



Acting 1

Grades: 9-12

Curriculum Committee Members

*Charles Anderson, West High School
Riina Hirsch, ELA Curriculum Coordinator*

Reviewed by Drama Teachers on January 25, 2018
Reviewed by Curriculum Advisory Committee on February 8, 2018
Reviewed by the Board of Education on May 15, 2018
Approved by the Board of Education on May 29, 2018

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Acting 1 supports young people by stimulating creativity, enhancing problem solving capacity, challenging student perceptions, increasing empathy, developing student self-esteem and teaching public performance. Soft skills such as persistence, dependability and collaboration are sought by modern employers. Acting provides students opportunities to learn to make reiterative progress towards a goal. Research shows a correlation between participation in the Arts and increased academic achievement on standardized tests. The Hazelwood School District will continue to offer and expand on acting classes.

Updated curriculum is needed to ensure Hazelwood students experience acting in the context of seeking and/or building a meaningful career pathway to support the Hazelwood School District's focus Redefining Ready. Students in Acting 1 will learn a variety of skills such as public speaking, body control, text interpretation and management that can be transferred to numerous career choices

Before beginning to revise the curriculum the curriculum committee members researched best practices. The curriculum supports an approach that values all aspects of creating and appreciating live Theater. The activities, materials and scoring guides for each unit are designed to support student participation in live theater.

The committee members aligned the curriculum to The National Standards for Theater Education created by a consortium of theater education organizations and published by the American Alliance for Theater and Education. The curriculum is aligned to the Theater Arts Course Level Expectations established in February, 2006 by the Missouri Department of Elementary and Secondary Education (DESE). Acting 1 satisfies all of the state and district requirements for 21st century skills, cultural relevance, skill-building and student-centeredness.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments.

COURSE TITLE: Acting 1

GRADE LEVEL: 9-12

Course Description:

This beginning course focuses on the basic elements of stage acting. The student will develop skills in concentration, memorization, movement and voice and will learn stage areas and theatrical stage positions. This course is the prerequisite for Acting 2, Directing Independent Study and Honors Theater Practicum.

Course Rationale:

Acting enhances student ability to think critically and speak publically with poise, intention and confidence. These skills support college and career readiness as does the development of empathy gained from engaging with a wide range of scripts. Students in this course will build on the learning gained in Introduction to Theater with a focus on the stage aspects of the craft.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
Movement and Meaning	Play/Performance Analysis	Character Development	Scripting and Acting
<i>10-12 sessions 90 minutes each</i>	<i>10-12 of sessions 90 minutes each</i>	<i>8-10 of sessions 90 minutes each</i>	<i>11-13 of sessions 90 minutes each</i>

Unit Objectives

Unit 1

1. Students will be able to articulate, justify and apply criteria for critiquing dramatic texts and performances
2. Students will be able to practice voice exercises and explain how voice choices impact meaning.
3. Students will be able to use movement to express the actions, feelings and thoughts of a character.
4. Students will be able to create a pantomime that demonstrates character development.

Unit 2

1. Students will be able to use script analysis to identify and create believable emotional build for a character.
2. Students will be able to apply evaluation concepts to performances and compare and contrast different performances of the same script.
3. Students will be able to research, evaluate and synthesize cultural and historical

information to support artistic choices.

4. Students will be able to analyze and apply knowledge of social, political and dramatic aspects of theater, film and television.
5. Students will be able to identify, compare and contrast the lives, works and influences of representative theater artists from various cultures and historical time periods.

Unit 3

1. Students will be able to create a character using emotional, intellectual, social characteristics and sensory recall.

Unit 4

1. Students will be able to write an original scene utilizing character development and plot elements.
2. Students will be able to rehearse, polish and present a performance for a class or invited audience.
3. Students will be able to identify and apply the director's role in creating a production and the skills necessary to block a scripted scene.
4. Students will be able to research, evaluate and synthesize cultural and historical information to support artistic choices.

Essential Terminology/Vocabulary

Unit 1

Theater critique, pantomime, vocalization, physicality, Stanislavsky method, emotional recall, sensory recall, movement, character development, duo and monologue.

Unit 2

Drama, performance, critique, elements of plot (character, setting, exposition, rising action, climax, falling action), scene, role, protagonist, antagonist, criteria, audience, Evaluation, history, culture, analysis, history and society.

Unit 3

Scene, character development, sensory recall, motivation, emotional build, context, obstacle, conflict, characterization (speech, thoughts, effect on others, actions and looks).

Unit 4

Performance, director, audience response, upstage, downstage, stage left, stage right, blocking, cue, prompt, prop, scene, action, apron, cheat, chorus, cut, entrance, exit, freeze, hand prop, libretto lines, monologue, set prop, set, sight cue, up stage, author's intent, warm-up, stretch, pantomime, sensory recall, emotional recall, character, character motivation, stage movement and related terms, technique, cue, dialogue, actor, blocking, freeze, role, scene, script, parts of a stage, entrance, exit and cheat out.

Course Materials and Resources

Instructional Resources:

<https://www.digitaltheaterplus.com/education>

Handouts, resources and rubrics:

- Acting terms: <https://tinyurl.com/ycdemwj7>
- Performance critique: <https://tinyurl.com/y89pv88u>
- Performance critique rubric: <https://tinyurl.com/yd5fqh2p>
- Youtube video on voice: <https://youtu.be/R17yH0GSDvA>
- Vocal Exercises handout: <https://tinyurl.com/yba3qzal>
- Vocal Exercises: Practice Pieces: <https://tinyurl.com/ycnqv3lf>
- Stanislavsky system: <https://tinyurl.com/yba3qzal>
- Get Physical and Acting with the Body handouts: <https://tinyurl.com/ybcxvwyc> and <https://tinyurl.com/y7p5njlv>
- What is Pantomime? <https://tinyurl.com/yaaacjxa>
- Duo Project and Rubric: <https://tinyurl.com/yc9ut3co>
- Duo Planning Sheet: <https://tinyurl.com/y78btd8b>
- Anatomy of a Scene handout <https://tinyurl.com/ydchmy5h>
- Blocking handout- <https://tinyurl.com/y7c3rkke>
- Compare Contrast documents <https://tinyurl.com/ybtf3oen>
- Oral Presentation Rubric: <https://tinyurl.com/yarj8kwf>
- Analyzing Characters Chart: <https://tinyurl.com/yasfuerr>
- Character Analysis Paragraph Frame: <https://tinyurl.com/y7neda7d>
- Character Development Worksheet: <https://tinyurl.com/y9pmjeug>
- Character Sketch directions: <https://tinyurl.com/yc5yse2p>
- Character Sketch rubric: <https://tinyurl.com/y9xz84pn>
- Scene Performance Rubric (<https://tinyurl.com/y72ulrlb>).
- 5 W's and Playwriting- <https://tinyurl.com/y8944ub5>
- Write a One Act Play- <https://tinyurl.com/ycx7ecqx>
- the Script Writing Rubric (<https://tinyurl.com/yc2ugxsv>)
- Scene Performance Rubric (<https://tinyurl.com/y72ulrlb>).

Additional Resources:

Theaterfolk.com

Musical-theater-kids.com

Dramateachersnetwork.wordpress.com

Bbbpress.com/dramagames/

Stagemilk.com

Dramatoolkit.co.uk

Childdrama.com

Youthplays.com

Improvencyclopedia.org

Theatercrafts.com

Theaterhistory.com

Theaterseatstore.com/cultural-evolution-theater

Readwritethink.org/files/resources/interactions/dramamap

<https://maeia-artsednetwork.org/model-assessments/theater/>