High School Acting Curriculum

**Course Description:** Basic skills of acting will be studied in this course. Students will experience duet acting, monologues, ensemble acting, period-style acting, dialects, and musical theatre performances. Experiences in playwriting as well as directing will also occur as a part of this course. Involvement in school productions is encouraged.

**Scope and Sequence:**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
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<tr>
<td>3 Weeks</td>
<td>Welcome Back to Theatre!</td>
<td>Topic 1: Building Creativity</td>
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<td>Topic 2: Ensemble Activities</td>
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<td>Topic 3: Technical Skills</td>
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<td>8 Weeks</td>
<td>Performance</td>
<td>Topic 1: Duet Acting</td>
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<td>Topic 4: Period-Style Acting</td>
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<td>Topic 5: Dialects</td>
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<td>Topic 6: Musical Theatre</td>
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<td>Playwriting</td>
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<td>5 Weeks</td>
<td>Directing</td>
<td>Topic 1: Directing a Scene or Play</td>
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<td>Topic 2: Rehearse and Polish a Scene or Play</td>
</tr>
</tbody>
</table>
Curriculum Revision Tracking

Fall, 2020
- Updated to new Missouri Learning Standards for Fine Arts
Unit 1: Welcome Back to Theatre

Subject: Acting
Grade: 10-12
Name of Unit: Welcome Back to Theatre
Length of Unit: 3 Weeks
Overview of Unit: In this unit, students will use appropriate terminology to communicate the vision of the director. They will also learn how actors use warm-up techniques to increase stage awareness and mobility, as well as emotional and sensory recall in performances. Finally, they will learn how actors use techniques to express thoughts, feelings, and actions of a character.

Priority Standards for unit:
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr5.1.III.b Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Cn11.2.1.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Supporting Standards for unit:
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various acting techniques to expand skills in a rehearsal or drama/theatre performance</td>
<td>Practice</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A collection of acting exercises from reliable resources to prepare a believable and sustainable performance</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>A collection of acting exercises from reliable resources to prepare a believable and sustainable performance</td>
<td>Justify</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>Character choices using given circumstances in a drama/theatre work</td>
<td>Shape</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Basic theatre research methods to better understand the social and cultural background of a drama/theatre work</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
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</table>

Board Approved: March 31, 2016
Board Approved with Revisions: October 19, 2019
**Essential Questions:**
1. What is the appropriate terminology used in a theatrical production and how is it used to communicate the vision of the director?
2. How do performers apply warm-up techniques to increase stage awareness and mobility?
3. Why is it important for actors to use emotional and sensory recall in performances?
4. How do actors use techniques to express thoughts, feelings and actions of a character?

**Enduring Understanding/Big Ideas:**
1. See vocabulary list on appropriate terminology. Using consistent terminology on the stage to create an environment in which actors and directors are able to collaborate effectively.
2. Performers apply warm-up techniques to increase stage awareness and mobility through various activities.
3. Actors use emotional and sensory recall in performances to increase the realism and believability of a performance.
4. Actors use techniques to express thoughts, feelings and actions of a character through various creative activities.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Character</td>
<td>• Actor</td>
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<td>• Collaboration</td>
<td>• Catharsis</td>
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<td>• Context</td>
<td>• Cold Reading</td>
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<td>• Dialogue</td>
<td>• Concentration</td>
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<td>• Genre</td>
<td>• Cue</td>
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<td>• Rising Action</td>
<td>• Director</td>
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<td>• Subtext</td>
<td>• Dramatic Structure</td>
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<td>• Dramaturge</td>
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<td>• Emotional Memory</td>
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<td>• Ensemble</td>
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<td>• Exposition</td>
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<td>• Improvisation</td>
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<td>• Mime</td>
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<td>• Monologue</td>
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<td>• Motivation</td>
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<td>• Objective</td>
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<td>• Pacing</td>
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<td>• Pantomime</td>
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<td>• Pitch</td>
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<td>• Play</td>
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<td>• Playwright</td>
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<td>• Position</td>
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<td>• Projection</td>
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<td>• Rehearsal</td>
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<td>• Run-through</td>
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<td>• Script</td>
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<tr>
<td>• Sense Memory</td>
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</tr>
</tbody>
</table>
Topic 1: Building Creativity

Engaging Experience 1
Title: Warm-Up Activities
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr5.1.III.b Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

Supporting:
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Students will engage in various warm-up activities to utilize on a daily basis in class.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2
Title: Improvisation Activities
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Supporting:
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Students will engage in various improvisational activities to increase stage awareness and sensory recall.

