

Theatre Arts 4

Fine Arts
Not NCAA Approved

Grade(s) 12th, Duration 1 Year, 1 Credit
Elective Course

Course Overview

This capstone course is designed for students who have successfully completed Theatre 1–3 and are ready to elevate their craft. Students will explore advanced acting techniques, from classical texts to contemporary works, with an emphasis on characterization, directing, and colleague readiness in the performing arts. The course also integrates script writing, regional competition, and dramaturgy to build leadership and collaborative skills. Students will prepare audition-ready monologues and scenes for college or professional opportunities. Included will be resume and portfolio building as well as audition preparation. By the end of Theatre 4, students will have developed the confidence, versatility, and discipline of an advanced theatre artist.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
5 Week(s)	Voice Acting & Puppet Performance	1. Articulators 2. Accents 3. Script Writing 4. Puppet Creation 5. Rehearsal & Performance
1 Week(s)	Resume Writing	1. Writing an Acting Résumé
2 Week(s)	Classical Monologue	1. Monologue Review 2. Auditioning
3 Week(s)	Directing	1. General Principles of Play Direction 2. Play Direction Reflection
6 Week(s)	Children's Theatre	1. Script Selection 2. Design Concept Statements 3. Rehearse Script 4. Apply Your Tech Group to the Whole 5. Perform Script for Public - Children's Theatre Tour
2 Week(s)	Contemporary Monologue	1. Select and Analyze a Contemporary Monologue for Audition 2. Memorize, Rehearse, Perform - Contemporary Monologue
2 Week(s)	Written Play	1. Brainstorm Writing - Creating Script Ideas 2. Create Improv Skit from Scene Outline 3. Write the Script 4. Peer Review Script 5. Script Completion
3 Week(s)	Perform Written Plays	1. Swap Plays - Perform Another Group's Scenes 2. Blocking and Concepts 3. Character Development - Answer Character Questions 4. Rehearse and Perform - Scene Performance
2 Week(s)	Sanford Meisner	1. Learn Sanford Meisner Method 2. Demonstrate Meisner Method
4 Week(s)	Ten Minute Plays	1. Scene Selection for Classroom work 2. Concept and Outlines 3. Blocking and Character Work - Using Meisner Technique 4. Memory and Peer Review - Memorize and Practice Scene 5. Rehearse and Perform - Perform Scene
6 Week(s)	One Act Plays	1. Play Selection 2. Concept and Outlines 3. Blocking and Character 4. Rehearsals 5. Tech and Dress - Technical Integration and Dress Rehearsal 6. Performance
1 Week(s)	Stage Combat	1. Rapier and Dagger Parry Positions 2. Scene Creation 3. Practice and Perform - Sword Combat

Course Details

Unit: Voice Acting & Puppet Performance

Duration: 5 Week(s)

Unit Description

In this advanced theatre unit, students explore the art and technique of bringing characters to life through voice and physical expression in

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puppet performance. Building on prior acting experience, students learn to manipulate tone, pitch, pacing, and emotion to create distinct and believable character voices. Through the integration of puppetry, students develop coordination, synchronization, and storytelling skills, mastering how to convey personality and emotion when the actor's body is not visible.

Topic: Articulators

Duration: 1 Week(s)

Topic Overview

In this topic, students explore the anatomy and function of the articulators—the parts of the body that shape and produce clear speech sounds, including the lips, teeth, tongue, hard and soft palate, and jaw. Through a series of vocal warm-ups, diction drills, and performance-based activities, students develop precision, clarity, and flexibility in their speech. This topic emphasizes the connection between physical awareness, vocal technique, and expressive storytelling, helping students refine their vocal delivery for stage, screen, or voiceover performance.

By mastering the use of articulators, students enhance their vocal confidence and strengthen their ability to convey meaning, emotion, and character through speech.

Learning Objectives

Identify and describe the function of the primary articulators.

Description: *Students will learn the role of the lips, tongue, teeth, jaw, and palate in producing distinct sounds. Through guided anatomical study and physical exercises, they will build awareness of how each articulator contributes to pronunciation, clarity, and vocal control.*

Demonstrate exercises that strengthen and improve articulation.

Description: *Students will practice targeted warm-ups such as tongue twisters, lip trills, and consonant drills to enhance flexibility and muscle coordination. These activities help refine speech clarity and prepare students for consistent vocal performance in both scripted and improvised settings.*

Apply proper articulation in performance contexts.

Description: *Students will integrate clear diction and precise enunciation into monologues, scenes, and voiceover work. Emphasis will be placed on maintaining clarity while conveying emotion and character intention, ensuring the audience can both hear and understand the message.*

Analyze how articulation impacts audience perception and storytelling.

Description: *Through self- and peer-evaluation, students will explore how articulation choices influence the effectiveness of performance. Reflection activities will connect vocal clarity to audience engagement, character authenticity, and professional-level communication.*

Develop a personalized articulation warm-up routine.

Description: *Students will design and implement a daily articulation practice tailored to their vocal needs. This routine encourages discipline, vocal health, and consistency in preparation for advanced theatre and performance opportunities.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ✚

Topic: Accents

Duration: 1 Week(s)

Topic Overview

In this topic, students study the art and technique of performing with regional and international accents to enhance character authenticity and storytelling. Through focused listening, vocal drills, and performance practice, students will develop an understanding of phonetic shifts, rhythm, melody, and cultural context that shape various dialects. They will apply these techniques to scenes and voiceover performances, demonstrating consistency and believability.

This topic emphasizes the importance of respect, research, and authenticity when portraying characters from different linguistic and cultural backgrounds, preparing students for diverse roles in theatre, film, and voice acting.

Learning Objectives

Identify key elements of speech that define an accent (pitch, rhythm, vowel/consonant shifts).

Description: *Students will learn to analyze speech patterns by breaking down vocal characteristics unique to specific accents. They will study how changes in mouth placement, tongue position, and vocal resonance affect sound, building foundational awareness necessary for accurate replication.*

Demonstrate ability to mimic and sustain selected accents through guided exercises.

Description: *Through repetition, phonetic transcription, and imitation drills, students will practice maintaining consistent accent work. This includes listening to authentic recordings, focusing on precision, and using the International Phonetic Alphabet (IPA) to support accuracy.*

Apply accent work to scripted performance.

Description: *Students will incorporate learned accents into monologues or scenes, focusing on maintaining vocal integrity while performing emotionally and physically. They will learn to balance character expression with clarity, ensuring the accent supports rather than distracts from storytelling.*

Analyze cultural and ethical considerations of performing with accents.

Description: *Students will explore the importance of cultural respect and sensitivity in performance. Discussions will emphasize the difference between authentic representation and stereotype, helping students make informed and ethical artistic choices.*

Develop a personalized process for learning new accents independently.

Description: *Students will create a repeatable system for accent acquisition, including research methods, listening strategies, and vocal exercises. This process prepares them for professional opportunities requiring dialect flexibility and adaptability.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ✚

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Topic: Script Writing

Duration: 1 Week(s)

Topic Overview

In this topic, students explore the creative and technical process of writing scripts for stage and screen. They will learn the fundamental elements of dramatic structure—such as plot, character development, dialogue, and conflict—and apply them to create original short scripts or scenes. Emphasis is placed on writing with purpose, voice, and intention while incorporating feedback from peers and instructors to refine work.

Students will also study professional formatting conventions and analyze how strong writing supports performance, direction, and design. By the end of the unit, students will produce a polished original script that demonstrates creativity, structure, and understanding of dramatic storytelling.

Learning Objectives

Identify and apply key elements of dramatic structure.

Description: *Students will develop outlines to show exposition, rising action, climax, falling action, and resolution. They will apply these elements in their own writing to craft coherent, engaging narratives with clear emotional and thematic arcs.*

Develop complex and believable characters through dialogue and action.

