

# Basic Acting Skills & Techniques

Content Area: **Music**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **40**  
Status: **Published**

## Summary/Introduction

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

The focus of this unit is to develop an understanding of Acting through learning basic skills of physicality, objectivity, staging, and character relationships.

**Revised:** August 2019

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 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.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of 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.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Interpret
	Theatre artists work to discover different ways of communicating meaning.
	Theatre artists develop personal processes and skills for a performance or design.
	How do theatre artists comprehend the essence of drama processes and theatre experiences?
	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
	Choose, Rehearse
	Evaluate, Clarify, Realize
	Theatre artists apply criteria to investigate, explore and assess drama and theatre work.
	Theatre artists reflect to understand the impact of drama processes and theatre experiences.
	Affect, Expand

How do theatre artists use tools and techniques to communicate ideas and feelings?

Plan, Construct

Critique

How do theatre artists transform and edit their initial ideas?

Incorporate

Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Imagine, Envision

How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Examine, Discern

Theatre artists rely on intuition, curiosity and critical inquiry.

What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Theatre artists make choices to convey meaning.

How can the same work of art communicate different messages to different people?

What happens when theatre artists and audiences share creative experiences?

How, when, and why do theatre artists' choices change?

As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Establish, Analyze

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Theatre artists refine their work and practice their craft through rehearsal.

Share

How do theatre artists fully prepare a performance or design?

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## Essential Questions/Enduring Understandings

- What is acting?
- What is "good" acting and what are the ways it can be determined?
- How can one apply acting techniques on stage?
- Why is play analyzation an important step in the actor's process?
- What is the language of theatre?
- How can theater games help develop an actor's creativity and freedom of expression?

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## Objectives

- Students will know acting is a craft where the body, voice, and mind must be exercised in order to develop the actor's instrument.
- Students will know how to analyze a play, monologue, or scene through reading, listening,

brainstorming, and discussions.

- Students will know how to discover given circumstances, emotional beats, objectives, and obstacles through play analyzation.
- Students will be skilled at giving into natural impulses in order to unlock creativity.
- Students will know how to build emotional memory through daily experiences, exercises, and development of self-image.
- Students will know the areas of the stage, what blocking is, and the meaning of basic theater terminology.
- Students will be skilled at theater games and know how they relate to relieving tension and freeing creativity.
- Students will be skilled at using observations of real life to inform acting choices.
- Students will be skilled at creating basic characters.

## **Learning Plan**

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- Provide an example of an Actor's Journal/Reflections for students to use a model for their own.
- Orient students to the techniques of theater games in order to bring fun and spontaneity into continuing acting exercises.
- Interview, introduce, and acquaint students with each other through theater games.
- Reduce tension/nerves and enhance comfort on stage by performing theatrical exercises.
- Review and familiarize the students with the various stage areas and stage vernacular.
- Engage students in theatrical exercises to develop sensory awareness, concentration, and trust to aid in performances.
- Have students monitor and reflect upon personal progress in actor's journals.
- Read plays and assign monologues to students as they analyze the text from an actor's perspective.

## **Assessments**

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- Students will brainstorm about the essential questions through regular written reflections in the Actor's Journal.
- Students will participate in theater games and exercises developing the actor's toolbox.
- Students will participate in group play reading activities.
- Students will annotate beats and emotional levels of a scene to identify its purpose.
- Students will perform on stage regularly in both improvised and scripted work.

## **Materials**

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- Scripts: Oedipus Rex, Peter and the Starcatcher, Victoria Martin: Math Team Queen, Front
- Journals

**Suggested Strategies for Modifications**

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[Elements of Acting Accommodations](#)