



PISCATAWAY TOWNSHIP SCHOOLS

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Acting Studio

Content Area: Theatre Arts
Grade Span: Grades 10 – 12
Revised by: Mike Yoson, Theatre Arts Teacher
Presented by: Rebekah Sterlacci
Approval date: August 12, 2021

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COURSE OVERVIEW

Description

Acting Studio is a second level full year theatre course. This course will be offered as part of the Visual and Performing Arts Department. This is an intermediate level course for students who want to continue to develop their acting technique. Students will refine their skills pertaining to their voice, body, and analysis. This is primarily a performance based course and a year for students to focus mainly on their acting training.

Requirements:

- Prerequisite: Creative Dramatics
- Students will be required to attend or participate in at least one PHS school production.

Goals

- Express the importance of being in a theatre arts course
- Formulate a working ensemble within the classroom environment through group bonding exercises.
- Utilize the stage areas in performance.
- Compare and Contrast Theatre Spaces
- Utilize the parts of a Proscenium theater to enhance a theatrical performance.
- Describe jobs of the theatre and their responsibilities
- Identify and explain the elements of a successful pantomime.
- Practice and perform sense memory acting techniques.
- Perform pantomime techniques.
- Create and tell a story through physicality without words or props.
- Perform effective vocal technique to promote storytelling.
- Analyze and Mark text in preparation for a vocal performance.
- Describe and Perform successful projection, diction, and vocal variety techniques.
- Evaluate effective vocal technique.
- List the era of theatre in chronological order.
- Describe the characteristics, methods, and influential artists of each theatrical time period.
- Analyze text from each theatrical time period.
- Explain the design elements and theater structures of each time period.
- Perform basic acting techniques of each time period.
- Identify famous Acting Teachers and practice their techniques and methods.
- Analyze a character, a scene, and a play to identify plot structure, objectives, obstacles, and themes.
- Establish a relationship and trust between scene partners.
- Develop and perform effective blocking within a scene.
- Create truthful and well developed characters in monologues and scenes.
- Perform and deliver memorized text in monologues and scenes.
- Create truthful and motivated acting choices within monologues and scenes.
- Design a floor plan, costume design, and sound design for an assigned scene.
- Work as a collaborative group to perform/create a piece of theatre.
- Devise a script with multiple characters and relationships.

- Create and produce a technical design for a theatrical I work.
- Rehearse and perform a theatrical work for an audience.
- Reflect and critique the performance
- Students will reflect and critique the production.

Scope and Sequence

Unit	Topic	Length
Unit 1	Welcome Back to Theatre	3 Weeks
Unit 2	Pantomime	4 Weeks
Unit 3	Voice for the Actor	4 Weeks
Unit 4	Theatre History	5 Weeks
Unit 5	Contemporary Acting	12 Weeks
Unit 6	Ensemble Piece	10 Weeks

Resources

Suggested Resources:

Drama Teacher Academy

Technical Theatre for Non-Technical

People

by Drew Campbell

Various Plays

Various Internet Sources

How Does the Show Go On? By Thomas

Schumacher

Drama Games & Improvs by Justine Jones

and Mary Ann Kelley

Devised and Collaborative Theatre by

Chris Baldwin & Tina Bicât

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
Acting Studio is a second level full year theatre course. This course will be offered as part of the Visual and Performing Arts Department. This is an intermediate level course for students who want to continue to develop their acting technique. Students will refine their skills pertaining to their voice, body, and analysis. This is primarily a performance based course and a year for students to focus mainly on their acting training.	
NJVPA Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
Anchor Standard 2: Organizing and Developing Ideas	
1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
1.4.12acc.Cr2b	Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
Anchor Standard 3: Refining and Completing Products	
1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
1.4.12acc.Cr3c	Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12acc.Pr4b	Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.