Description: *Students will learn to reveal character traits, motivations, and relationships through authentic dialogue and purposeful stage directions. Exercises in subtext and voice will help them create characters that feel dynamic and real to an audience.*

Write and format scripts using industry standards.

Description: *Students will practice using professional script formatting conventions (for stage and screen) including proper spacing, labeling, and dialogue layout. This ensures their writing can be easily interpreted by actors, directors, and production teams.*

Revise scripts through peer feedback and reflection.

Description: *Students will engage in collaborative workshops to share drafts, give and receive constructive feedback, and revise accordingly. This process emphasizes the importance of clarity, pacing, and intentional revision as essential parts of creative writing.*

Present or perform an original script to demonstrate understanding of dramatic intent.

Description: *Students will showcase their work through performance, applying voice, movement, and direction to bring their written words to life. This final step reinforces how writing and performance intersect to create meaningful theatre experiences.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚙

Topic: Puppet Creation

Duration: 1 Week(s)

Topic Overview

In this topic, students explore the art and craft of puppet creation as both a visual and performance medium. Students will design, construct, and refine original puppets that reflect character traits, story themes, and artistic vision. This process integrates visual art, storytelling, and performance design, encouraging creativity, craftsmanship, and problem-solving.

Students will study various puppet styles—such as hand, rod, shadow, and marionette—while learning foundational construction techniques and materials selection. The unit emphasizes how thoughtful design supports expressive movement and storytelling on stage or in film. By the end, students will produce a fully realized puppet ready for performance use in a scene or showcase.

Learning Objectives

Identify and analyze different types of puppets and their performance functions.

Description: *Students will examine traditional and contemporary puppetry styles from around the world, exploring how design choices influence movement and expression. This foundational knowledge allows students to make informed creative decisions about form and functionality.*

Design an original puppet based on a character concept or narrative theme.

Description: *Students will create detailed design plans, including sketches, that align with a character's personality, story role, and emotional tone. This stage emphasizes creative intention, visual coherence, and adaptability for performance.*

Construct a puppet using appropriate materials and craftsmanship techniques.

Description: *Students will use hands-on skills to build their puppets.*

Apply artistic principles of color, texture, and proportion in puppet design.

Description: *Through guided practice, students will explore how visual elements communicate mood, status, and emotion. They will refine their puppet's features to ensure it is visually engaging and aligned with the overall artistic vision of the performance.*

Evaluate and refine the puppet based on functionality and expressive capability.

Description: *Students will test their puppets in movement exercises, adjusting design elements to improve articulation and stage presence. Reflection and peer feedback will guide the final refinements to ensure the puppet supports strong storytelling and performance impact.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚙

Topic: Rehearsal & Performance

Duration: 1 Week(s)

Topic Overview

In this topic, students apply advanced theatre techniques through a structured rehearsal and performance process. Emphasis is placed on collaboration, discipline, and creative problem-solving as students prepare a fully realized production or scene showcase. Students will explore character development, blocking, vocal projection, timing, and ensemble dynamics while integrating feedback from peers and instructors.

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The unit challenges students to synthesize skills from across their theatre experience—including acting, voice, movement, and design—to bring a cohesive performance to life. Through reflective practice, students gain a deeper understanding of professionalism, artistic growth, and the responsibilities of live performance.

Learning Objectives

Demonstrate effective rehearsal techniques and professional work habits.

Description: *Students will participate in structured rehearsals, practicing punctuality, focus, and adaptability. They will learn to use rehearsal time productively—marking scripts, incorporating direction, and maintaining consistency across runs—to simulate real-world theatre standards.*

Apply advanced acting techniques to refine character and emotional authenticity.

Description: *Students will deepen their understanding of motivation, subtext, and emotional truth in performance. Through scene work and improvisation, they will experiment with physicality, vocal tone, and timing to create dynamic, believable characters.*

Collaborate effectively within an ensemble to support a unified performance.

Description: *Students will work as part of a cohesive cast or crew, demonstrating strong communication, trust, and responsiveness. This objective emphasizes respect for all production roles and the interdependence necessary to achieve a successful performance.*

Incorporate technical and design elements into live performance.

Description: *Students will integrate lighting, sound, costumes, and set pieces with their acting choices to enhance the overall production. They will analyze how these elements contribute to storytelling, atmosphere, and audience engagement.*

Perform for an audience with confidence, control, and expressive clarity.

Description: *Students will demonstrate poise under pressure and adjust to live performance dynamics. They will apply vocal projection, spatial awareness, and emotional precision to connect authentically with the audience.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Resume Writing

Duration: 1 Week(s)

Unit Description

In this unit, students learn to create professional theatre resumes that effectively showcase their performance experience, technical skills, and training. The unit focuses on understanding the structure and formatting of industry-standard resumes for actors, technicians, and theatre professionals. Students will analyze sample resumes, identify key components such as credits, education, and special skills, and practice tailoring resumes for auditions, college applications, and production opportunities.

Emphasis is placed on presenting achievements clearly and professionally while reflecting individuality and artistic growth. By the end of the unit, students will have developed a polished, ready-to-submit theatre resume and will understand how to update and adapt it for future roles and career advancement.

Topic: Writing an Acting Résumé

Duration: 1 Week(s)

Topic Overview

In this topic, students learn how to create a professional acting résumé that highlights their performance experience, training, and unique skills in a clear, industry-appropriate format. The topic focuses on both content and presentation—organizing credits effectively, using consistent formatting, and showcasing strengths suited to theatrical, film, or voiceover auditions.

Students will analyze professional examples, draft their own résumés, and refine them through peer and instructor feedback. By the end of this topic, students will have developed a polished, professional résumé suitable for submission to auditions, colleges, and performance opportunities, reflecting their growth and readiness for advanced performance work.

Learning Objectives

Identify the essential components of a professional acting résumé.

Description: *Students will learn the key sections of a theatre résumé—contact information, performance credits, training, and special skills. They will understand the differences between stage and screen résumé formats and the importance of accuracy and organization in professional presentation.*

Analyze sample acting résumés to recognize effective formatting and tone.

Description: *Through examination of professional examples, students will identify best practices in layout, font choice, spacing, and structure. They will discuss how formatting supports clarity, readability, and first impressions in the casting process.*

Develop an individual acting résumé highlighting performance experience and training.

Description: *Students will draft their own résumés using current and past performance experiences, technical theatre work, workshops, and relevant education. They will learn to write descriptions concisely while emphasizing roles and responsibilities that demonstrate growth and range.*

Tailor résumé content to specific auditions or career goals.

Description: *Students will practice customizing their résumé for various opportunities, such as stage productions, film, or college auditions. They will learn to prioritize relevant experience and adapt tone and layout to align with professional expectations.*

Revise and polish the résumé for professional submission.

Description: *Students will refine their work through peer and instructor feedback, focusing on grammar, consistency, and visual design. The final product will reflect professionalism, attention to detail, and readiness for use in real-world theatre contexts.*

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Unit: Classical Monologue

Duration: 2 Week(s)

Unit Description

In this unit, students study and perform classical monologues from established playwrights such as Shakespeare, Molière, Sophocles, and other classical theatre works. The unit emphasizes interpretation, vocal technique, and emotional authenticity while exploring the rich language, meter, and style of classical texts.

Students will analyze text for meaning, character motivation, and rhetorical devices, and apply advanced acting techniques to bring the monologue to life. Instruction focuses on breath control, diction, projection, and physicality to navigate complex language and convey emotion effectively. By the end of the unit, students will perform a polished classical monologue, demonstrating mastery of text analysis, vocal clarity, and expressive performance suitable for auditions or showcases.

Topic: Monologue Review

Duration: 1 Week(s)

Topic Overview

In this topic, students revisit prior study and analysis of Shakespearean texts to reinforce and expand their understanding of classical theatre techniques. The focus is on reviewing character analysis, thematic exploration, language comprehension, and performance strategies from earlier coursework. Students will refresh their skills in interpreting iambic pentameter, identifying rhetorical devices, and exploring motivations and relationships in Shakespearean plays.

