

The Elements of Improvisation

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **50**
Status: **Published**

Summary/Introduction

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

The focus of this unit is to develop an understanding of improvisation as a building block of acting technique by developing, communicating, and sustaining characters in performance of short original scenes.

Revised: August 2019

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| TH.9-12.1.4.12prof.Re | Responding |
| TH.9-12.1.4.12prof.Cr1 | Generating and conceptualizing ideas. |
| TH.9-12.1.4.12prof.Cr2 | Organizing and developing ideas. |
| TH.9-12.1.4.12prof.Cr3 | Refining and completing products. |
| TH.9-12.1.4.12prof.Pr4 | Selecting, analyzing, and interpreting work. |
| TH.9-12.1.4.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| TH.9-12.1.4.12prof.Pr6 | Conveying meaning through art. |
| TH.9-12.1.4.12prof.Re7 | Perceiving and analyzing products. |
| TH.9-12.1.4.12prof.Re8 | Interpreting intent and meaning. |
| TH.9-12.1.4.12prof.Re9 | Applying criteria to evaluate products. |
| TH.9-12.1.4.12prof.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| TH.9-12.1.4.12prof.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| TH.9-12.1.4.12prof.Cr1a | Research to construct ideas about the visual composition of devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Cr1b | Explore the impact of technology on design choices in devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Cr1c | Use script analysis to generate ideas about a character that is believable and authentic. |
| TH.9-12.1.4.12prof.Cr2a | Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Cr2b | Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. |
| TH.9-12.1.4.12prof.Cr3a | Use script analysis to inform choices impacting the believability and authenticity of a character. |
| TH.9-12.1.4.12prof.Cr3b | Practice devised or scripted theatre work using theatrical staging conventions. |
| TH.9-12.1.4.12prof.Cr3c | Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. |
| TH.9-12.1.4.12prof.Pr4a | Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted |

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| | theatre performance. |
| TH.9-12.1.4.12prof.Pr4b | Use technical elements to increase the impact of design for a theatre production. |
| TH.9-12.1.4.12prof.Pr5a | Identify and explore different pacing options per character to better communicate the story in a theatre work. |
| TH.9-12.1.4.12prof.Pr5b | Explore and discover character choices using given circumstances in devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Pr6a | Perform devised or scripted theatre work for a specific audience. |
| TH.9-12.1.4.12prof.Re7a | Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique. |
| TH.9-12.1.4.12prof.Re7b | Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions. |
| TH.9-12.1.4.12prof.Re8a | Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context. |
| TH.9-12.1.4.12prof.Re8b | Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline. |
| TH.9-12.1.4.12prof.Re8c | Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience. |
| TH.9-12.1.4.12prof.Re9a | Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. |
| TH.9-12.1.4.12prof.Re9b | Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Cn10a | Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Cn11a | Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Cn11b | Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. |

Essential Questions/Enduring Understandings

- What is improvisation and why is it an essential part of the actor's toolkit?
- What is dramatic tension and how can it be determined in a scene?
- What are the techniques to establishing given circumstances in improvisational work?
- How is improvisation used in non-improvisational work?

Objectives

- Students will know how to use improvisation to help define and discover the boundaries of a character.
- Students will know how to use improvisation to tap into an actor's individuality and creativity.
- Student will be skilled at using impulse to find spontaneous actions and emotions.
- Students will be skilled at creating basic scenes with simple given circumstances (who, what, where, when, how, why).
- Students will know the basic rules of improvisation (Yes and, playing at the top of your intelligence, no negation, etc.) and how to create spontaneous truthful moments.

- Students will be skilled at performing various improvisational techniques and games.
- Students will use observations of real people to develop character.
- Students will be skilled at developing meaningful conflict and raising the stakes.
- Students will be skilled at playing off one another naturally on stage.
- Students will know how to establish character relationships.
- Students will be skilled at developing character quirks and implementing them to create three dimensional characters on stage.

Learning Plan

- Play a wide variety of improvisation games with students reflecting upon each to connect them to the basic skills of acting.
- Work through Uta Hagen's nine questions for understanding given circumstances.
- Create and perform short open scenes where learned circumstances are developed and expanded upon.
- Initiate discussions or follow-up sessions about the scenes and improvisations presented having students use subject specific vocabulary to critique work.
- Provide students with evaluations after each exercise and discuss each part of the exercise and what they have discovered.
- Vertically articulate games as they relate to basics skills of acting from simple to complex.

Assessments

- Students will brainstorm about the essential questions through regular written reflections in the Actor's Journal.
- Students will participate in improvisation games to help open the mind to character development.
- Students will perform on-the-spot improvisational scenes suggested by teacher or other actors.
- Students will demonstrate understanding of basic skills of improvisation through various theater games and performances.
- Students will reflect upon how improvisation games and techniques directly relate to scripted on stage performance in terms of character and acting ability.

Materials

- Journals

Suggested Strategies for Modifications

Elements of Acting Accommodations