1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
Anchor Standard 7: Perceiving and Analyzing Products	
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
Anchor Standard 8: Interpreting intent and meaning	
1.4.12acc.Re8a	Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
1.4.12acc.Re9b	Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.
1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.4.12acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.4.12adv.Cn11a	Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
1.4.12acc.Cn11b	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

UNIT 1: Welcome Back to Theatre

Summary and Rationale	
<p>Within this unit, students will be review the essentials of theatre performance, the theatrical space, and build an ensemble within the classroom. Students will discuss theatrical works, explore different types of theater spaces, practice utilizing the stage areas, and build a community of trust and respect in the classroom through theatre exercises and performance.</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
3 Weeks	
NJVPA Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
Anchor Standard 2: Organizing and Developing Ideas	
1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
1.4.12acc.Cr2b	Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
Anchor Standard 3: Refining and Completing Products	
1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12acc.Pr4b	Apply theatrical elements and research to create a design that communicates the concept of a theatre production.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
Anchor Standard 7: Perceiving and Analyzing Products	
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
Anchor Standard 8: Interpreting intent and meaning	
1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. • Theatre and arts play a significant role in human history and culture. • A theatre space is made up of purposeful elements to enhance the theatrical experience. • A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances. • An artist can have a career in the theatre and not be an actor. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why is theatre important? • What can theatre teach us? • What are the basic elements of theatre? • What are the basic elements of a production? • What jobs are in the theatre profession? • What responsibilities and duties do these jobs have? • What is an ensemble? • How does being an ensemble effect our theatrical learning environment? 	

Objectives

Students will know:

- The Impact of a Theatre Arts Education
- The importance of an ensemble in the classroom and on stage
- The purpose of using the Stage Areas
- The elements of different theatre spaces
- The Parts of a Proscenium theatre and their functions
- Jobs of the theatre and their responsibilities

Students will be able to:

- Express the importance of being in a theatre arts course
- Formulate a working ensemble within the classroom environment through group bonding exercises.
- Utilize the stage areas in performance.
- Compare and Contrast Theatre Spaces
- Utilize the parts of a Proscenium theater to enhance a theatrical performance.
- Describe jobs of the theatre and their responsibilities

Resources

Suggested Resources:

Drama Teacher Academy

How Does the Show Go On? By Thomas

Schumacher

Various Internet Resources

UNIT 2: Pantomime

Summary and Rationale	
<p>Within this unit, students will explore the acting technique of pantomime. Pantomime will assist students in developing their physicality as actors. Students will use only their bodies to become characters, create environments, and perform stories. The unit will conclude with a solo pantomime performance performed to music.</p> <p>Discussions and Observations</p> <ul style="list-style-type: none"> • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
4 Weeks	
NJVPA Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
Anchor Standard 3: Refining and Completing Products	
1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.4.12acc.Cn10a Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

Instructional Focus

Unit Enduring Understandings

- Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- An actor’s use of facial expressions, body positions, and developed physicality is essential to an effective performance of a character.
- An effective theatrical performance can still be achieved with just an actor on stage – no costumes, props, spectacle needed.

Unit Essential Questions

- How can an actor create a believable character through physicality?
- How can I become comfortable with my body on stage and develop confidence and ease in stage movement?
- How can an actor create variety of movement on stage?
- How can an actor tell a story through movement, stage positions, and use of stage areas?
- What is Sense Memory?
- How can we use sense memory while acting?
- How can we use our body to communicate a story without words or props?
- What is pantomime?
- How can pantomime develop expression? How does expression promote the story?

Objectives

Students will know:

- The Elements of Pantomime Technique
- Definition and Use of Sense Memory

Students will be able to:

- Identify and explain the elements of a successful pantomime.
- Practice and perform sense memory acting techniques.
- Perform pantomime techniques.
- Create and tell a story through physicality without words or props.

Resources

Suggested Resources:

Drama Teacher Academy
Various Internet Resources

UNIT 3: Voice for the Actor

Summary and Rationale	
<p>Within this unit, students will explore the use of their voice to enhance their theatrical performances. The unit will focus on the three key elements of effective vocal technique: projection, diction, and vocal variety. Students will build breath support, strive for crisp & clear speech, and analyze text to effectively implement vocal variety. The unit will conclude with a solo voice performance with a piece of the student's choosing.</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
4 Weeks	
NJVPA Standards	
Anchor Standard 3: Refining and Completing Products	
1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
Anchor Standard 7: Perceiving and Analyzing Products	
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.