Bloom’s Levels: Apply
Webb’s DOK: 3
Topic 2: Ensemble Activities

Engaging Experience 1
Title: Team-Building
Suggested Length of Time: 2 Day

Standards Addressed

Priority:
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr5.1.III.b Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

Supporting:
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Students will engage in guided instruction and collaboration to further understand staging techniques.

Bloom’s Levels: Apply

Webb’s DOK: 3
Topic 3: Technical Skills

Engaging Experience 1
Title: Technical Skills Understanding - Staging
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.

Supporting:
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Students will engage in guided instruction and collaboration to further understand staging techniques.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 2
Title: Technical Skills Understanding - Voice
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- TH:Cn11.2.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Supporting:
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Various activities using voice will be engaged.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 1
Title: Individual Pantomime Scene
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.

Supporting:
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Students will engage in original pantomime storytelling by creating a short 2-minute scene in which they will create a story with beginning, middle and end.

Bloom’s Levels: Create
Webb’s DOK: 4
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will engage in an original pantomime storytelling scene with a group of three. This scene will be three- minutes long, and will consist of a beginning, middle and end.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Creativity</td>
<td>Warm-Up Activities</td>
<td>Students will engage in various warm-up activities to utilize on a daily basis in class.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Building Creativity</td>
<td>Improvisation Activities</td>
<td>Students will engage in various improvisational activities to increase stage awareness and sensory recall.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Ensemble Activities</td>
<td>Team building</td>
<td>Students will engage in guided instruction and collaboration to further understand staging techniques.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Technical Skills Understanding-- Staging</td>
<td>Students will engage in guided instruction and collaboration to further understand staging techniques.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Pantomime</td>
<td>Technical Skills Understanding--Voice</td>
<td>Various activities using voice will be engaged.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Pantomime</td>
<td>Individual Pantomime Scene</td>
<td>Students will engage in original pantomime storytelling by creating a short 2-minute scene in which they will create a story with beginning, middle and end.</td>
<td>2 Days</td>
</tr>
</tbody>
</table>
Unit 2: Performance

Subject: Acting
Grade: 10-12
Name of Unit: Performance
Length of Unit: 8 Weeks
Overview of Unit: In this unit, students will learn why the physical, emotional, and social dimensions of characters are important when developing realistic characters, as well as why actors use various classical and contemporary acting techniques and methods.

Priority Standards for unit:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting Standards for unit:
- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A devised or scripted drama/theatre work using theatrical staging conventions</td>
<td>Practice</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A devised or scripted drama/theatre work using theatrical staging conventions</td>
<td>Revise</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Physical choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work</td>
<td>Explore</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Vocal choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work</td>
<td>Explore</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work</td>
<td>Explore</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>
Character choices using given circumstances in a drama/theatre work | Shape | Apply | 3
---|---|---|---
Various acting techniques to expand skills in a rehearsal or drama/theatre performance | Practice | Apply | 3
a scripted drama/theatre work for a specific audience | Perform | Apply | 3

**Essential Questions:**
1. What are the essential terminology and skills used by actors and why is it important for actors to be familiar with them?
2. Why are the physical, emotional, and social dimensions of characters important when developing realistic characters?
3. Why do actors utilize various classical and contemporary acting techniques and methods?

