Intro to Theatre - Unit 3 - Acting

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.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.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

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 in this unit? Essential Questions should 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

Content - What students will know

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.

Skills - What students will be able to do

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.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Script Analysis

Observation of student rehearsal

Performance

Student critiques

Activities/Strategies - How we teach content and skills

Select a script

Analyze script

Interpret script

Rehearse script

Memorize script

Perform script

Critique

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

Content or Skill for this Unit

Acting out a scripted Scene

Spiral Focus from Previous Unit

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.

Instructional Activity

Script selection, analysis, interpretation.

Script rehearsal and memorization.

Performance

Critique

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.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.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

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