Anchor Standard 8: Interpreting intent and meaning

1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.

Anchor Standard 9: Applying criteria to evaluate products.

1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
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Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.4.12acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.
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Instructional Focus

Unit Enduring Understandings

- If the audience or scene partner cannot hear nor understand you, your work is irrelevant.
- Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
- Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
- Contextual clues within artworks often reveal artistic intent, enabling the view to hypothesize the artist's concept.

Unit Essential Questions

- What is the voice?
- Why is the voice important to the actor?
- How can an actor use their voice to deliver a story/message?
- How does an actor keep their voice healthy?
- How can an actor be heard and understood in various acting spaces?
- How do you analyze a piece of text for vocal interpretation?
- What are the elements of an effective interpretative reading?

Objectives

Students will know:

- The elements of effective vocal technique
- Steps to notate a text for performance

Students will be able to:

- Perform effective vocal technique to promote storytelling.
- Analyze and Mark text in preparation for a vocal performance.
- Describe and Perform successful projection, diction, and vocal variety techniques.
- Evaluate effective vocal technique.

Resources

Core Text:

Drama Teacher Academy

The Right to Speak by Patsy Rodenburg

Various Internet Sources

UNIT 4: Theatre History

Summary and Rationale	
<p>Within this unit, students will explore theatre’s beginnings by studying the theatre methods and practices of Ancient Greece, the Italian Renaissance, and Elizabethan England. Students will research and immerse themselves in the acting and design styles of these historical eras of theatre, and analyze the meaning and purpose behind their theatrical practices. Greek Tragedy, Commedia dell’arte, and the work of William Shakespeare will be highlighted throughout the unit amongst other influential theatrical methods and people.</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
5 weeks	
NJVPA Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
1.4.12prof.Cr1b	Explore the impact of technology on design choices in devised or scripted theatre work.
1.4.12prof.Cr1c	Use script analysis to generate ideas about a character that is believable and authentic.
Anchor Standard 2: Organizing and Developing Ideas	
1.4.12prof2.Cr2a	Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12prof.Pr4a	Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
Anchor Standard 7: Perceiving and Analyzing Products	
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

Anchor Standard 8: Interpreting intent and meaning	
1.4.12prof.Re8a	Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.4.12prof.Cn10a	Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.4.12prof.Cn11a	Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history. • Every artist has a style; every artistic period has a style. • Theatre and arts play a significant role in human history and culture. • Theatre Practices have shifted and evolved over time. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the significant periods in theatre throughout history? • What patterns occur in the growth of theatre over time? • How does theatre connect to the current events of the time period? • How has theatre affected history? • What are the differences between today's theatre traditions compared to past theatre traditions? • What research needs to be completed when preparing for a historical production? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The eras of theatre history and their chronological order • Characteristics, methods, and influential artists of each theatrical time period • Design Elements and Theater Structure of each time period • Acting techniques of each time period <p>Students will be able to:</p> <ul style="list-style-type: none"> • List the era of theatre in chronological order. • Describe the characteristics, methods, and influential artists of each theatrical time period. • Analyze text from each theatrical time period. 	

- Explain the design elements and theater structures of each time period.
- Perform basic acting techniques of each time period.

