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>
</table>
| 3 Weeks   | Welcome Back to Theatre! | Topic 1: Building Creativity  
|           |                       | Topic 2: Ensemble Activities  
|           |                       | Topic 3: Technical Skills  
|           |                       | Topic 4: Pantomime                                                |
| 8 Weeks   | Performance           | Topic 1: Duet Acting  
|           |                       | Topic 2: Monologues  
|           |                       | Topic 3: Group (Ensemble) Acting  
|           |                       | Topic 4: Period-Style Acting  
|           |                       | Topic 5: Dialects  
|           |                       | Topic 6: Musical Theatre                                        |
| 2 Weeks   | Playwriting           | Topic 1: Playwriting                                      |
| 5 Weeks   | Directing             | Topic 1: Directing a Scene or Play  
|           |                       | Topic 2: Rehearse and Polish a Scene or Play                  |
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:
● Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.
● Use basic terms of theatre (see glossary)
● Utilize warm-up techniques for preparation of body, voice and mind.
● Improvise using emotional and sensory recall.
● Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character.

Supporting Standards for unit:
● N/A
<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>the terminology</td>
<td>Define</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>process to performances using appropriate theatre vocabulary</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>basic terms of theatre</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>warm-up techniques for preparation of body, voice and mind</td>
<td>Utilize</td>
<td>Apply</td>
<td>1</td>
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<tr>
<td>using emotional and sensory recall</td>
<td>Improvise</td>
<td>Create</td>
<td>2</td>
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<tr>
<td>stage movement</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>technique to express thoughts, feelings and actions of a character</td>
<td>Pantomime</td>
<td>Create</td>
<td>2</td>
</tr>
</tbody>
</table>
**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.
<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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<tr>
<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></td>
<td>Script</td>
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<td></td>
<td>Sense Memory</td>
</tr>
</tbody>
</table>
**Engaging Experience 1**
**Title:** Warm-Up Activities  
**Suggested Length of Time:** 2 Days  
**Standards Addressed**  
*Priority:* Utilize warm-up techniques for preparation of body, voice and mind.  
*Supporting:* N/A  
**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  
**Rubric:** To be created

**Engaging Experience 2**
**Title:** Improvisation Activities  
**Suggested Length of Time:** 2 Days  
**Standards Addressed**  
*Priority:* Improvise using emotional and sensory recall  
*Supporting:* N/A  
**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  
**Rubric:** To be created
Engaging Experience 1
Title: Team-Building
Suggested Length of Time: 2 Day
Standards Addressed
   Priority: Utilize warm-up techniques for preparation of body, voice and mind.
   Supporting: N/A
Detailed Description/Instructions: Students will engage in guided instruction and collaboration to further understand staging techniques.
Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: To be created
Engaging Experience 1
Title: Technical Skills Understanding - Staging
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character.

Supporting: N/A

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

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: To be created

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

Priority: Improvise using emotional and sensory recall.

Supporting:

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

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created
Title: Individual Pantomime Scene
Suggested Length of Time: 2 Days

Standards Addressed

**Priority:**
- Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character.

**Supporting:** N/A

**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

**Rubric:** To be created
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.

**Rubric for Engaging Scenario:** To be created
<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>1</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>1</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>2</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>3</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>4</td>
<td>Technical Skills Understanding--Voice</td>
<td>Various activities using voice will be engaged.</td>
<td>2 Days</td>
</tr>
<tr>
<td>4</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:
- Identify centering, counter-cross, upstaging, emotional memory, motivation, obstacle, objective, tactic, action, pitch, rate, phrasing, volume, tempo, quality, and prepared audition.
- Acting by developing, communicating, and sustaining characters in improvisations and informal or formal production:
  - Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.
  - Students compare and demonstrate various classical and contemporary acting techniques and methods.
  - Students in an ensemble, create and sustain characters that communicate with audiences.