This review prepares students for advanced performance tasks, including monologues, scene work, and ensemble activities, ensuring they can confidently engage with Shakespearean material and apply classical acting techniques with clarity and authenticity.

Learning Objectives

Recall and apply foundational Shakespearean language analysis skills.

Description: *Students will revisit concepts such as iambic pentameter, rhyme schemes, and rhetorical devices. They will practice interpreting archaic vocabulary, figurative language, and poetic structure to enhance comprehension and inform performance choices.*

Review character analysis and motivations in Shakespearean texts.

Description: *Students will analyze characters' objectives, conflicts, and relationships, connecting their understanding of textual nuance to emotional expression and stage presence. This review reinforces skills in mapping character arcs and making informed performance decisions.*

Reinforce understanding of themes, motifs, and dramatic structure.

Description: *Students will examine recurring themes such as love, ambition, fate, and power, as well as motifs and structural elements like acts, scenes, and dramatic tension. This reinforces literary and historical context knowledge, supporting deeper interpretive insight.*

Apply prior performance strategies to new or familiar Shakespearean material.

Description: *Students will revisit techniques for voice, physicality, timing, and stage presence developed in previous classes. They will practice applying these strategies to enhance delivery, emotional authenticity, and audience engagement.*

Reflect on growth and areas for further development in classical performance.

Description: *Through self-assessment and peer feedback, students will identify strengths and opportunities for refinement, preparing them for more advanced Shakespearean performances and other classical theatre work.*

Priority Learning Objective = ★
Learning Objectives linked to Essential Standard = ✚

Topic: Auditioning

Duration: 1 Week(s)

Topic Overview

In this topic, students select and perform a Shakespearean or classical monologue that aligns with their skill level and artistic goals. The unit emphasizes interpretation, characterization, and performance technique, allowing students to demonstrate mastery of text analysis and vocal precision. Students apply prior knowledge of classical language and rhetorical devices to create a polished and engaging performance for evaluation.

This topic encourages artistic autonomy, critical thinking, and professional preparation, providing students with an opportunity to showcase both technical skill and personal expression in a classical context.

Learning Objectives

Select an appropriate Shakespearean or classical monologue.

Description: *Students will choose a monologue that challenges their abilities while highlighting their strengths. Considerations include character complexity, language difficulty, and emotional range, fostering thoughtful decision-making in performance selection.*

Analyze the text for character, theme, and rhetorical devices.

Description: *Students will interpret character motivations, objectives, and relationships within the text. They will examine themes and identify rhetorical strategies such as metaphor, iambic pentameter, and repetition, applying this analysis to inform their performance choices.*

Apply vocal techniques to enhance clarity, projection, and expression.

Description: *Students will use breath control, diction, articulation, and vocal dynamics to communicate the text effectively. Emphasis is placed on clarity in classical language and conveying emotion authentically.*

Integrate physicality and stage presence into performance.

Description: *Students will incorporate gestures, posture, and spatial awareness to embody character fully. Physical choices will support vocal delivery and emotional truth, enhancing overall audience engagement.*

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Perform the monologue with artistic intention and professionalism.

Description: *Students will deliver a polished performance demonstrating technical skill, interpretive insight, and emotional authenticity. They will demonstrate confidence, stage etiquette, and responsiveness to performance context.*

Reflect on performance and incorporate feedback for refinement.

Description: *Students will assess their own work and receive peer/instructor feedback, identifying areas of strength and opportunities for growth. Reflection encourages continuous improvement and preparation for future professional or academic performances.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Directing

Duration: 3 Week(s)

Unit Description

In this unit, students explore the art and craft of theatrical directing, developing the skills necessary to guide actors, interpret scripts, and bring a cohesive vision to a performance. The unit emphasizes leadership, collaboration, and creative problem-solving, as students learn to communicate their artistic intentions effectively to cast and crew.

Students will study the responsibilities of a director, including script analysis, concept development, blocking, pacing, and integrating technical elements such as lighting, sound, and set design. They will have opportunities to practice directing short scenes or full-length pieces, providing feedback to actors while managing rehearsal processes. By the end of the unit, students will demonstrate the ability to shape a performance with clarity, creativity, and professionalism.

Topic: General Principles of Play Direction

Duration: 2 Week(s)

Topic Overview

In this topic, students explore how directors effectively use the stage, actors, and set design to communicate story, mood, and character relationships. Emphasis is placed on spatial awareness, blocking, and the integration of actors' movements with scenic elements to enhance audience engagement and storytelling. Students will analyze the relationship between physical space, actor positioning, and scenic design to create cohesive, dynamic, and visually compelling performances.

By studying these principles, students learn to make intentional directorial choices that balance aesthetic, narrative, and practical considerations, preparing them for professional-level rehearsal and performance management.

Learning Objectives

Understand the relationship between stage space and storytelling.

Description: *Students will examine how the use of stage areas affects audience perspective, focus, and dramatic tension. They will practice planning spatial arrangements that support narrative clarity, pacing, and emotional impact.*

Apply blocking techniques to optimize actor movement and stage dynamics.

Description: *Students will learn to direct actors' entrances, exits, positioning, and movement patterns to convey relationships, hierarchy, and emotional dynamics. They will explore how purposeful blocking enhances clarity, visual interest, and character interaction.*

Integrate set design effectively with actor movement and performance.

Description: *Students will study how scenic elements—such as furniture, platforms, and props—interact with actors' movements to reinforce setting, mood, and storytelling. They will learn to coordinate actors' positions and actions with the physical environment for fluid and safe performances.*

Balance aesthetic, narrative, and practical considerations in stage use.

Description: *Students will analyze how to maintain sightlines, audience focus, and functional staging while supporting directorial vision. They will practice decision-making that prioritizes both artistic expression and logistical feasibility.*

Evaluate and adjust stage, actor, and set interactions during rehearsals.

Description: *Students will develop the ability to observe performances critically and make refinements to blocking, actor positioning, and set utilization. They will learn to adapt in real-time to ensure cohesion, clarity, and expressive impact.*

Reflect on the effectiveness of spatial and design choices in enhancing performance.

Description: *Students will assess how their use of stage, actors, and set contributes to audience understanding, engagement, and overall production quality. Reflection will foster strategic thinking and prepare them for more advanced directing projects.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Play Direction Reflection

Duration: 1 Week(s)

Topic Overview

In this topic, students explore practical lessons in play direction through reflection, experience, and hands-on practice. The focus is on understanding effective strategies and common pitfalls in directing, emphasizing that real-world experience is essential for growth. Students will study case examples, participate in mini-directing exercises, and analyze both successes and mistakes to build confidence, professionalism, and creative decision-making skills.

By learning what works—and what does not—students develop critical thinking, adaptability, and a stronger understanding of how to guide actors, manage rehearsal processes, and create cohesive, engaging productions.

Learning Objectives

Identify effective directing strategies and best practices.

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Description: *Students will examine techniques for communicating vision, guiding actors, and managing rehearsals. They will learn methods that support clarity, collaboration, and efficiency, forming a foundation for professional directing habits.*

Recognize common directing mistakes and pitfalls.

Description: *Students will analyze examples of ineffective direction, including poor communication, over-controlling, or neglecting actor input. Understanding these pitfalls helps students avoid repeating errors and refine their own approach.*

Apply directing principles in practical exercises.

Description: *Students will engage in hands-on directing tasks, implementing strategies for blocking, pacing, and actor guidance. These exercises allow them to practice decision-making, problem-solving, and leadership in a safe, supportive environment.*

Reflect on experience to inform directorial growth.

Description: *Students will critically evaluate their own directing attempts and receive feedback from peers and instructors. Reflection fosters adaptability, self-awareness, and the ability to adjust techniques based on situational needs.*

Balance artistic vision with collaboration and rehearsal dynamics.