**Enduring Understanding/Big Ideas:**
1. Actors develop and portray characters using a set of terminology and skills that are unique to the craft.
2. Actors must be familiar with the distinct qualities and experiences of the characters they create. Characters in a play, just like real people, are shaped by their life experience.
3. Plays and characters from a variety of time periods rely on accurate historical portrayal as well as the different theatrical styles utilized throughout history.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characterization</td>
<td>• Action</td>
</tr>
<tr>
<td>• Monologue</td>
<td>• Business</td>
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<td>• Centering</td>
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<td>• Cheat out</td>
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<td>• Counter-cross</td>
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<td>• Cross</td>
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<td>• Emotional memory</td>
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<td>• Magic if</td>
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<td>• Motivation</td>
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<td>• Objective</td>
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<td>• Obstacle</td>
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<td>• Phrasing</td>
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<td>• Pitch</td>
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<td></td>
<td>• Prepared audition</td>
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<td></td>
<td>• Quality</td>
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<tr>
<td>Rate</td>
<td>Sense memory</td>
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<tr>
<td>Tactic</td>
<td>Tempo</td>
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<td>Volume</td>
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</tr>
</tbody>
</table>
Topic 1: Duet Acting

Engaging Experience 1
Title: Scene with a Partner

Suggested Length of Time: 5 Days

Standards Addressed

Priority:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:
- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Working together with a partner, students will select a short (2-5 minutes) scene from a modern published play. The students will work on character development, analysis, memorization while rehearsing stage business and interaction. Throughout the rehearsal period, students may workshop with the teacher and peers to revise and polish the scenes. Following the rehearsal period, students will perform for the class. *This experience may be repeated as time allows.

Bloom’s Levels: Create
Webb’s DOK: 3
Topic 2: Monologues

Engaging Experience 1
Title: Monologue Performance
Suggested Length of Time: 5 Days
Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Students will select monologues from modern published plays 1-2 minutes in length. Using performance skills practiced in Unit 1, the students will rehearse and polish individual monologues. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class. *This experience may be repeated as time allows.

Bloom’s Levels: Create
Webb’s DOK: 3
Engaging Experience 1
Title: Ensemble Scenes
Suggested Length of Time: 5 Days

Standards Addressed

Priority:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:
- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Working together in groups of 3-4 students, groups will select a 5-7-minute-long scene from a modern published play. The students will work on character development, analysis, memorization while rehearsing stage business and interaction. Students will address the unique challenges of staging a scene with a larger group. Throughout the rehearsal period, students may workshop with the teacher and peers to revise and polish the scenes. Following the rehearsal period, students will perform for the class.

Bloom’s Levels: Create
Webb’s DOK: 4
Topic 4: Period-Style Acting

Engaging Experience 1
Title: Period Style Monologue
Suggested Length of Time: 5 Days
Standards Addressed
  
  **Priority:**
  
  - TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
  - TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
  - TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
  - TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
  - TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.
  
  **Supporting:**
  
  - TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

**Detailed Description/Instructions:** Students will select short monologues from published plays in a variety of time periods. Example time periods/styles may include: Ancient Greek, Roman, Medieval, English Renaissance/Shakespeare, Commedia Dell’Arte, Restoration, 17th Century, French/Moliere, Romanticism, Absurdism, Dadaism, Surrealism, Existentialism. By researching the elements of style in the chosen time period, students will create authentic characterizations implementing appropriate movement, vocal technique and interpersonal interactions of the time period. Students will rehearse their chosen monologue. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.

**Bloom’s Levels:** Create
**Webb’s DOK:** 4

Engaging Experience 2
Title: Period Style Scene
Suggested Length of Time: 5 Blocks
Standards Addressed
  
  **Priority:**
  
  - TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
  - TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
● TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
● TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
● TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

**Supporting:**
● TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

**Detailed Description/Instructions:** Students will select short scenes from published plays in a variety of time periods. Example time periods/styles may include: Ancient Greek, Roman, Medieval, English Renaissance/Shakespeare, Commedia Dell’Arte, Restoration, 17th Century, French/Moliere, Romanticism, Absurdism, Dadaism, Surrealism, Existentialism. By researching the elements of style in the chosen time period, students will create authentic characterizations implementing appropriate movement, vocal technique and interpersonal interactions of the time period. Students will rehearse their chosen monologue. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4
Engaging Experience 1
Title: Dialect Monologues
Suggested Length of Time: 5 Days

Standards Addressed

Priority:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:
- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Students will choose a dialect in which to perform a monologue. Example dialects may include British, German, Russian, Australian, and a variety of dialects present in the United States. After choosing a dialect, students will research and find examples of the dialect to practice with. An example resource is the International Dialects of English Archive found online at http://www.dialectsarchive.com/. Students will choose a monologue from a published play that will lend itself to the chosen dialect. Through rehearsal, students will polish the chosen dialect while working on characterization and staging. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.

