

Unit 3: Acting Methodology

Content Area: **Art**
Course(s): **Acting II**
Time Period: **Generic Time Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will experience an overview of various historical acting methodologies and techniques. Students will not only review each master acting technique, but will experience exercises that practice the methods of each teacher. Students will then apply concepts learned to a partner scene performance.

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| 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.CS1 | Theatre and the arts play a significant role in human history and culture. |
| VPA.1.1.12.C.CS2 | Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. |
| VPA.1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
| 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. |

Transfer

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

- Apply informed methodology to their skill set
- Articulate theatrical technique
- Articulate the teachings of great theatre teachers
- Apply technique to performance
- Establish a preferred methodology
- Properly prepare for performance

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...

- Theatre artists refine their work and practice their craft through during the process of rehearsal.
- Theatre artists create and refine their methods as they work.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work

Essential Questions

Students will keep considering...

- How do theatre artists transform and edit their initial ideas?
- What can I do to fully prepare a performance?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- In what ways can research into acting theories alter the way a drama process or production is understood?

Application of Knowledge and Skill

Students will know...

Students will know...

- Various acting techniques
- Great acting teachers
- Various performance preparation
- How to apply skills to performance

Students will be skilled at...

Students will be skilled at...

- Conducting an informed conversation on acting methodology
- Identify acting technique
- Apply exercises to performance preparation

Academic Vocabulary

- Character
- Actor
- Stage
- Methodology
- Psychological Acting Terms
- Objectives
- Tactics
- Sense Memory (Recall)
- Emotional Memory (Recall)
- Stanislavski
- Psycho-Physical Acting Terms
- Psychological Gestures
- Radiating
- Receiving
- Michael Chekhov
- Physical-Social Acting Terms
- Verfremdungseffekt (alienation effect)
- Gestus
- Bertolt Brecht
- Physical Theatre Terms
- Pantomime
- Abstract Movement
- Viewpoints

Learning Goal

- Conduct an informed conversation on acting methodology
- Identify acting technique
- Apply exercises to performance preparation

| | |
|---------------|--|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |

Target 1--(Level Two)

SWBAT:

Conduct an informed conversation on acting methodology

- Conduct an informed conversation on acting methodology
- | | |
|------------------|---|
| 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.CS1 | Theatre and the arts play a significant role in human history and culture. |
| 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. |

Target 2--(Level One)

SWBAT:

Identify acting technique

- Identify acting technique
- | | |
|------------------|---|
| VPA.1.1.12.C.CS2 | Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. |
| VPA.1.2.12.A.CS1 | Cultural and historical events impact art-making as well as how audiences respond to works of art. |

Target 3--(Level Two)

SWBAT:

Apply exercises to performance preparation

- Apply exercises to performance preparation

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|------------------|---|
| 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. |

Summative Assessment

- Methodologies assessment
- Group performance assessment
- Line quiz

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
- Line quiz
- Peer critiques of other students.
- Rough draft performance
- Self-critique.
- Short informal performances in a group participation setting.
- Written assessments
- Written reflection assessments.

Differentiation / Enrichment

- Enhanced communication skill
- Peer critique
- Self-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

- Acting technique term sheet
- Assessment Rubric
- Critique Sheets
- Given Circumstances, environment, emotions, situation resources
- Methodology term sheet
- Script materials
- Self Critique Sheet
- Self reflection
- Term test