| ***Intro to Theatre***  ***Unit 3: Acting***  ***Timeline: 3 Weeks*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **Creating**  Anchor Standard 3: Refine and complete artistic work.  **Performing**  Anchor Standard 4: Select, analyze, and interpret work for presentation.  Anchor Standard 5: Develop and refine artistic techniques and work for presentation.  Anchor Standard 6: Convey meaning through the presentation of artistic work.  **Responding**  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 8: Interpret intent and meaning in artistic work.  Anchor Standard 9: Apply Criteria to evaluate artistic work. | | | | | |
| **Rationale and Transfer Goals** : *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*  This unit is the introduction of performance and acting of a scripted scene. Students will work with each other to interpret a scene, rehearse the scene and perform it for the class. The class will critique the scene and the students will have to rework and represent. This introduces students to acting and the many different interpretations and performances of a subjective artform. Students will begin learning how to read a script, analyze the script, memorize and perform all within this unit of study called Acting. This unit is for students to gain the basic knowledge and building blocks of what it means to ACT. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Theatre artists refine their work and practice their craft through rehearsal.  Theatre artists make strong choices to effectively convey meaning.  Theatre artist develop personal processes and skills for a performance or design  Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.  Theatre artists reflect to understand the impact of drama processes and theatre experiences.  Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.  Theatre artist apply criteria to investigate, explore, and assess drama and theatre work. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  How do theatre artists transform and edit their initial ideas?  Why are strong choices essential to interpreting a drama or theatre piece?  What can I do to fully prepare a performance or technical design?  What happens when theatre artists and audiences share a creative experience?  How do theatre artists comprehend the essence of drama processes and theatre experiences?  How can the same work of art communicate different messages to different people?  How are the theatre artist’s processes and the audience’s perspective impacted by analysis and synthesis? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Students will know how to select, analyze, and interpret a script for rehearsal and performance.  Students will know how to create a character based on a script.  Students will know how to rehearse the script.  Students will know how to memorize the script.  Students will know how to perform a scripted scene.  Students will know how to identify and critique good and bad scripted acting performances. | Students will be able to select, analyze, and interpret a script that suits them for performance.  Students will be able to rehearse and memorize a script for performance.  Students will be able to develop a character from their script and perform as that character.  Students will be able to identify and critique acting abilities. | | Select a script  Analyze script  Interpret script  Rehearse script  Memorize script  Perform script  Critique | | Script Analysis  Observation of student rehearsal  Performance  Student critiques |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Acting a scripted scene. | | Using the introductions and how to work together as a group, students will support each other as they find their voice for performance and presentation. | | Script selection, analysis, interpretation.  Script rehearsal and memorization.  Performance  Critique | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.    9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.  9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.  9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. | | | | | |
| **Key resources:**  Classroom library of various Scripts.  Theatre: Art in Action, National Textbook Company/Contemporary Publishing Group, Inc. 1999 | | | | | |
| **Interdisciplinary Connections:**  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. | | | | | |
| **Intersections of History:** Thespis - known as the first actor in ancient Greece  **Black:** 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.  **Hispanic:** Lin Manuel-Miranda, Lindsay Mendez, Rita Moreno, Sara Ramirez, Karen Olivo, Priscila Lopez and Chita Rivera  **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  **LGBTQ:**  Billy Porter, Wilson Cruz, Alan Cumming, Harvey Fierstein, Cheyenne Jackson, Jonathan Groff, Joel Grey, Barry Manilow | | | | | |
| **Important Vocabulary:**  Script, Rehearsal, Blocking, Memorization, Going up, Stage Directions, Interpret, Analyze, Cue Line, Character Breakdown. | | | | | |