EAST PENN SCHOOL DISTRICT

THEATER 2

Approved 10/19
Effective 8/20

Unit: Acting Theory & Performance Elements

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

TH:Cn10.1.II.a.
Choose and interpret a drama/theatre work to reflect or question personal beliefs.

TH:Cn11.1.II.a.
Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

TH:Cn11.2.II.

- a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

Transfer

Students will be able to independently use their learning to create and maintain believable and engaging performances using the basic elements of acting, improvisation, and characterization. They will also be able to translate their understanding of acting theory to script analysis and performances.

Meaning

UNDERSTANDINGS
U1: The basics of acting(staging, focus/concentration, character & scene development, listening & responding truthfully, playing actions, making choices, using senses & emotions
U2: The basics of improvisation (making strong choices, creativity & spontaneity)
U3: Voice & movement for the actor (articulation & projection, vocal choices, mime, physicality & characterization)
U4: How knowledge of acting theory impacts and improves script analysis and performance

ESSENTIAL QUESTIONS
EQ1: How do we use the basics of acting, improvisation, and voice and movement to create believable and engaging performances?
EQ2: How do conflicts increase the interest of a performance?
EQ3: Why is it important to create & maintain high stakes throughout a performance?
EQ4: How does your background or point of view influences the way your character deals with conflict?
EQ5: How do we use the basics of acting theory and script analysis to create believable and engaging performances?

	Acquisition	
TH: Re7.1.II.a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work. TH:Re8.1.II. ● a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. ● b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding. ● c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work. TH:Re9.1.II. ● a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. ● b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations. ● c. Verify how a drama/theatre work communicates for a specific purpose and audience. TH:Cr1.1.II. ● a. Investigate historical and cultural	*Students will know...* K1: How to use basic acting knowledge to create believable and engaging performances K2: The function of the basics of acting in guiding the creation and preparation of a performance K3: How to integrate the acting theory of Stanislavski, Hagen, Adler & Meisner into their own process & performances with increasing skill and attention to detail K4: How to analyze and compare artistic choices developed from personal experiences in multiple theater works K5: How to debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and critique of theater works	*Students will be skilled at...* S1: Analyzing complex events and specific individuals over the course of a text S2: Using general academic language S3: Clarifying the meaning of unknown words S4: Analyzing the relationship between two or more characters S5: Citing relevant textual evidence S6: Evaluating how words and phrases shape meaning and tone S7: Writing and revising with an awareness of style, conventions, and organization S8: Participating effectively in a range of collaborative discussions S9: Adapting speech to a variety of contexts and tasks S10: Constructing meaning in a work of theater, considering personal aesthetics and knowledge of production elements while respecting others'' interpretations S11: Using personal experiences and knowledge to develop characters that are believable and authentic

conventions and their impact on the visual composition of a drama/theatre work. ● b. Understand and apply technology to design solutions for a drama/theatre work. ● c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work. TH:Cr2.1.II. ● a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work. ● b. Cooperate as a creative team to make interpretive choices for a drama/theatre work. TH:Cr3.1.II. ● a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work. ● b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work. ● c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.		

TH:Pr4.1.II. ● a. Discover how unique choices shape believable and sustainable drama/ theatre work. ● b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. TH:Pr5.1.II. ● a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance. ● b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production. TH:Pr6.1.II. a. Present a drama/theatre work using creative processes that shape the production for a specific audience. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise		

language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.X Write routinely over extended time		

frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		