Bloom’s Levels: Create
Webb’s DOK: 4
Engaging Experience 1
Title: Mock Audition
Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions:

- Students will engage in a musical theatre mock audition activity. Students will be required to:
  - Sing at least 16 bars from a (fully memorized) Broadway-style musical
  - Perform the dance taught prior to the audition
  - Perform a 1-minute (fully memorized) contemporary monologue
  - Create a professional acting resume

- Students will be assessed on the following criteria:
  - Confidence, professionalism, and poise during the audition
  - Characterization in all aspects of the audition
  - Resume
  - Professional attire/appearance
  - Memorization
  - Positive attitude

Bloom’s Levels: Apply
Webb’s DOK: 4
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The culminating activity for this unit is a “Wild Card” performance project. Students will be able to select from any of the topics in this unit (Monologue, Scene, Period Style, Dialects, Musical Theatre) and create an individual performance or a performance with partner. Through rehearsal and work shopping, students will polish the staging, characterization, and interpersonal interactions to ultimately present a performance to the class or invited audience.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duet Acting</td>
<td>Scene with a Partner</td>
<td>Working together with a partner, students will select a short (2-5 minutes) scene from a modern published play. The students will work on character development, analysis, memorization while rehearsing stage business and interaction. Throughout the rehearsal period, students may workshop with the teacher and peers to revise and polish the scenes. Following the rehearsal period, students will perform for the class. *This experience may be repeated as time allows.</td>
<td>5 Days</td>
</tr>
<tr>
<td>Monologues</td>
<td>Monologue Performance</td>
<td>Students will select monologues from modern published plays 1-2 minutes in length. Using performance skills practiced in Unit 1, the students will rehearse and polish individual monologues. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class. *This experience may be repeated as time allows.</td>
<td>5 Days</td>
</tr>
<tr>
<td>Group (Ensemble) Acting</td>
<td>Ensemble Scenes</td>
<td>Working together in groups of 3-4 students, groups will select a 5-7-minute-long scene from a modern published play. The students will work on character development, analysis, memorization while rehearsing stage business and interaction. Students will address the unique challenges of staging a scene with a larger group. Throughout the rehearsal period, students may workshop with the teacher and peers to revise and polish the scenes. Following the rehearsal period, students will perform for the class.</td>
<td>5 Days</td>
</tr>
<tr>
<td>Period Acting</td>
<td>Period Style Monologue</td>
<td>Students will select short monologues from published plays in a variety of time periods. Example time periods/styles may include: Ancient Greek, Roman, Medieval, English Renaissance/Shakespeare, Commedia Dell’Arte, Restoration, 17th Century, French/Moliere, Romanticism, Absurdism, Dadaism, Surrealism, Existentialism. By researching the elements of style in the chosen time period, students will create authentic characterizations implementing appropriate movement, vocal technique and interpersonal interactions of the time period. Students will rehearse their chosen monologue. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.</td>
<td>5 Days</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Period Acting</td>
<td>Period Style Scene</td>
<td>Students will select short scenes from published plays in a variety of time periods. Example time periods/styles may include: Ancient Greek, Roman, Medieval, English Renaissance/Shakespeare, Commedia Dell’Arte, Restoration, 17th Century, French/Moliere, Romanticism, Absurdism, Dadaism, Surrealism, Existentialism. By researching the elements of style in the chosen time period, students will create authentic characterizations implementing appropriate movement, vocal technique and interpersonal interactions of the time period. Students will rehearse their chosen monologue. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.</td>
<td>5 Days</td>
</tr>
<tr>
<td>Dialects</td>
<td>Dialect Monologues</td>
<td>Students will choose a dialect in which to perform a monologue. Example dialects may include British,</td>
<td>5 Days</td>
</tr>
</tbody>
</table>
German, Russian, Australian, and a variety of dialects present in the United States. After choosing a dialect, students will research and find examples of the dialect to practice with. An example resource is the International Dialects of English Archive found online at [http://www.dialectsarchive.com/](http://www.dialectsarchive.com/). Students will choose a monologue from a published play that will lend itself to the chosen dialect. Through rehearsal, students will polish the chosen dialect while working on characterization and staging. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.

