

Unit 2 - Warm Up and Improvisation Copied from: Theater, Copied on: 12/01/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **20 days**
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

TH.9-12.1.4.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
TH.9-12.1.4.12prof.Cr1a	Research to construct ideas about the visual composition of devised or scripted theatre work.
TH.9-12.1.4.12prof.Cn11a	Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
TH.9-12.1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

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

8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

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

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Benchmark Assessments

Benchmark Assessments conducted three times per year, using Pear Assessment (Standards Based Assessments)

Alternate Assessments

- FlipGrids
- Dramatizations
- KWL Charts
- Top-Down Webs
- Teacher/Student Conferences

Formative Assessments

- performance

Alternative:

- journal

Summative Assessments

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

- <https://www.childdrama.com/warmups.html>
- <https://familystyleschooling.com/2017/03/22/improv-games/>

Supplemental:

- <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

HE.9-12.2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W10	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, and audiences.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.