Description: *Students will learn to communicate their creative goals while respecting actors' contributions and technical constraints. They will practice fostering a collaborative environment that maximizes both artistic expression and production efficiency.*

Develop confidence and professional judgment through iterative experience.

Description: *Students will understand that repeated practice, experimentation, and reflection are key to building effective directing skills. Emphasis is placed on learning through doing, encouraging risk-taking and informed decision-making in rehearsal and performance contexts.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ✚

Unit: Children's Theatre

Duration: 6 Week(s)

Unit Description

In this unit, students explore the principles and practices of creating and performing theatre for young audiences. Emphasis is placed on storytelling, character development, and performance techniques that engage children, including physicality, voice, improvisation, and audience interaction. Students will study the unique challenges of children's theatre, such as clarity of language, pacing, and maintaining attention while conveying meaningful themes.

Students will also learn about adapting stories for performance, designing age-appropriate staging, and incorporating creative elements such as puppetry, music, and visual storytelling. The unit culminates in the creation and performance of a children's theatre piece, allowing students to apply acting, directing, and production skills in a professional and educational context.

Topic: Script Selection

Duration: 1 Week(s)

Topic Overview

In this topic, students research and select a one-act children's play to be performed by Theatre 3 students, which must be approved by the Principal's Play Selection Committee. The unit emphasizes script analysis, audience considerations, and leadership in guiding either the performance or technical aspects of the production. Students will evaluate potential scripts based on appropriateness, thematic content, length, and production feasibility, while considering the developmental and attention needs of a young audience.

By completing this process, students develop skills in decision-making, critical analysis, and collaboration with both administrative and artistic stakeholders. This task prepares them to take leadership roles in directing, production planning, and educational theatre initiatives.

Learning Objectives

Research and evaluate potential children's scripts.

Description: *Students will locate one-act plays suitable for a young audience, assessing content, theme, length, and complexity. They will develop the ability to compare options and select material that aligns with educational and theatrical objectives.*

Analyze the script for performance and technical feasibility.

Description: *Students will examine the chosen script to determine casting requirements, staging needs, technical elements, and rehearsal demands. This ensures the production is realistic and manageable within the resources and abilities of the Theatre 3 and 4 students.*

Present the selected script for approval to the Principal's Play Selection Committee.

Description: *Students will prepare a professional proposal explaining their choice, including rationale, educational value, and logistical considerations. This develops skills in persuasive communication, professional presentation, and administrative collaboration.*

Plan leadership roles in directing or technical support for the production.

Description: *Students will outline how they will guide Theatre 3 students in rehearsal or technical setup, demonstrating preparation for mentorship and hands-on leadership. Emphasis is placed on clear guidance, delegation, and fostering a positive learning environment.*

Reflect on the selection process and leadership decisions.

Description: *Students will evaluate their approach to script selection, planning, and leadership, identifying strengths, challenges, and areas for improvement. Reflection promotes self-awareness, critical thinking, and growth as an emerging theatre professional.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ✚

Topic: Design Concept Statements

Duration: 1 Week(s)

Topic Overview

In this topic, students develop design concept statements for the production they are leading—whether in directing, costumes, set, props, hair, or make-up. The unit emphasizes the ability to articulate a cohesive artistic vision that informs and guides the entire production process.

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Students will explore how creative decisions support theme, character, mood, and storytelling while considering practical constraints, collaboration, and audience impact.

By creating and presenting a concept statement, students demonstrate professionalism, clarity of vision, and leadership within their production group. This topic prepares students to make intentional design choices that unify the production and communicate a strong creative identity.

Learning Objectives

Develop a clear artistic vision for your assigned production area.

Description: *Students will analyze the script and production goals to create a concept that informs all creative decisions. This vision should reflect thematic elements, character development, and audience engagement while aligning with the overall production objectives.*

Write a professional design concept statement.

Description: *Students will articulate their ideas in a concise, well-organized statement that explains the rationale behind design choices, including color, style, texture, and spatial considerations. This practice strengthens written communication and professionalism.*

Integrate creative and practical considerations.

Description: *Students will balance artistic goals with logistical constraints such as budget, materials, rehearsal time, and space. This teaches problem-solving and realistic planning skills critical to successful production management.*

Present and defend the concept to peers and instructors.

Description: *Students will share their concept statements with the class, explaining choices and how they support the production as a whole. This promotes confidence, persuasive communication, and collaboration within the creative team.*

Reflect on the design process and its impact on the overall production.

Description: *Students will evaluate how their concept guided execution and contributed to cohesive storytelling, identifying successes and areas for improvement. Reflection fosters self-awareness, artistic growth, and preparation for future leadership in theatre production.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Rehearse Script

Duration: 1 Week(s)

Topic Overview

In this topic, students apply principles of children's theatre while rehearsing the selected script, focusing on clear storytelling, engagement, and age-appropriate performance techniques. Emphasis is placed on vocal clarity, physicality, pacing, and audience interaction to maintain attention and convey meaning effectively for young audiences. Students also explore rehearsal strategies that support collaboration, actor growth, and integration of technical elements, preparing them to lead Theatre 3 students in performance.

This topic reinforces the connection between rehearsal practice and performance quality, emphasizing how children's theatre requires thoughtful adaptation of acting, movement, and design to create an entertaining and educational experience.

Learning Objectives

Apply the principles of children's theatre during rehearsals.

Description: *Students will integrate techniques such as clear diction, exaggerated physicality, expressive voice, and pacing to maintain audience engagement. They will practice adapting performance choices to suit the comprehension and attention span of young audiences.*

Direct and guide Theatre 3 students effectively through rehearsal.

Description: *Students will develop leadership skills by providing constructive feedback, managing rehearsal time, and fostering a supportive environment. This builds confidence and the ability to mentor less-experienced performers.*

Integrate technical and design elements into rehearsals.

Description: *Students will coordinate lighting, sound, props, and set pieces with actor movements to ensure smooth and cohesive storytelling. They will learn to troubleshoot technical challenges and refine timing and placement for maximum effect.*

Refine pacing, timing, and audience interaction for children's engagement.

Description: *Students will experiment with rhythm, pauses, and interactive techniques to hold audience attention. They will practice monitoring energy levels and adjusting performances dynamically to respond to young viewers.*

Reflect on rehearsal process and make performance improvements.

Description: *Students will evaluate rehearsal effectiveness, identify strengths and areas for improvement, and implement changes based on observations and peer/instructor feedback. This reflection supports professional growth and enhances the final performance quality.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Apply Your Tech Group to the Whole

Duration: 1 Week(s)

Topic Overview

In this topic, students focus on integrating their technical production responsibilities—including lighting, sound, set, props, costumes, and hair & make-up—into the full rehearsal and performance of the play. The emphasis is on collaboration, timing, and problem-solving to ensure that all technical elements support and enhance the overall production. Students will learn to anticipate challenges, coordinate with directors and actors, and maintain consistency to create a cohesive and professional theatrical experience.

This topic highlights the importance of technical collaboration and demonstrates how effective tech work amplifies storytelling, reinforces the director's vision, and ensures smooth, engaging performances.

Learning Objectives

Integrate technical elements with actor performance and stage action.

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Elective Course

Description: *Students will synchronize lighting, sound, set pieces, props, costumes, and make-up with onstage movements, ensuring technical elements enhance narrative clarity and audience engagement.*

Collaborate effectively within the tech team and with directors.

Description: *Students will communicate and coordinate with peers and the director to execute timing, cues, and transitions seamlessly. They will develop problem-solving strategies to address unforeseen challenges during rehearsal and performance.*

Apply technical knowledge to support the overall production.

Description: *Students will use skills in their specific tech area to contribute to the aesthetic, mood, and pacing of the production, demonstrating an understanding of how each element influences the audience's experience.*

Maintain consistency and reliability in technical execution.

