Intro to Theatre - Unit 4 - Improv

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

Targeted Standards

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Rationale & Transfer Goals

Building upon the previous unit of acting students will now create scenes and characters without a script and only given circumstances. Through group improvisational games students will learn how to act without a script and give meaning to otherwise meaningless objects through the power of believability and improv. Based on the art form of Commedia dell'arte students will learn stereotypical characters and how to act at the drop of a hat.

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

Theatre artists rely on intuition, curiosity, and critical inquiry.
Theatre artists work to discover different ways of communicating meaning.
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 artists apply criteria to investigate, explore, and assess drama and theatre work.
Theatre artists allow awareness of interrelationships between self and others to influence and inform their 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.

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

How, when, and why do theatre artist's choices change?
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?
What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Content/Objectives

Content - What students will know

Students will know how to accept given circumstances.

Students will know how to create a character based on the context of an improvised scene.

Students will know how to give meaning to otherwise meaningless objects.

Students will know how to create YES AND Scenes.

Students will know Commedia dell'arte.

Students will know how to identify stereotype characters

Skills - What students will be able to do

Students will be able to act without a script.

Students will be able to engage in a group/individual improvisation.

Students will be able to perform a non scripted scene by creating character, motive, and objectives.

Students will be able to identify Commedia dell'arte and stereotype characters.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Participation

Observation

Performance

Student critiques

Activities/Strategies - How we teach content and skills

Demonstrate

Rehearse

Perform

Critique

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

Content or Skill for this Unit

Improvisation - learning how to act without a script. Creating characters and scenes on the spot.

Spiral Focus from Previous Unit

Using the skills learned in how to perform a scripted scene students will perform without a script.

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

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.

LGBTQ

Bowen Yang (AAPI)

Hispanic

Julio Torres, "Spanish Aqui Presents"

African American

Wayne Brady

Women

Viola Spolin