

# Advanced Improvisation

Content Area: **Visual and Performing Arts**  
Course(s): **Acting III**  
Time Period: **Generic Time Period**  
Length: **Integrated throughout course**  
Status: **Published**

## Unit Overview

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In this unit, improvisation will continue to serve as a method to practice and develop acting technique. At the advanced level, it will utilize student's established performance confidence and acting ability to focus on creating sustainable characters, adapting performances for specific audiences, and creating collaborative devised works.

TH.9-12.1.4.12adv.Cr1	Generating and conceptualizing ideas.
TH.9-12.1.4.12adv.Cr2	Organizing and developing ideas.
TH.9-12.1.4.12adv.Pr4	Selecting, analyzing, and interpreting work.
TH.9-12.1.4.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
TH.9-12.1.4.12adv.Pr6	Conveying meaning through art.
TH.9-12.1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.
TH.9-12.1.4.12adv.Cr2a	Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr2b	Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.
TH.9-12.1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
TH.9-12.1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
TH.9-12.1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
TH.9-12.1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

## Transfer

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

1. Collaborate artiscally with their peers.
2. Create informative and analytical performance choices.
3. Create and perform believable and sustainable original characters.
4. Form unique performance choices and perspectives for directing concepts.
5. Adapt performances for specific audiences.

## **Understandings**

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Students will understand that...

1. Theatre artists rely on intuition, curiosity and critical inquiry.
2. Theatre artists work to discover different ways of communicating meaning.
3. Theatre artists develop personal processes and skills for a performance or design.
4. Theatre artists make choices to convey meaning.
5. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
6. Performance content must be adapted for targeted audiences.
7. Improvisation enhances communication ability.
8. There are multiple ways to solve conflict.
9. Thinking spontaneously stimulates creativity.

## **Essential Questions**

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Students will keep considering...

1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
2. How, when, and why do theatre artists' choices change?
3. How do theatre artists fully prepare a performance or design?
4. How do theatre artists use tools and techniques to communicate ideas and feelings?
5. What happens when theatre artists and audiences share creative experiences?
6. How are you applying your improv skills to your scripted performances?
7. How can improvisation help with problem solving?
8. Why is improvisation helpful to everyone (not just performers)?
9. How can the skills you learn from improvisation help you outside of acting class?
10. How can we use our improvisational skills to create devised work?
11. How should a targeted audience alter our performance content?

## **Application of Knowledge and Skill**

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## **Students will know how to...**

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1. Collaborate artistically with their peers.
2. Create informative and analytical performance choices.
3. Create and perform believable and sustainable original characters.
4. Adapt performances for specific audiences.
5. Apply their research and personal experience to artistic choices.
6. Apply developed acting techniques to scripted and devised performances.
7. Develop plot creation at an advanced level.

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

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1. Collaboration and communication.
2. Creating specific and meaningful performance choices.
3. Adapting performances for specific audiences.
4. Applying their research and personal experience to artistic choices.
5. Advanced acting technique.
6. Plot creation at an advanced level.

## **Academic Vocabulary**

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- Actor
- Theatrical Performance
- Audience
- Critique
- Feedback
- Constructive criticism
- Aesthetic
- Analysis
- Synthesis
- Interpretation
- Evaluation
- Revision
- Given Circumstances
- Offer
- Acceptance
- Justifying
- Advancing
- Ensemble
- Spontaneity

## **Learning Goals**

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1. Collaborate to create original and informed artistic choices.
2. Adapt performance to targeted audience.
3. Present a believable, sustainable and authentic character.

## **Target 1 (Level 1 and 2)**

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Collaborate to create original and informed artistic choices.

TH.9-12.1.4.12adv.Cr2a	Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr2b	Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

## **Target 2 (Level 3)**

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Adapt performance to targeted audience.

TH.9-12.1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
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## **Target 3 (Level 4)**

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Present a believable, sustainable and authentic character.

TH.9-12.1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.
TH.9-12.1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
TH.9-12.1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
TH.9-12.1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.

## **Interdisciplinary Connections**

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### **English Language Arts**

- Create structured and dynamic characters and plots.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## **Unit Resources**

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

## **Formative Assessments**

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- Short informal performances in a group participation setting.

## **Summative Assessments**

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- Structured scene performances.
- Improvisational competition assessment.
- Devising script creation.
- Invited audience performances.

## **Standard 9: Career Readiness, Life Literacies, and Key Skills**

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### **Creativity and Innovation**

With a growth mindset, failure is an important part of success.

-9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Innovative ideas or innovation can lead to career opportunities.

-9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

-9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### **Critical Thinking and Problem-solving**

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

-9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

-9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

-9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### **Global and Cultural Awareness**

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

-9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

### **LGBTQ Inclusive Curriculum Law**

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- Theatrical production content (characters, relationships, plot lines, etc.) that represents the LGBTQ community will be explored in performance.