Description: *Students will develop habits of precision, attention to detail, and accountability to ensure cues and technical elements are executed correctly in every rehearsal and performance.*

Reflect on the effectiveness of technical contributions.

Description: *Students will evaluate how well their technical work supports the production, identifying strengths, challenges, and areas for improvement. Reflection encourages professional growth and prepares students for leadership roles in technical theatre.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Perform Script for Public - Children's Theatre Tour

Duration: 2 Week(s)

Topic Overview

In this topic, students take the completed children's theatre production from rehearsal to public performance, including performing for young audiences at their school and touring the show to other schools that have requested the performance. The focus is on professional execution, audience engagement, and adaptability to different performance spaces and audiences. Students apply acting, technical, and collaborative skills to deliver a polished and entertaining production that communicates story, character, and themes effectively to children.

Through this experience, students develop real-world performance and leadership skills while understanding the responsibilities of touring productions, including preparation, punctuality, and audience interaction.

Learning Objectives

Deliver engaging performances tailored to young audiences.

Description: *Students will adapt voice, movement, timing, and expression to maintain children's attention and convey story clearly. They will practice techniques that emphasize clarity, energy, and audience connection suitable for varying age groups.*

Perform professionally in multiple venues.

Description: *Students will demonstrate adaptability to different spaces and technical setups, managing stage areas, props, and cues effectively while maintaining performance quality.*

Coordinate and collaborate with the production team on tour logistics.

Description: *Students will manage transportation of sets, props, and costumes, ensuring technical elements function consistently across venues. Collaboration with peers and technical teams ensures smooth performances.*

Reflect on audience response and performance effectiveness.

Description: *Students will observe and assess audience engagement, energy, and comprehension, using these observations to improve future performances. Feedback from peers, instructors, and audience members will guide refinement.*

Demonstrate professional conduct and responsibility in touring contexts.

Description: *Students will practice punctuality, preparedness, teamwork, and adaptability, reflecting the standards expected of professional performers and production teams on tour.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Contemporary Monologue

Duration: 2 Week(s)

Unit Description

In this unit, students explore the performance of contemporary monologues from modern plays, film, and television scripts. The unit emphasizes text analysis, character development, and performance techniques that reflect realistic dialogue, emotional truth, and contemporary storytelling styles. Students will study pacing, subtext, and vocal/physical nuances necessary for compelling, authentic performances.

Students will select, rehearse, and perform a contemporary monologue, applying professional acting techniques and incorporating feedback from instructors and peers. By the end of the unit, students will demonstrate mastery of contemporary performance style, expressive clarity, and confidence in presenting modern dramatic material for auditions, showcases, or portfolio purposes.

Topic: Select and Analyze a Contemporary Monologue for Audition

Duration: 1 Week(s)

Topic Overview

In this topic, students choose a contemporary monologue that contrasts with their first-quarter monologue, emphasizing variety in style, character, and emotional range. The unit focuses on critical analysis of modern texts, identifying character objectives, subtext, and emotional beats, and preparing the monologue for audition purposes. Students will explore techniques to interpret and embody contemporary characters authentically while highlighting their versatility as performers.

By analyzing and preparing a new monologue, students expand their acting range, develop audition-ready material, and refine skills in

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character interpretation, text analysis, and performance preparation.

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Elective Course

Learning Objectives

Select a contemporary monologue contrasting with prior performance work.

Description: *Students will choose a piece that challenges their abilities and demonstrates a different style, tone, or character type than their first-quarter monologue. This encourages exploration of range and versatility in contemporary performance.*

Analyze the monologue for character, objectives, and subtext.

Description: *Students will break down the text to identify motivations, emotional beats, and relationships, developing a clear understanding of how to communicate the character's intentions authentically.*

Develop a personal interpretation and artistic choices.

Description: *Students will make intentional decisions regarding delivery, pacing, and emotional expression that align with their analysis, reflecting both the character and their unique performance style.*

Prepare the monologue for audition performance.

Description: *Students will rehearse their monologue with attention to clarity, timing, and stage presence, incorporating vocal and physical techniques suitable for contemporary performance.*

Reflect on performance choices and potential improvements.

Description: *Students will assess the effectiveness of their interpretation, receive feedback from instructors and peers, and make adjustments to enhance performance quality and readiness for professional or academic auditions.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ✚

Topic: Memorize, Rehearse, Perform - Contemporary Monologue

Duration: 1 Week(s)

Topic Overview

In this topic, students focus on committing a contemporary monologue to memory, refining it through rehearsal, and performing it for assessment, auditions, or showcase purposes. The unit emphasizes preparation, interpretation, and execution, requiring students to synthesize character analysis, emotional truth, vocal and physical techniques, and stage presence into a polished performance.

Through this process, students strengthen their acting skills, build confidence, and demonstrate the ability to deliver a compelling contemporary monologue with clarity, authenticity, and professionalism.

Learning Objectives

Memorize the contemporary monologue accurately.

Description: *Students will commit their chosen text to memory, ensuring precision in lines, cues, and emotional beats. Memorization allows for focus on interpretation, movement, and audience engagement during performance.*

Rehearse the monologue with attention to technique and expression.

Description: *Students will refine pacing, vocal delivery, body language, and emotional authenticity during rehearsal. They will experiment with choices, incorporate feedback, and develop consistency in performance quality.*

Apply interpretive and artistic choices in performance.

Description: *Students will use their analysis of character objectives, subtext, and emotional nuances to deliver a personal, compelling interpretation. They will integrate voice, movement, and timing to convey character and story effectively.*

Perform the monologue with confidence and professionalism.

Description: *Students will demonstrate stage presence, clarity, and engagement while performing for peers, instructors, or an audience. Performance skills include projecting energy, maintaining focus, and connecting authentically with the audience.*

Reflect on performance and incorporate feedback.

Description: *Students will evaluate their own performance and consider peer and instructor feedback to identify strengths and areas for improvement. Reflection encourages continuous growth and prepares students for auditions and future performances.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ✚

Unit: Written Play

Duration: 2 Week(s)

Unit Description

In this unit, students explore the craft of playwriting, developing an original script that demonstrates understanding of dramatic structure, character development, dialogue, and thematic coherence. Emphasis is placed on the creative process, including brainstorming, outlining, drafting, revising, and polishing, as well as considering audience, genre, and production feasibility.

Students will analyze existing plays to identify techniques used by professional playwrights, apply these techniques to their own writing, and workshop their scripts with peers for feedback and refinement. By the end of the unit, students will produce a completed, performance-ready play that reflects originality, clarity, and dramatic intent, preparing them for staged readings or productions.

Topic: Brainstorm Writing - Creating Script Ideas

Duration: 2 Day(s)

Topic Overview

In this topic, students engage in the initial stage of playwriting by brainstorming multiple ideas for an original script. The focus is on generating creative concepts, exploring themes, and considering characters, conflicts, and settings. Students will develop 3–4 potential ideas, evaluating each for originality, dramatic potential, and suitability for performance.

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Elective Course

This stage emphasizes creative thinking, experimentation, and idea development, providing a foundation for drafting a structured and compelling script.

Learning Objectives

Generate multiple creative ideas for a script.

Description: *Students will brainstorm 3–4 potential story concepts, exploring diverse themes, genres, and characters. This encourages creativity, originality, and the ability to consider multiple narrative possibilities.*

Analyze and evaluate ideas for dramatic potential.

Description: *Students will assess each idea based on character complexity, conflict, setting, and thematic depth. Evaluation helps prioritize concepts with the strongest potential for development into a full script.*

Consider audience and performance feasibility.

Description: *Students will reflect on how their ideas could be staged, considering resources, cast size, and audience engagement. This fosters practical thinking alongside creativity.*

Document and organize ideas for further development.

Description: *Students will record their brainstorming process and outline key elements of each idea, creating a reference for drafting and refining scripts in later units.*

Reflect on personal interests and creative voice.

