



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 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:

Timeframe	Unit	Instructional Topics
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

# **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.I.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.

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

**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:**

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"><li>• Character</li><li>• Collaboration</li><li>• Context</li><li>• Dialogue</li><li>• Genre</li><li>• Rising Action</li><li>• Subtext</li></ul>	<ul style="list-style-type: none"><li>• Actor</li><li>• Catharsis</li><li>• Cold Reading</li><li>• Concentration</li><li>• Cue</li><li>• Director</li><li>• Dramatic Structure</li><li>• Dramaturge</li><li>• Emotional Memory</li><li>• Ensemble</li><li>• Exposition</li><li>• Improvisation</li><li>• Mime</li><li>• Monologue</li><li>• Motivation</li><li>• Objective</li><li>• Pacing</li><li>• Pantomime</li></ul>

	<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Play</li> <li>• Playwright</li> <li>• Position</li> <li>• Projection</li> <li>• Rehearsal</li> <li>• Run-through</li> <li>• Script</li> <li>• Sense Memory</li> </ul>
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## 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



## Topic 4: Pantomime

### **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.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Building Creativity	Warm-Up Activities	Students will engage in various warm-up activities to utilize on a daily basis in class.	2 Days
Building Creativity	Improvisation Activities	Students will engage in various improvisational activities to increase stage awareness and sensory recall.	2 Days
Ensemble Activities	Team building	Students will engage in guided instruction and collaboration to further understand staging techniques.	2 Days
Technical Skills	Technical Skills Understanding-- Staging	Students will engage in guided instruction and collaboration to further understand staging techniques.	2 Days
Pantomime	Technical Skills Understanding-- Voice	Various activities using voice will be engaged.	2 Days
Pantomime	Individual Pantomime Scene	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.	2 Days

## 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.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
A devised or scripted drama/theatre work using theatrical staging conventions	Practice	Apply	3
A devised or scripted drama/theatre work using theatrical staging conventions	Revise	Analyze	3
Physical choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work	Explore	Analyze	3
Vocal choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work	Explore	Analyze	3
Physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work	Explore	Analyze	3

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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"> <li>• Characterization</li> <li>• Monologue</li> </ul>	<ul style="list-style-type: none"> <li>• Action</li> <li>• Business</li> <li>• Centering</li> <li>• Cheat out</li> <li>• Counter-cross</li> <li>• Cross</li> <li>• Emotional memory</li> <li>• Magic if</li> <li>• Motivation</li> <li>• Objective</li> <li>• Obstacle</li> <li>• Phrasing</li> <li>• Pitch</li> <li>• Prepared audition</li> <li>• Quality</li> </ul>

	<ul style="list-style-type: none"> <li>• Rate</li> <li>• Sense memory</li> <li>• Subtext</li> <li>• Tactic</li> <li>• Tempo</li> <li>• Upstaging</li> <li>• Volume</li> </ul>
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## 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



## Topic 3: Group (Ensemble) Acting

### **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

## Topic 5: Dialects

### **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

## Topic 6: Musical Theatre

### **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

**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.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Duet Acting	Scene with a Partner	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.	5 Days
Monologues	Monologue Performance	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.	5 Days
Group (Ensemble) Acting	Ensemble Scenes	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.	5 Days

Period Acting	Period Style Monologue	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.	5 Days
Period Acting	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
Dialects	Dialect Monologues	Students will choose a dialect in which to perform a monologue. Example dialects may include British,	5 Days



		<p>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 <a href="http://www.dialectsarchive.com/">http://www.dialectsarchive.com/</a>. 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.</p>	
Musical Theatre	Mock Audition	<p>Students will engage in a musical theatre mock audition activity. Students will be required to:</p> <ul style="list-style-type: none"> <li>• Sing at least 16 bars from a (fully memorized) Broadway-style musical</li> <li>• Perform the dance taught prior to the audition</li> <li>• Perform a 1-minute (fully memorized) contemporary monologue</li> <li>• Create a professional acting resume</li> </ul>	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:Cn1.1.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

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

**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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>• Antagonist</li><li>• Conflict</li></ul>	<ul style="list-style-type: none"><li>• Dialogue</li><li>• Monologue</li></ul>

<ul style="list-style-type: none"> <li>• Protagonist</li> </ul>	<ul style="list-style-type: none"> <li>• Play</li> <li>• Playwright</li> </ul>
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## Topic 1: Playwriting

### **Engaging Experience 1**

**Title:** Playwriting Improvisation

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- TH:Cr3.1.1.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

*Supporting:*

- TH:Cr1.1.1.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:Cr3.1.1.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

*Supporting:*

- TH:Cr1.1.1.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cn1.1.1.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:Cr3.1.1.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.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Playwriting	Playwriting Improvisation	Students will work as groups to create ideas.	2 Days
Playwriting	Playwriting Research	Students will research various kinds of children's performances.	1 Day
Playwriting	Children's Theatre Playwriting	Students will work in groups of 3-4 to create a children's theatre performance. This script will be 20-30 minutes in length.	5 Days
Playwriting	Children's Theatre Editing	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.	1 Day

## 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.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>• Antagonist</li><li>• Characterization</li><li>• Climax</li><li>• Foreshadowing</li><li>• Inciting Incident</li><li>• Protagonist</li><li>• Resolution</li></ul>	<ul style="list-style-type: none"><li>• Author's Intent</li><li>• Blocking</li><li>• Composition</li><li>• Director</li><li>• Emotional Recall</li><li>• Major Dramatic Question</li><li>• Promptbook</li><li>• Sensory Recall</li><li>• Stage Pictures</li></ul>

## Topic 1: Directing a Scene or Play

### **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

### **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 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 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

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

# 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.