Resources

Suggested Resources:

Drama Teacher Academy

Various Plays

Various Internet Sources

Theatre History Texts

UNIT 5: Contemporary Acting

Summary and Rationale	
<p>Within this unit, students will refine their acting skills by working on advanced and heightened theatrical text. Students will choose, analyze, rehearse, and perform monologues and scenes from published contemporary plays. While rehearsing their pieces, students will be exposed to popular acting techniques and the artists that created them. Additionally, students will effectively self and peer critique throughout the rehearsal and performance process.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
12 Weeks	
NJVPA Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic
Anchor Standard 2: Organizing and Developing Ideas	
1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
Anchor Standard 3: Refining and Completing Products	
1.4.12adv.Cr3a	Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12acc.Pr4b	Apply theatrical elements and research to create a design that communicates the concept of a theatre production.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
Anchor Standard 7: Perceiving and Analyzing Products	
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
Anchor Standard 8: Interpreting intent and meaning	
1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
Anchor Standard 9: Applying criteria to evaluate products	
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.4.12acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. • Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. • Effective scripted and improvisational performances require informed, supported, and sustained choices by the actor. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can I learn to memorize lines? • How can I connect to a character? • How can I understand what the play is about? • How can I relate to my scene partner(s)? 	

- How can I move an audience?
- How do I know when and where to move in a scene?
- How can I create a believable character?
- What are the essential elements of a good performance?
- How do design elements effect my acting choices?
- How do acting methods differ from teacher to teacher?
- How do I know which acting method is the right one for me?

Objectives

Students will know:

- Famous Acting Teachers and their methods
- Script Analysis and Acting Terms
- Blocking Terms
- Effective Design Elements
- Effective Performance Technique

Students will be able to:

- Identify famous Acting Teachers and practice their techniques and methods.
- Analyze a character, a scene, and a play to identify plot structure, objectives, obstacles, and themes.
- Establish a relationship and trust between scene partners.
- Develop and perform effective blocking within a scene.
- Create truthful and well developed characters in monologues and scenes.
- Perform and deliver memorized text in monologues and scenes.
- Create truthful and motivated acting choices within monologues and scenes.
- Design a floor plan, costume design, and sound design for an assigned scene.

Resources

Core Text:

Drama Teacher Academy
 An Actor Prepares by Konstantin Stanislavski
 Creating a Character by Konstantin Stanislavski
 Various Internet Sources
 Monologue Books
 Various Plays

UNIT 6: Ensemble Piece

Summary and Rationale	
<p>Within in this unit, students will collaborate together on an ensemble piece. This piece will differ year to year, and will be a unique experience for each class. Students will have the opportunity to perform a scripted work or devise their own piece. Potential areas of focus include: Acting, Playwriting, Design, Directing, & Stage Management.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
10 Weeks	
NJVPA Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
Anchor Standard 2: Organizing and Developing Ideas	
1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
1.4.12acc.Cr2b	Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
Anchor Standard 3: Refining and Completing Products	
1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
1.4.12acc.Cr3c	Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12acc.Pr4b	Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
Anchor Standard 7: Perceiving and Analyzing Products	
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
Anchor Standard 8: Interpreting intent and meaning	
1.4.12acc.Re8a	Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
1.4.12acc.Re9b	Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.
1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.4.12acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.4.12adv.Cn11a	Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
1.4.12acc.Cn11b	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

Instructional Focus

Unit Enduring Understandings

- The key to creating quality theatre is a working ensemble.
- Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
- Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Unit Essential Questions

- How do we draw inspiration to produce devised work?
- What positions are needed to create and produce a theatrical work?
- How do I create a schedule in order to manage my time wisely?
- What are the pros and cons of working in a large group to produce something authentic and exciting?
- How do we divide roles so every person is contributing to the project?
- How does an audience reaction effect a performance?
- How do we create a work of theatre that is new, exciting, and meaningful?

Objectives

- Students will know:**
- Production Roles
 - Elements of an Ensemble Piece
 - Effective Performance Structure
- Students will be able to:**
- Work as a collaborative group to perform/create a piece of theatre.
 - Devise a script with multiple characters and relationships.
 - Create and produce a technical design for a theatrical I work.
 - Rehearse and perform a theatrical work for an audience.
 - Reflect and critique the performance
 - Students will reflect and critique the production.

Resources

Core Text:
Drama Teacher Academy
Devised and Collaborative Theatre by
Chris Baldwin & Tina Bicat
Various Internet Sources