Description: *Students will consider which ideas best align with their artistic goals, style, and strengths as a writer, supporting authenticity and ownership of their creative work.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Create Improv Skit from Scene Outline

Duration: 2 Day(s)

Topic Overview

In this topic, students work collaboratively to develop a short improvised scene based on a selected idea from previous brainstorming exercises. The group creates a scene outline including Exposition, Rising Action, Climax, and Resolution, then rehearses, performs, and records the skit. Emphasis is placed on storytelling structure, teamwork, creativity, and improvisational skills, while also practicing reflection and performance critique.

This topic allows students to explore narrative development, experiment with character interactions, and apply foundational dramatic principles in a dynamic and collaborative setting.

Learning Objectives

Select a scene idea and develop a structured outline.

Description: *Students will choose one concept from prior brainstorming and create a scene outline that includes Exposition, Rising Action, Climax, and Resolution. This reinforces understanding of dramatic structure and logical narrative progression.*

Apply improvisational techniques to explore character and plot.

Description: *Students will experiment with dialogue, action, and timing during rehearsals, fostering creativity, spontaneity, and adaptability in performance. Improvisation helps them respond to unforeseen challenges and develop authentic interactions.*

Collaborate effectively within a performance group.

Description: *Students will practice communication, cooperation, and problem-solving while working together to develop and refine the scene. This encourages shared responsibility and ensemble cohesion.*

Perform and record the improvised scene.

Description: *Students will present the completed scene, demonstrating clarity, energy, and audience engagement. Recording allows for self-assessment and documentation of progress.*

Reflect on the process and performance.

Description: *Students will review their recording and provide peer feedback, identifying strengths, areas for improvement, and lessons learned about narrative, character, and ensemble performance. Reflection promotes growth as both performers and creators.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Write the Script

Duration: 2 Day(s)

Topic Overview

In this topic, students collaboratively transform their improvised scene into a fully written script. Using the improv scene as a guideline, the group will develop dialogue, stage directions, and character actions, ensuring that the script clearly reflects narrative structure, character development, and thematic intent. The process emphasizes teamwork, organization, and the translation of spontaneous performance ideas into a coherent, performance-ready text.

By writing the script as a group, students practice combining creativity with structure, refining ideas from improvisation into a polished written work suitable for rehearsal and performance.

Learning Objectives

Transform improvised scenes into a structured script.

Description: *Students will take the key elements of their improv scene—plot, character interactions, and dialogue—and organize them into a coherent written format with clear stage directions and character actions.*

Develop dialogue that reflects character, tone, and narrative.

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Elective Course

Description: *Students will ensure that the dialogue is purposeful, natural, and consistent with character motivations while advancing the story and maintaining audience engagement.*

Apply narrative structure in scriptwriting.

Description: *Students will integrate Exposition, Rising Action, Climax, and Resolution, confirming that the written script follows a logical and compelling story arc suitable for performance.*

Collaborate effectively to produce a unified script.

Description: *Students will work as a team to share ideas, resolve conflicts, and make creative decisions, ensuring that all group members contribute to the final product.*

Revise and refine the script based on group feedback.

Description: *Students will review and edit their work for clarity, pacing, and dramatic impact, incorporating suggestions from peers and instructors to enhance the script's overall quality and readiness for rehearsal.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Peer Review Script

Duration: 2 Day(s)

Topic Overview

In this topic, students exchange their written scripts with another group for peer review. The focus is on providing and receiving constructive feedback regarding narrative structure, character development, dialogue, and overall clarity. Students will learn to critically analyze a peer's work, offer actionable suggestions, and incorporate received feedback to improve their own scripts.

Peer review fosters collaboration, critical thinking, and reflective practice, encouraging students to approach their writing from both a creator's and audience's perspective.

Learning Objectives

Provide constructive feedback on another group's script.

Description: *Students will analyze peer scripts for strengths and areas for improvement in plot, character, dialogue, and clarity, offering actionable and respectful suggestions to support revision.*

Evaluate peer work through the lens of performance feasibility.

Description: *Students will consider how the script could be staged, including pacing, technical needs, and actor interpretation, helping peers anticipate potential production challenges.*

Reflect on feedback received and plan revisions.

Description: *Students will review suggestions from peers and instructors, identifying which feedback will enhance their script and creating a plan for implementing improvements.*

Develop critical thinking and analytical skills.

Description: *Students will practice assessing narrative, dialogue, and dramatic effectiveness objectively, strengthening their ability to critique both their own and others' work.*

Foster collaboration and communication skills.

Description: *Students will engage in professional, constructive discussions with peers, learning to articulate ideas clearly and respectfully, which mirrors real-world creative collaboration.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Script Completion

Duration: 2 Day(s)

Topic Overview

In this topic, students finalize their group-written scripts and submit the completed version for assessment. Emphasis is placed on polishing narrative structure, refining dialogue, and ensuring clarity of stage directions and character actions. Students will consolidate all revisions and feedback from peer review, instructors, and group discussions to produce a professional, performance-ready script.

This stage reinforces attention to detail, collaboration, and the ability to translate creative ideas into a cohesive written work suitable for rehearsal and eventual performance.

Learning Objectives

Consolidate all revisions into a final script.

Description: *Students will incorporate feedback from peer review, instructor input, and group discussions to ensure the script is polished, coherent, and ready for production.*

Ensure clarity and consistency in dialogue and stage directions.

Description: *Students will review their script to confirm that character motivations, dialogue, and stage actions are clear, consistent, and actionable for performers and technical teams.*

Apply narrative structure and dramatic principles effectively.

Description: *Students will verify that their script maintains proper Exposition, Rising Action, Climax, and Resolution, ensuring a compelling and logically organized story.*

Demonstrate professionalism in script submission.

Description: *Students will submit a complete, formatted script on time, reflecting responsibility, attention to detail, and readiness for rehearsal or performance.*

Reflect on the writing and revision process.

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Elective Course

Description: *Students will evaluate the effectiveness of their creative and collaborative process, identifying strengths, challenges, and lessons learned to inform future scriptwriting projects.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Perform Written Plays

Duration: 3 Week(s)

Unit Description

In this unit, students bring their collaboratively written plays to life through rehearsal and performance. Emphasis is placed on translating the written text into engaging, dynamic performances that demonstrate understanding of character, narrative structure, pacing, and audience engagement. Students will integrate acting and directing—into a cohesive production.

Through this unit, students gain experience in the full production process, from script to stage, developing professional performance skills, collaborative problem-solving, and the ability to adapt creative decisions for live audiences. The unit culminates in polished performances for peers reinforcing the connection between scriptwriting and theatrical execution.

Topic: Swap Plays - Perform Another Group's Scenes

Duration: 1 Week(s)

Topic Overview

In this topic, students exchange their written plays with another group and perform the scenes created by their peers. The focus is on interpreting another author's work, understanding the challenges of performing a script without having created it, and striving to honor the original author's intent while bringing their own creative interpretation to the performance. Students will learn the importance of collaboration, adaptability, and respecting the vision of others while enhancing their own performance and analytical skills.

This experience provides insight into the dual perspectives of playwright and actor, strengthening empathy, interpretive skills, and the ability to communicate narrative and character authentically.

Learning Objectives

Interpret a peer's script while honoring the author's intent.

Description: *Students will analyze the script to understand the original goals, themes, and character motivations. They will practice translating these elements into performance choices that respect the author's vision.*

Adapt creatively while performing a script not authored by themselves.

Description: *Students will make artistic choices that bring authenticity and clarity to the performance, balancing fidelity to the original work with their own interpretive decisions.*

Understand the challenges of performing without full creative control.

Description: *Students will reflect on the experience of acting within constraints, recognizing the importance of collaboration, communication, and flexibility in professional theatre settings.*

Collaborate effectively with peers in rehearsal and performance.