Supporting Standards for unit:
- N/A
<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>centering, counter-cross, upstaging, emotional memory, motivation, obstacle, objective, tactic, action, pitch, rate, phrasing, volume, tempo, quality, and prepared audition</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
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<tr>
<td>characters in improvisations and informal or formal production</td>
<td>Developing</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>characters in improvisations and informal or formal production</td>
<td>Communicating</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>characters in improvisations and informal or formal production</td>
<td>Sustaining</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>physical, emotional, and social dimensions of characters</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>various classical and contemporary acting techniques and methods</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>various classical and contemporary acting techniques and methods</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>characters that communicate with audiences</td>
<td>Create</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>characters that communicate with audiences</td>
<td>Sustain</td>
<td>Create</td>
<td>2</td>
</tr>
</tbody>
</table>
**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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<tr>
<td></td>
<td>Centering</td>
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<td></td>
<td>Cheat out</td>
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<td></td>
<td>Counter-cross</td>
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<td></td>
<td>Cross</td>
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<td></td>
<td>Emotional memory</td>
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<td>Magic if</td>
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<td>Motivation</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>Prepared audition</td>
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<td></td>
<td>Quality</td>
</tr>
<tr>
<td></td>
<td>Rate</td>
</tr>
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<td></td>
<td>Sense memory</td>
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<td></td>
<td>Subtext</td>
</tr>
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<td></td>
<td>Tactic</td>
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<td></td>
<td>Tempo</td>
</tr>
<tr>
<td></td>
<td>Upstaging</td>
</tr>
<tr>
<td></td>
<td>Volume</td>
</tr>
</tbody>
</table>
**Engaging Experience 1**

**Title:** Scene with a Partner  
**Suggested Length of Time:** 5 Days  
**Standards Addressed**

*Priority:*
- Acting by developing, communicating, and sustaining characters in improvisations and informal or formal production:

*Supporting: N/A*

**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  
**Rubric:** To be created
Engaging Experience 1
Title: Monologue Performance
Suggested Length of Time: 5 Days
Standards Addressed

Priority:
- Acting by developing, communicating, and sustaining characters in improvisations and informal or formal production:

Supporting: N/A

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
Rubric: To be created
## Engaging Experience 1

**Title:** Ensemble Scenes  
**Suggested Length of Time:** 5 Days  
**Standards Addressed**  
*Priority:*  
- Acting by developing, communicating, and sustaining characters in improvisations and informal or formal production:  
  
*SUPPORTING:* N/A  

**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  
**Rubric:** To be created
Topic 4: Period-Style Acting

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

Priority:
- Acting by developing, communicating, and sustaining characters in improvisations and informal or formal production:

Supporting: N/A

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
Rubric: To be created

Engaging Experience 2
Title: Period Style Scene
Suggested Length of Time: 5 Blocks
Standards Addressed

Priority:
- Acting by developing, communicating, and sustaining characters in improvisations and informal or formal production:

Supporting: N/A

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
Rubric: To be created
Engaging Experience 1
Title: Dialect Monologues
Suggested Length of Time: 5 Days
Standards Addressed
  Priority:
  - Acting by developing, communicating, and sustaining characters in improvisations and informal or formal production
  Supporting: N/A
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
  Rubric: To be created
Engaging Experience 1
Title: Mock Audition
Suggested Length of Time: 5 Days
Standards Addressed

Priority:
- Acting by developing, communicating, and sustaining characters in improvisations and informal or formal production:

Supporting: N/A

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
Rubric: To be created
Engaging Scenario

**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.

**Rubric for Engaging Scenario:** To be created
### 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>1</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>2</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>3</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>4</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.</td>
<td>5 Days</td>
</tr>
</tbody>
</table>
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.

| 4  | Period Style Scene | 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. | 5 Days |
| 5  | Dialect Monologues  | 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/](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. | 5 Days |
| 6  | Mock Audition      | Students will engage in a musical theatre mock audition activity. Students will be required to: | 5 Days |
- 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
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:
  ● Write an original scene utilizing character development and plot elements

