

# Unit 9: Improvisation

Content Area: **Art**  
Course(s): **Generic Course, Acting I**  
Time Period: **Generic Time Period**  
Length: **10 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will apply their cumulative performance and characterization skills to a marking period long improvisation unit. They will begin the unit reviewing the basics of improvisation, and become articulate with the fundamentals and rules to improvisation. They will acquire skills through games and activities and apply their abilities to a long term team based competitive activity.

|                  |   |
|------------------|---|
| CRP.K-12.CRP1    | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP2    | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP4    | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP5    | Consider the environmental, social and economic impacts of decisions.   |
| CRP.K-12.CRP6    | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP8    | Utilize critical thinking to make sense of problems and persevere in solving them.  |
| CRP.K-12.CRP9    | Model integrity, ethical leadership and effective management.   |
| CRP.K-12.CRP12   | Work productively in teams while using cultural global competence.  |
| VPA.1.1.12.C.CS2 | Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.   |
| VPA.1.3.12.C.2   | Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.   |
| VPA.1.3.12.C.CS1 | Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. |
| VPA.1.3.12.C.CS2 | Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.  |

## Transfer

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Students will be able to independently use their learning to...

- Problem solve and apply skills to make critical and rationale judgments
  - Effectively communicate creativity and spontaneous thinking
  - Work cohesively with peers
  - Heighten sense of personal awareness
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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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### **Understandings**

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Students will understand that...

- Life is improvisation
- Improvisation enhances communication ability
- Working cohesively with peers is essential to success
- There are multiple ways to solve conflict
- Thinking spontaneously stimulates creativity
- An open mind creates dynamic characters
- Saying "yes, and..." furthers scene possibilities

### **Essential Questions**

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Students will keep considering...

- What life skills does improvisation teach?
- How can improv help with problem solving?
- Why is improvisation helpful to everyone (not just performers)?
- How can the skills you learn from improv help you outside of acting class?
- How do you utilize improvisation on a daily basis?
- How does practicing improv make you a better performer?
- Why is improv Olympics an effective activity for the final project?

## **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

- Life is improvisation
- Improvisation enhances communication ability
- Working cohesively with peers is essential to success
- There are multiple ways to solve conflict
- Thinking spontaneously stimulates creativity
- An open mind creates dynamic characters
- Saying "yes, and..." furthers scene possibilities
- How to comfortably perform on stage in an unscripted scene
- How to create characters from given circumstances

## **Students will be skilled at...**

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Students will be skilled at...

- Performing without a script
- Creating and acting out unique and dynamic characters
- Thinking spontaneously
- Cohesively working with peers
- Performing comfortably in front of an audience
- Improvisational performance

## **Academic Vocabulary**

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- Improvisation
- Character
- Actor
- Stage
- Expression
- Emotion
- Given Circumstances
- Offer

- Acceptance
- Justifying
- Advancing
- Gagging
- In the moment
- Ensemble
- "Yes, and..."
- Brown bagging

## **Learning Goal**

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- Demonstrate skill and understanding in principles of improvisation
- Demonstrate creativity and impromptu/quick witted thinking skills
- Acquire communication and problem solving skills
- Articulate an understanding that improvisation applies and practices essential life skills
- Participate in competitive improvisation games promoting teamwork and participation

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

|                |  |
|----------------|--|
| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
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| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## **Target 1--(Level Two)**

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SWBAT:

Demonstrate skill and understanding in principles of improvisation

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- Demonstrate skill and understanding in principles of improvisation

|                  |   |
|------------------|---|
| VPA.1.1.12.C.CS2 | Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.   |
| VPA.1.3.12.C.2   | Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.   |
| VPA.1.3.12.C.CS1 | Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. |
| VPA.1.3.12.C.CS2 | Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.  |

## **Target 2--(Level Two)**

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SWBAT:

Demonstrate creativity and impromptu/quick witted thinking skills

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- Demonstrate creativity and impromptu/quick witted thinking skills

|                  |   |
|------------------|---|
| CRP.K-12.CRP6    | Demonstrate creativity and innovation.  |
| VPA.1.3.12.C.CS1 | Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. |

## **Target 3--(Level One)**

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SWBAT:

Acquire communication and problem solving skills

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- Acquire communication and problem solving skills

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|---------------|--|
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies.       |

## Target 4--(Level One)

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SWBAT:

Articulate an understanding that improvisation applies and practices essential life skills

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- Articulate an understanding that improvisation applies and practices essential life skills

|               |  |
|---------------|--|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management.                      |

## Target 5-- (Level Four)

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SWBAT:

Participate in competitive improvisation games promoting teamwork and participation

- Participate in competitive improvisation games promoting teamwork and participation

|                |  |
|----------------|--|
| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
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| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## Summative Assessment

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- Improvisational Olympics group assessment
- Structured scene group assessment

## **21st Century Life and Careers**

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| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |

## **Formative Assessment and Performance Opportunities**

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- Informal performances
- Short informal performances in a group participation setting.
- Various Improv Games

## **Differentiation / Enrichment**

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- Enhanced communication skill
- Informal critique
- Teacher monitoring/assessing
- The assessment grade is based on effort, attempt at skill, and participation. Allowing all to succeed in the activity.

## **Unit Resources**

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Rubric to follow

- Assessment Rubric
- Character Cards
- Critique Sheets
- Game supplements
- Given Circumstances, environment, emotions, situation resources
- Improv game directions
- Improv Rules
- Scoring rubrics
- Vocab Worksheet