a career in this field?
- How does an actor develop a resume pulling from disparate jobs and opportunities?
- How do different genres and historical eras of theatre require different physical, vocal, and psychological approaches?
- What role does peer critique, self-reflection, and historical research play in refining a theatrical performance?

Enduring Understandings

- A diverse portfolio is essential for actors to showcase their range, adaptability, and casting potential in a highly competitive industry.
- Continuous self-reflection, independent rehearsal, and research are necessary components of an actor's professional growth.
- Constructive feedback from peers and mentors provides vital insights for revising artistic choices and deepening character development.
- A professionally formatted resume and a ready repertoire of monologues serve as an actor's calling card.

Objectives

- Students will create a professional portfolio of monologues.

- Students will self-manage their approaches to these monologues and demonstrate their independent ability to develop as an artist.
- Students will reflect on what performances felt the most accessible and least and analyze why that may be.
- Students will prepare for an unknown assessment, applying their skills to a real-world scenario.
- Students will provide constructive criticism to their classmates.

- Students will synthesize historical and cultural research to inform and justify their character choices.

- Students will design and format a professional-grade acting resume.

Learning Plan

- Choose one type of monologue each quarter from this list: Classical Dramatic, Classical Comedic, Contemporary Comedic, Contemporary Dramatic, Shakespearean, Film/TV, Literary, and a Wild Card.

- Conduct research on the chosen monologue's play, playwright, and historical context to ensure a believable performance.

- Prepare this monologue largely independently and present twice per quarter.

- Engage in in-class peer-review workshops to give and receive actionable feedback between the first and second presentations.

- Participate in a pop assessment in which they spontaneously perform one of their portfolio monologue in a mock audition.
- Reflect on each performance on what improvements to make and what worked best.

- Draft, revise, and finalize a professional acting resume and discuss the process of selecting appropriate headshots.

Assessments

- Students will perform their monologue at the end of each quarter.
- Students will write a reflective essay on their monologue.
- Students will participate in a surprise mock audition.

- Students will be graded on formative peer-critique rubrics completed during the rehearsal phases.

Materials

- Monologues found by students.

- Access to script databases, play anthologies, and theatrical archives for source material.
- Examples and templates of professional acting resumes and headshots.
- Standardized rubrics for monologue performances and peer evaluations.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1A-PxTb-SqSbhdiTWm8sCR69UJhJ2Oq_ixoy_hgPpInc/edit?gid=1426178898#gid=1426178898