Unit 2 - Improvisation

Content Area:
Course(s):
Time Period: **September**
Length: **2 Weeks**
Status: **Published**

Targeted Standards

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.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.

Rationale & Transfer Goals

Demonstrating theatrical classroom awareness and personal resources that will allow students to be comfortable in the classroom with peers and the teacher. Reviewing and implementing theatre safety in regards to space: personal/others', respecting each other, and stage/classroom safety. Mastering performance abilities within one's own body and voice. Participation in Theatre in everyday life and communities near and far, with demonstration and understanding of how one can become involved and/or an advocate.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Theatre artists (Students) allow awareness of interrelationships between self and others to influence and inform their work.

Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought

starters toward the enduring understandings.

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Content/Objectives

Content - What students will know

Students will know how to work as part of a group.

Students will know how to speak and introduce themselves to a group.

Students will know how their actions can affect the actions of the group.

Students will know peer support and communication skills.

Students will know proper voice and body exercises to warm-up and prepare.

Skills - What students will be able to do

Students will be able to work together towards a common goal.

Students will be able to introduce themselves to the group.

Students will understand how important they are as an individual to the workings of a group.

Students will set Theatre rules, procedures, and space usage.

Students will understand the plethora of theatre jobs and ways they can become involved and/or support the Theatre community

Instructional Activites

Activities/Strategies - How we teach content and skills

Create a safe space together, with rules suggested by everyone.

Trust Exercises (One on One)

Group Exercises

Tongue Twisters & Body Stretches

Teacher Lead instruction, followed by student demonstrations.

Evidence (Assessments) - How we know students have learned

Participation in the group activities

Performance of their individual self.

Performance with their partner

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Connecting and establishing relations with each other, school, and the classroom space.

Learning how to interact with each other respectfully and learning cooperatively.

Defining what it means to be a part of a group.

How are you as an individual important to the group as a whole?

Spiral Focus from Previous Unit

Intro to Theatre Unit 1

Instructional Activity

Finding your voice

Introduction of yourself to the class

Creating a working relationship with the group

Career Readiness, Life Literacies & Key Skills

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

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

Key Resources

Theatre: Art in Action, National Textbook Company/Contemporary Publishing Group, Inc. 1999

Interdisciplinary Connections - How does this content impact the following groups

ELA: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

Physical Education: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships
Social Studies: 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

LGBTQ

Billy Porter, Wilson Cruz, Alan Cumming, Harvey Fierstein, Cheyenne Jackson, Jonathan Groff, Joel Grey, Barry Manilow

Hispanic

Lin Manuel-Miranda, Lindsay Mendez, Rita Moreno, Sara Ramirez, Karen Olivo, Priscila Lopez and Chita

Rivera

African American

Audra McDonald, James Monroe Iglehart, Viola Davis, Phylicia Rashad, Ben Vereen, Renée Elise Goldsberry, Leslie Odom Jr., Brian Stokes Mitchell, James Earl Jones, Courtney B. Vance, Patina Miller, Juanita Hall, etc.

Women

Patti LuPone, Kristin Chenoweth, Bernadette Peters, Idina Menzel, Sutton Foster, Kelli O'Hara, Angela Lansbury, Lea Salonga*, Liza Minnelli, Julie Andrews, Laura Osnes, Elaine Stritch, Phillipa Soo, Jessie Mueller, Ethel Merman, Sierra Boggess, Betty Buckley, Christine Ebersole, Carol Channing. * - AAPI