

02_Warm up and Improvisation Copied from: The Appreciation of Artistic Performance, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Semester**
Length: **1 week**
Status: **Published**

General Overview, Course Description or Course Philosophy

This unit teaches an actor the importance of warming up before a performance to relax the mind and body. A variety of games may be executed during a warm up to transition the actor into their role. Extensive rehearsal is not needed for an actor to elicit an emotional response from their audience.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- an actor will need to warm up before a performance to relax the mind and body.
- a variety of games may be executed during a warm up to transition the actor into his/her role.
- extensive rehearsal is not needed for an actor to elicit an emotional response from his/her audience.

CONTENT AREA STANDARDS

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as

other authors.)

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- the purpose of warm up activities for actors is to relax the mind and body.
- line memorization and rehearsal is not necessary for an actor to elicit an emotional response from an audience.
- actor's influence word choice with their tone and facial expressions.

Procedural Knowledge

Students will be able to:

- assess different warm ups and compare their outcomes.
- react to a prompt with an immediate performance in front of an audience.
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- by the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, at the high ends of the grade 11-CCR text complexity band independently and proficiently.
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

EVIDENCE OF LEARNING

Alternate Assessments

- FlipGrids
- Dramatizations
- Multimedia Presentations
- Screencastify

Formative Assessments

- performance
- journal

Summative Assessments

- performance (i.e. Live, Flipgrid, Google Meet Recording, Screencast-O-Matic, Screencastify, etc.)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- <https://www.childdrama.com/warmups.html>
- <https://familystyleschooling.com/2017/03/22/improv-games/>
- <https://www.theatrefolk.com/blog/round-up-warm-up-activities-that-encourage-communication/>
- https://www.momjunction.com/articles/drama-games-for-teens_00400393/

INTERDISCIPLINARY CONNECTIONS

- English - narrative writing
- Technology - media literacy
- Social studies - social justice, ethics
- Career readiness - art

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.