<table>
<thead>
<tr>
<th>Musical Theatre Mock Audition</th>
<th>Students will engage in a musical theatre mock audition activity. Students will be required to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sing at least 16 bars from a (fully memorized) Broadway-style musical</td>
</tr>
<tr>
<td></td>
<td>• Perform the dance taught prior to the audition</td>
</tr>
<tr>
<td></td>
<td>• Perform a 1-minute (fully memorized) contemporary monologue</td>
</tr>
<tr>
<td></td>
<td>• Create a professional acting resume</td>
</tr>
</tbody>
</table>

5 Days
Unit 3: Playwriting

Subject: Acting  
Grade: 10-12  
Name of Unit: Playwriting  
Length of Unit: 2 Weeks  
Overview of Unit: In this unit, students will learn how writers approach writing an original scene using character development and plot elements.

Priority Standards for unit:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting Standards for unit:
- TH:Cr1.1.I.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.  
- TH:Cn11.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A devised or scripted drama/theatre work using theatrical staging conventions</td>
<td>Practice</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A devised or scripted drama/theatre work using theatrical staging conventions</td>
<td>Revise</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How do writers approach writing an original scene utilizing character development and plot elements?

Enduring Understanding/Big Ideas:
1. Writers approach writing an original scene by group collaboration, improvisation and other various techniques.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antagonist</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Conflict</td>
<td>Monologue</td>
</tr>
<tr>
<td>Protagonist</td>
<td>Play</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Playwright</td>
</tr>
</tbody>
</table>
Topic 1: Playwriting

Engaging Experience 1
Title: Playwriting Improvisation
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting:
- TH:Cr1.1.I.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.

Detailed Description/Instructions: Students will work as groups to create ideas.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: Playwriting Research
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting:
- TH:Cr1.1.I.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cn11.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Detailed Description/Instructions: Students will research various kinds of children’s performances.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 3
Title: Children’s Theatre Playwriting
Suggested Length of Time: 5 Days
Standards Addressed

Priority:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
Supporting:
- TH:Cr1.1.I.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cn11.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Detailed Description/Instructions: Students will work in groups of 3-4 to create a children’s theatre performance. This script will be 20-30 minutes in length.

Bloom’s Levels: Create
Webb’s DOK: 4

Engaging Experience 4
Title: Children’s Theatre Editing
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting:
- TH:Cr1.1.I.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cn11.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Detailed Description/Instructions: Students will engage in the editing process. Groups will exchange plays and attempt to perform and read-through them in an effort to create a polished play.

Bloom’s Levels: Evaluate
Webb’s DOK: 4
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Write an original performance
Students will write an original performance in preparation for Unit 4. This performance will engage all of the aspects experienced in Unit 3.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playwriting</td>
<td>Playwriting Improvisation</td>
<td>Students will work as groups to create ideas.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Playwriting</td>
<td>Playwriting Research</td>
<td>Students will research various kinds of children’s performances.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Playwriting</td>
<td>Children’s Theatre Playwriting</td>
<td>Students will work in groups of 3-4 to create a children’s theatre performance. This script will be 20-30 minutes in length.</td>
<td>5 Days</td>
</tr>
<tr>
<td>Playwriting</td>
<td>Children’s Theatre Editing</td>
<td>Students will engage in the editing process. Groups will exchange plays and attempt to perform and read-through them in an effort to create a polished play.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Unit 4: Directing

Subject: Acting
Grade: 10-12
Name of Unit: Directing
Length of Unit: 5 Weeks
Overview of Unit: Students will learn how to identify the role of the director in a production, how a director defines the playwright’s intent of a script, and how a director blocks a scene. Additionally, students will learn how to evaluate the effectiveness of a director in a production, as well as learn the process of engaging in rehearsal.

Priority Standards for unit:
- TH:Cr2-I.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting Standards for unit:
- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a drama/theatre work.

Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK
--- | --- | --- | ---
The collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work | Investigate | Analyze | 3
To what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices | Respond | Apply | 2
A scripted drama/theatre work for a specific audience | Perform | Apply | 4

Essential Questions:
1. How do students identify what the role of the director in a production?
2. How does a director define the playwright’s intent of a script?
3. How does a director block a scene?
4. How do students evaluate the effectiveness of a director in a production?
5. Why do students engage in rehearsal and what should the process look like?
**Enduring Understanding/Big Ideas:**

1. Students will identify the role of the director through classroom discussion and guided instruction.
2. A director defines the playwright’s intent of a script through cultural, historical and textual research.
3. A director blocks a scene by creating a realistic stage image of the relationships between characters.
4. Students evaluate the effectiveness of a director in a production by analyzing various performance and technical aspects of the performance.
5. Students engage in the rehearsal process to make important performance decisions in a collaborative effort. The process should be engaging and verbally collaborative in nature.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antagonist</td>
<td>Author’s Intent</td>
</tr>
<tr>
<td>Characterization</td>
<td>Blocking</td>
</tr>
<tr>
<td>Climax</td>
<td>Composition</td>
</tr>
<tr>
<td>Foreshadowing</td>
<td>Director</td>
</tr>
<tr>
<td>Inciting Incident</td>
<td>Emotional Recall</td>
</tr>
<tr>
<td>Protagonist</td>
<td>Major Dramatic Question</td>
</tr>
<tr>
<td>Resolution</td>
<td>Promptbook</td>
</tr>
<tr>
<td></td>
<td>Sensory Recall</td>
</tr>
<tr>
<td></td>
<td>Stage Pictures</td>
</tr>
</tbody>
</table>
**Engaging Experience 1**

**Title:** Guided instruction - Directing  
**Suggested Length of Time:** 2 Days  
**Standards Addressed**

**Priority:**  
- TH:Cr2-I.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.  
- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

**Supporting:**  
- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.  
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a drama/theatre work.

**Detailed Description/Instructions:** Students will engage in guided instruction over basic terminology related to directing.  
**Bloom’s Levels:** Understand  
**Webb’s DOK:** 1

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**Engaging Experience 2**

**Title:** Guided Instruction - Blocking  
**Suggested Length of Time:** 2 Days  
**Standards Addressed**

**Priority:**  
- TH:Cr2-I.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.  
- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

**Supporting:**  
- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.  
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a drama/theatre work.

**Detailed Description/Instructions:** Students will engage in guided instruction over basic philosophy of staging.  
**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3
Topic 2: Rehearse and Polish a Scene or Play

Engaging Experience 1
Title: Children’s Theatre - Blocking
Suggested Length of Time: 4 Days
Standards Addressed

Priority:
- TH:Cr2-I.b Investigate the collaborative nature of the actor, director, playwright,
  and designers and explore their interdependent roles in a drama/theatre work.
- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to
devlop criteria for artistic choices.

Supporting:
- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal
  experiences in multiple drama/theatre works.
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a
drama/theatre work.

Detailed Description/Instructions: Students will engage in the staging process. Depending on
the course, this can either be a published piece or the script from Unit 3.

Bloom’s Levels: Create
Webb’s DOK: 4

Engaging Experience 2
Title: Children’s Theatre - Rehearsal & Polish
Suggested Length of Time: 10 Days
Standards Addressed

Priority:
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:
- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal
  experiences in multiple drama/theatre works.
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a
drama/theatre work.

Detailed Description/Instructions: Students will engage with the student director in blocking
the final piece.

Bloom’s Levels: Create
Webb’s DOK: 4
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Final Performance

Students will perform a 20-30-minute piece for the in-house pre-school OR perform a published piece for another invited group.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directing a Scene or Play</td>
<td>Guided instruction - Directing</td>
<td>Students will engage in guided instruction over basic terminology related to directing.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Directing a Scene or Play</td>
<td>Guided Instruction - Blocking</td>
<td>Students will engage in guided instruction over basic philosophy of staging.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Polish a Scene or Play</td>
<td>Children’s Theatre - Blocking</td>
<td>Students will engage in the staging process. Depending on the course, this can either be a published piece or the script from Unit 3.</td>
<td>4 Days</td>
</tr>
<tr>
<td>Polish a Scene or Play</td>
<td>Children’s Theatre - Rehearsal &amp; Polish</td>
<td>Students will engage with the student director in blocking the final piece.</td>
<td>10 Days</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.