

# Unit 6: Children's Theatre

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

## Unit Overview

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In this unit, students will experience the process of theatrical production from start to finish. As a class students will contribute to selecting a children's play, audition for a character, and be help responsible for their role in the overall performance. Students will learn to rehearse a one-act play, and contribute to costume, prop, and set design. This advanced rehearsal and performance experience will conclude with the cumulative project of performing the children's play for the district elementary schools.

VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
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.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...

- Audition for a role
  - Follow artistic direction
  - Memorize a large amount of text
  - Work cohesively in rehearsal
  - Prepare for rehearsal
  - Prepare for performance
  - Perform for children's audiences
  - Develop a character for a young audience
  - Contribute to set, prop, and costume design
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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...

- Acting for a young audience require large physical choices
- Acting for a young audience requires animated dynamic characters
- Being prepared for rehearsal is essential for the entire group
- Preparing for production is a tedious and challenging process
- As an actor you must support your scene partners

## **Essential Questions**

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Students will keep considering...

- What can you learn from acting for a young audience?
- What skills you take away from children's theatre?
- What skills are necessary for acting for young audiences?
- How can studying children's entertainment help your performance?
- What are the challenges of performing for children?
- How is the process of preparing for a role different with a children's script?

## **Application of Knowledge and Skill**

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

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Students will know...

- Acting for a young audience require large physical choices
- Acting for a young audience requires animated dynamic characters
- Being prepared for rehearsal is essential for the entire group
- Preparing for production is a tedious and challenging process
- As an actor you must support your scene partners
- Keeping young audiences engaged requires a large amount of performance energy

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

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Students will be skilled at...

- Auditioning for a role
- Following artistic direction
- Memorizing a large amount of text
- Working cohesively in rehearsal
- Preparing for rehearsal
- Preparing for performance
- Performing for a young audience
- Developing a character for a young audience
- Contributing to set, prop, and costume design

### **Academic Vocabulary**

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- Character
- Actor
- Expression
- Emotion
- Character Biography
- Set design
- Blocking
- Props

- Objective
- Memorization
- Scene
- Acting notes
- Critique
- Reflection
- One-act

## Learning Goal

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- Demonstrate audition techniques for performance purposes
- Develop a character in vision of the show
- Apply techniques researched to children's performance
- Contribute to the creation of technical elements
- Participate in rehearsal process and performance

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.CRP6	Demonstrate creativity and innovation.
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 Four)

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SWBAT:

Demonstrate audition techniques for performance purposes

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- Demonstrate audition techniques for performance purposes

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
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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 Three)**

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SWBAT:

Develop a character in vision of the show

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- Develop a character in vision of the show

VPA.1.1.12.C.2

Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

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.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 3--(Level Four)**

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SWBAT:

Apply techniques researched to children's performance

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- Apply techniques researched to children's performance

VPA.1.1.12.C.1

Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.

VPA.1.1.12.C.2

Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

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.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 4--(Level One)**

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SWBAT:

Contribute to the creation of technical elements

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- Contribute to the creation of technical elements

VPA.1.1.12.C.3

Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

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 5-- (Level Two)**

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SWBAT:

Participate in rehearsal process and performance

- Participate in rehearsal process and performance

VPA.1.1.12.C.2

Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

VPA.1.1.12.C.CS2

Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

VPA.1.1.12.C.CS3

Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

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.

## **Summative Assessment**

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- Independent character biography

- Independent written reflection
- Final performance assessment

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

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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.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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- Character creation checklists
- Daily rehearsal
- Peer Critique
- Performances at district elementary schools
- Puppet Show
- Rehearsal reports
- Self critique

## **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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- Character Biography Checklist
- Rehearsal Reports
- Script
- Self Critique Sheets