Supporting Standards for unit:
  ● Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.  
  ● Use basic terms of theatre (see glossary)  
  ● Utilize warm-up techniques for preparation of body, voice and mind.  
  ● Improvise using emotional and sensory recall.  
  ● Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character.
<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>an original scene utilizing character development and plot elements</td>
<td>Write</td>
<td>Create</td>
<td>4</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>Playwright</td>
</tr>
</tbody>
</table>
Topic 1: Playwriting

Engaging Experience 1
Title: Playwriting Improvisation
Suggested Length of Time: 2 Days
Standards Addressed
  Priority: Write an original scene utilizing character development and plot elements
  Supporting: Utilize warm-up techniques for preparation of body, voice and mind.
Detailed Description/Instructions: Students will work as groups to create ideas.
Bloom’s Levels: Create; Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Playwriting Research
Suggested Length of Time: 1 Day
Standards Addressed
  Priority: Write an original scene utilizing character development and plot elements
  Supporting: Use basic terms of theatre (see glossary)
Detailed Description/Instructions: Students will research various kinds of children’s performances.
Bloom’s Levels: Analyze; Webb’s DOK: 2
Rubric: To be created

Engaging Experience 3
Title: Children’s Theatre Playwriting
Suggested Length of Time: 5 Days
Standards Addressed
  Priority: Write an original scene utilizing character development and plot elements
  Supporting: N/A
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
Rubric: To be created

Engaging Experience 4
Title: Children’s Theatre Editing
Suggested Length of Time: 1 Day
Standards Addressed
  Priority: Write an original scene utilizing character development and plot elements
  Supporting: N/A
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
Rubric: To be created
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.

Rubric for Engaging Scenario: To be created
<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>1</td>
<td>Playwriting Improvisation</td>
<td>Students will work as groups to create ideas.</td>
<td>2 Days</td>
</tr>
<tr>
<td>1</td>
<td>Playwriting Research</td>
<td>Students will research various kinds of children’s performances.</td>
<td>1 Day</td>
</tr>
<tr>
<td>1</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>1</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:
- Evaluate the director’s role in creating a production.
- Block a scripted scene.
- Define the director’s responsibility to the author’s intent, script, actors, designers, technicians, and the audience
- Identify the director’s role in creating a production.
- Identify the skills necessary to block a scripted scene.
- Rehearse, polish, and present a performance for a class or invited audience.

Supporting Standards for unit:
- Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.
- Use basic terms of theatre (see glossary)
- Utilize warm-up techniques for preparation of body, voice and mind.
- Improvise using emotional and sensory recall.
- Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character.
- Content Standard #5: Researching by evaluating and synthesizing cultural and historical information to support artistic choices:
  - Students identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.
<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>the director’s role in creating a production</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>a script scene</td>
<td>Block</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>the director’s responsibility</td>
<td>Define</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the director’s role in creating a production</td>
<td>Identify</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>the skills necessary to block a scripted scene</td>
<td>Identify</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>performance for a class or invited audience</td>
<td>Rehearse</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>performance for a class or invited audience</td>
<td>Polish</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>performance for a class or invited audience</td>
<td>Present</td>
<td>Apply</td>
<td>4</td>
</tr>
</tbody>
</table>
**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:
  ● Define the director’s responsibility to the author’s intent, script, actors, designers, technicians, and the audience

  Supporting:
  ● Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.

Detailed Description/Instructions: Students will engage in guided instruction over basic terminology related to directing.

Bloom’s Levels: Understand
Webb’s DOK: 1
Rubric: To be created

Engaging Experience 2
Title: Guided Instruction - Blocking
Suggested Length of Time: 2 Days
Standards Addressed
  Priority:
  ● Block a scripted scene.
  ● Identify the director’s role in creating a production.

  Supporting: Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary.

Detailed Description/Instructions: Students will engage in guided instruction over basic philosophy of staging.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: To be created
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:
● Block a scripted scene.

Supporting:
● Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character.

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
Rubric: To be created

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

Priority:
● Rehearse, polish, and present a performance for a class or invited audience.

Supporting:
● Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character.

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

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: To be created
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.

**Rubric for Engaging Scenario:** To be created
<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>1</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>1</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>2</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>2</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.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.