Description: *Students will coordinate with cast members and directors to ensure the performance is cohesive, demonstrating teamwork and problem-solving skills.*

Reflect on the performance experience to enhance interpretive and analytical skills.

Description: *Students will evaluate how well they conveyed the author's intent, identify strengths and areas for improvement, and consider lessons learned for both acting and scriptwriting practice.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Blocking and Concepts

Duration: 2 Day(s)

Topic Overview

In this topic, students begin planning the physical and conceptual elements of their production by creating set diagrams and developing a plot outline. Emphasis is placed on understanding how actors' movements, spatial relationships, and staging choices communicate story, character, and theme. Students will explore concepts of visual storytelling, stage geography, and spatial dynamics to ensure that each scene supports the narrative and engages the audience.

This topic integrates creative and practical thinking, encouraging students to visualize how their script will come to life on stage while making intentional choices about movement, space, and design.

Learning Objectives

Develop set diagrams to plan spatial relationships.

Description: *Students will create diagrams that depict the stage layout, furniture, props, and entrances/exits, ensuring that movement and staging are feasible and effective for storytelling.*

Begin a plot outline to guide scene development.

Description: *Students will organize scenes sequentially, identifying key beats, emotional arcs, and pacing to create a coherent narrative flow that supports performance and audience comprehension.*

Apply concepts of visual storytelling and stage geography.

Description: *Students will consider how blocking, actor placement, and movement convey character relationships, tension, and thematic elements, enhancing audience understanding and engagement.*

Coordinate blocking with technical and design elements.

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Elective Course

Description: *Students will plan actor movement in relation to set pieces and props to ensure smooth execution during rehearsals and performances.*

Reflect on conceptual and practical choices.

Description: *Students will assess how their diagrams and plot outline support narrative clarity and production goals, making adjustments to improve the effectiveness of staging and storytelling.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Character Development - Answer Character Questions

Duration: 3 Day(s)

Topic Overview

In this topic, students deepen their understanding of their characters by responding to a series of questions designed by the class. The focus is on exploring character motivation, background, relationships, and objectives to create authentic, fully realized performances. Students will use analysis, discussion, and reflection to inform choices in dialogue, movement, and emotional expression, ensuring that their portrayal is consistent and compelling throughout the production.

This process emphasizes critical thinking, empathy, and creativity, allowing students to inhabit their characters fully while making intentional performance decisions.

Learning Objectives

Analyze character motivations and objectives.

Description: *Students will examine their character's desires, goals, and obstacles, identifying how these elements drive actions and interactions within the story.*

Explore character background and relationships.

Description: *Students will consider personal history, relationships with other characters, and social context to inform performance choices and deepen audience understanding.*

Make intentional performance choices based on character analysis.

Description: *Students will apply insights from character questions to influence voice, movement, gestures, and emotional expression, ensuring consistency and authenticity.*

Collaborate with peers to refine character understanding.

Description: *Students will discuss responses to character questions in class, exchanging perspectives and feedback to enhance individual and ensemble performances.*

Reflect on character development process.

Description: *Students will evaluate how answering character questions has informed their portrayal, identifying strengths, challenges, and opportunities for further growth in performance.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Rehearse and Perform - Scene Performance

Duration: 1 Week(s)

Topic Overview

In this topic, students rehearse and perform their assigned scenes, applying character development and blocking to create a cohesive and engaging performance. Emphasis is placed on refining timing, emotional expression, vocal clarity, physicality, and collaboration to ensure a polished and compelling presentation. Students will also practice integrating feedback from peers and instructors to enhance the quality of their performance.

This topic allows students to synthesize skills learned throughout the unit, building confidence, professional stage presence, and an understanding of how rehearsal informs live performance.

Learning Objectives

Apply character analysis and development in performance.

Description: *Students will use insights from character questions and script analysis to inform their vocal, physical, and emotional choices, ensuring authenticity and consistency in portrayal.*

Execute blocking and spatial awareness effectively.

Description: *Students will navigate stage space, entrances/exits, and interactions with props ensuring smooth movement and visual storytelling.*

Rehearse with attention to timing, pacing, and ensemble dynamics.

Description: *Students will refine rhythm, cue responses, and scene flow to maintain audience engagement and support ensemble cohesion.*

Reflect on performance and incorporate feedback.

Description: *Students will evaluate their performance using peer and instructor feedback, identifying areas for improvement and strategies for continued growth in acting and ensemble collaboration.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Sanford Meisner

Duration: 2 Week(s)

Unit Description

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Grade(s) 12th, Duration 1 Year, 1 Credit

Elective Course

In this unit, students explore the Sanford Meisner technique, emphasizing truthful, spontaneous, and instinctive acting based on moment-to-moment responses. The unit focuses on developing strong emotional connections, active listening, and authentic reactions through exercises such as repetition, improvisation, and scene work. Students will learn to move beyond scripted performance to fully inhabit their characters, responding genuinely to their scene partners and the surrounding environment.

Through the study and practice of Meisner's techniques, students strengthen presence, empathy, and emotional truth in performance. The unit culminates in scenes and exercises that demonstrate mastery of responsiveness, concentration, and authenticity, preparing students for professional auditions and performances.

Topic: Learn Sanford Meisner Method

Duration: 1 Week(s)

Topic Overview

In this topic, students explore the Sanford Meisner technique through the repetition exercise, focusing on responding truthfully to their scene partner in the moment. The emphasis is on avoiding pre-conceived line readings and instead experiencing the reality of the interaction as it unfolds. Students will develop the ability to listen actively, react instinctively, and remain emotionally present, fostering authentic and spontaneous performance.

This exercise encourages actors to trust their impulses, heighten awareness of partner and environment, and create truthful, emotionally grounded interactions. It is foundational to mastering Meisner's approach to honest, reactive acting.

Learning Objectives

Practice repetition exercises to develop authenticity.

Description: *Students will engage in partner repetition exercises, responding naturally and truthfully to repeated phrases, which trains the actor to focus on the present moment rather than pre-planned lines.*

Avoid pre-conceived readings to experience the moment.

Description: *Students will learn to relinquish control of performance choices, allowing genuine reactions to emerge from the interaction rather than memorized interpretations.*

Enhance active listening and observation skills.

Description: *Students will practice fully observing their partner's verbal and non-verbal cues, improving responsiveness, empathy, and situational awareness.*

Build emotional presence and instinctive reaction.

Description: *Students will cultivate the ability to remain emotionally engaged and respond spontaneously, creating performances that feel alive and truthful.*

Reflect on the impact of Meisner exercises on personal acting growth.

Description: *Students will evaluate how repetition practice influences their connection to partners, authenticity, and overall performance, identifying areas for continued development.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⚡

Topic: Demonstrate Meisner Method

Duration: 1 Week(s)

Topic Overview

In this topic, students practice key exercises from the Sanford Meisner technique, including Repetition, Pinch & Ouch, and Observation. These exercises emphasize authentic, moment-to-moment responses, heightened awareness of scene partners, and truthful emotional reactions. Students will demonstrate their understanding of the Meisner approach by engaging in interactive exercises that build active listening, instinctive reactions, and emotional presence.

This topic provides students with opportunities to apply foundational Meisner principles in practical, performance-based scenarios, reinforcing spontaneity, empathy, and truthful interaction on stage.

Learning Objectives

Apply the Repetition exercise to develop authentic, in-the-moment responses.

Description: *Students will repeat phrases with a partner, focusing on genuinely responding to their partner's behavior rather than pre-planned lines, reinforcing presence and spontaneity.*

Use the Pinch & Ouch exercise to explore truthful emotional reactions.

Description: *Students will engage in controlled, safe exercises that simulate emotional triggers, helping them practice honest reactions while maintaining focus and composure.*

Practice Observation to enhance awareness of partner and environment.

