Unit 7: Improvisation

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

Unit Overview

In this unit, students will revisit improvisation. At the advanced level this involves games that allow the students more creative freedom while developing characters. The games played in this unit have fewer specifications, which requires students to go beyond individualized character creation and develop character relationships. In addition cohesiveness, collaboration, and ensemble are essential for success and growth in this unit. All skills will be applied to the teamwork based competitive project.

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

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
- Make unique and original characters
- Develop character relationships

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings
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
- Improvisation at the advanced level in challenging
- How to apply improv to scripted performances

Essential Questions
Students will keep considering...

- Given prior knowledge and experience, what is there to learn from furthering education in improvisation?
- What are the challenges of advanced games with less perimeters?
- How are you applying your improv skills to your scripted performances?
- What makes successful improvisational acting?
- What do you attempt to improve in your improvisational acting?
- What do you look for in a scene partner?
- 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

Students will know...

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...

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

- Improvisation
- Character
- Actor
- Stage
- Expression
- Emotion
- Given Circumstances
- Offer
- Acceptance
- Justifying
- Advancing
- Gagging
- In the moment
- Ensemble
- "Yes, and..."
- Brown bagging

Learning Goal

- Establish character relationships to drive the success of a improvised performance
- 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

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.1.3.12.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 1--(Level Four)

SWBAT:

Establish character relationships to drive the success of a improvised performance

- Establish character relationships to drive the success of a improvised performance

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)

SWBAT:

Demonstrate creativity and impromptu/quick witted thinking skills

- 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)

SWBAT:

Acquire communication and problem solving skills

- Acquire communication and problem solving skills

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Target 4--(Level One)

SWBAT:

Articulate an understanding that improvisation applies and practices essential life skills

---

- 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)

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.
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.

Summative Assessment

- Improvisational Olympics group assessment
- Structured scene group assessment

21st Century Life and Careers

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

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

Differentiation / Enrichment

- 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

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