EAST PENN SCHOOL DISTRICT

THEATER 3

Approved 10/19
Effective 8/20

Unit: Acting Studio & Design

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="4">ESTABLISHED GOALS

Standards

TH:Cn10.1.III.a.
Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.

TH:Cn11.1.III.a.
Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

TH:Cn11.2.III.
• a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research
• b. Present and support an opinion about the social,</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">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, and to produce a work of theater incorporating elements of acting and design.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: The basics of acting(staging, focus/concentration, character & scene development, listening & responding truthfully, playing actions, making choices, using senses & emotions
U2:T he 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
U5: The impact of script analysis and Uta Hagen’s theory on the preparation of a dramatic performance</td><td>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?</td></tr>
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cultural, and historical understandings of a drama/theatre work, based on critical research. TH: Re7.1.-III.a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work. TH:Re8.1.III. ● a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work. ● b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work. ● c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work. TH:Re9.1.III. ● a. Research and synthesize cultural and historical information related to a drama/theatre work to support		EQ6: How can the study of Uta Hagen's theory help us to create works of theater that are engaging and believable?
	Acquisition	
	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 K6: How to use Uta Hagen's theory in the development of their acting technique K7: How to follow the steps of the artistic process in the creation of a work of theater K8: How to support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work. K9: How to create a complete design for a drama/theatre work that incorporates all elements of technology.	*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 S12: Integrating cultural and historical contexts with personal experiences to create a character that is believable and authentic

or evaluate artistic choices ● b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work ● c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences. TH:Cr1.1.III. ● a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work. ● b. Create a complete design for a drama/theatre work that incorporates all elements of technology. ● c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work. TH:Cr2.1.III. ● a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and		

cultural context, research, and western or non-western theatre traditions. ● b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work. TH:Cr3.1.III. ● a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or reimagine style, genre, form, and conventions. ● b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work. ● c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work. TH:Cn10.1.III. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.		

• a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work. • b. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work. • c. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems. TH:Pr4.1.III. • a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work. • b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work. TH:Pr5.1.III. • a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance. • b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a		

drama/theatre production. TH:Pr6.1.III.a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg. 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' 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.		