Description: *Students will observe and interpret their partner's physical and emotional cues, learning to respond appropriately and naturally, strengthening situational awareness and ensemble interaction.*

Demonstrate emotional presence and instinctive performance.

Description: *Students will combine exercises to deliver authentic, responsive reactions, cultivating a performance style grounded in truth and immediacy.*

Reflect on the application of Meisner techniques.

Description: *Students will evaluate how these exercises influence their connection to scene partners, spontaneity, and overall acting ability, identifying areas for continued growth and refinement.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⚡

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Elective Course

Unit: Ten Minute Plays

Duration: 4 Week(s)

Unit Description

In this unit, students explore the creation, rehearsal, and performance of ten-minute plays, emphasizing concise storytelling, focused character development, and efficient narrative structure. The unit guides students through selecting a short play, analyzing dramatic elements, and collaborating with peers to bring the work to life on stage.

Students will engage in all aspects of theatrical production, including script analysis, rehearsal, blocking and character development. The short format challenges students to convey clear, engaging stories with fully realized characters in a limited timeframe, fostering creativity, precision, and strong performance skills. By the end of the unit, students will perform polished ten-minute plays for classmates demonstrating mastery of condensed storytelling and professional production practices.

Topic: Scene Selection for Classroom work

Duration: 1 Week(s)

Topic Overview

In this topic, students select a ten-minute play or scene to perform in the classroom. Emphasis is placed on choosing material that is appropriate for the class setting, offers opportunities for character development, and challenges students' acting skills. Students will analyze potential scenes for dramatic structure, character interactions, and thematic elements, ensuring the selected work aligns with their performance goals and ensemble dynamics.

This stage encourages critical thinking, creativity, and collaboration, as students must balance personal interests with the suitability and potential of the scene for effective classroom performance.

Learning Objectives

Select an appropriate ten-minute play or scene for performance.

Description: *Students will evaluate multiple options, considering character complexity, dialogue, and thematic content, ensuring the material is suitable for classroom work and performance.*

Analyze the scene for narrative and character potential.

Description: *Students will identify key plot points, character objectives, and emotional beats, ensuring that the scene provides opportunities for meaningful performance and character exploration.*

Align scene choice with individual and ensemble goals.

Description: *Students will consider their own strengths and the collaborative dynamic of the group, selecting a scene that allows for cohesive ensemble work and effective storytelling.*

Justify selection based on dramatic and educational criteria.

Description: *Students will articulate their reasons for choosing a particular scene, demonstrating understanding of its challenges, opportunities, and suitability for classroom performance.*

Prepare for initial rehearsal and performance planning.

Description: *Students will outline a basic plan for approaching the scene, including character focus, potential blocking, and areas to explore in rehearsal, setting the foundation for successful classroom performance.*

Priority Learning Objective = ★
Learning Objectives linked to Essential Standard = ✚

Topic: Concept and Outlines

Duration: 2 Day(s)

Topic Overview

In this topic, students begin the pre-production process by creating set diagrams and developing a plot outline for their selected ten-minute play or scene. Emphasis is placed on visualizing the performance space, understanding the flow of action, and organizing narrative elements to ensure clarity and coherence. Students will explore how staging, movement, and scene structure support storytelling, character development, and audience engagement.

This stage integrates creative, organizational, and practical thinking, helping students translate written material into actionable performance plans while considering the interplay of narrative and physical space.

Learning Objectives

Develop set diagrams to plan spatial relationships.

Description: *Students will create diagrams that depict stage layout, entrances/exits, props, and furniture placement, ensuring that blocking is feasible and supports the narrative.*

Create a plot outline to organize scenes and action.

Description: *Students will map key beats, emotional arcs, and narrative progression, providing a structured guide for rehearsal and performance.*

Apply concepts of visual storytelling and staging.

Description: *Students will consider how blocking, actor positioning, and movement convey relationships, tension, and thematic elements, enhancing audience comprehension.*

Coordinate blocking.

Description: *Students will plan how actors' movements interact with props and furniture..*

Reflect on conceptual choices and rehearsal preparation.

Description: *Students will evaluate how their diagrams and plot outline support storytelling, identify potential challenges, and adjust plans to optimize rehearsal efficiency and performance clarity.*

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Elective Course

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Blocking and Character Work - Using Meisner Technique

Duration: 3 Day(s)

Topic Overview

In this topic, students explore character development and blocking using the Meisner Technique, focusing on responding truthfully to the text rather than relying on pre-written backstories. Through exercises such as repetition of lines, students develop characters organically from the dialogue and actions within the script. Students will integrate blocking and movement with authentic emotional responses, emphasizing in-the-moment reactions and truthful interactions on stage.

This approach strengthens actors' presence, responsiveness, and ability to generate character from the text itself, while maintaining awareness of stage space and scene flow.

Learning Objectives

Develop character using the Meisner Technique.

Description: *Students will create authentic, spontaneous character interpretations directly from the text, focusing on truthful reactions rather than pre-conceived backstory.*

Practice repetition exercises to inform character choices.

Description: *Students will repeat lines with scene partners to build emotional awareness and discover character traits through in-the-moment interaction.*

Integrate blocking with character development.

Description: *Students will coordinate movement, spatial positioning, and stage interactions with character objectives, ensuring that blocking supports narrative and performance authenticity.*

Enhance active listening and responsiveness.

Description: *Students will practice observing scene partners and responding instinctively, reinforcing emotional truth and ensemble cohesion.*

Reflect on character and blocking choices.

Description: *Students will evaluate how their performance choices, including movement and reactions, contribute to authentic characterization and scene clarity, identifying areas for improvement.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Memory and Peer Review - Memorize and Practice Scene

Duration: 1 Week(s)

Topic Overview

In this topic, students focus on the memorization, refinement, and peer evaluation of their performance pieces. Through active rehearsal and collaboration, students strengthen their ability to deliver lines with confidence, emotion, and authenticity. Peer review is incorporated to foster constructive feedback, helping performers identify strengths and areas for growth while supporting a professional, ensemble-based rehearsal environment.

This process enhances actors' discipline, preparation habits, and ability to receive and apply critiques in service of a stronger final performance.

Learning Objectives

Memorize assigned scene material accurately.

Description: *Students will commit lines and blocking to memory, focusing on fluency and emotional consistency to ensure smooth, uninterrupted performance delivery.*

Rehearse with intention and focus.

Description: *Students will engage in repeated scene practice to strengthen timing, expression, and physicality while deepening understanding of the character's motivations and relationships.*

Participate in structured peer review sessions.

Description: *Students will observe classmates' performances, offering constructive feedback on clarity, authenticity, and stage presence, using respectful and professional language.*

Apply peer feedback to improve performance.

Description: *Students will integrate critiques from peers and instructors into subsequent rehearsals, refining vocal delivery, movement, and emotional engagement.*

Reflect on personal growth and preparation process.

Description: *Students will assess their progress in memorization, collaboration, and performance technique, setting goals for continued improvement in future scenes.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Rehearse and Perform - Perform Scene

Duration: 1 Week(s)

Topic Overview

In this topic, students bring their work from rehearsal to performance, showcasing their understanding of character, text, and stagecraft. Through focused rehearsals, students refine delivery, timing, and collaboration with scene partners. The culminating performance allows them

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to apply acting techniques, demonstrate confidence, and engage an audience authentically. Emphasis is placed on professionalism, emotional connection, and reflection on the performance process.

Learning Objectives

Refine performance through focused rehearsal.

Description: *Students will polish timing, blocking, and delivery during rehearsals, integrating feedback from peers and the instructor to enhance the overall performance quality.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: One Act Plays

Duration: 6 Week(s)

Unit Description

In this culminating unit, students apply advanced theatrical skills to the production of a one-act play, synthesizing their learning from previous units in acting, directing, and technical theatre. Students will take on specific production roles—such as actor, director, stage manager, or designer—and collaborate to bring a complete performance to life. Emphasis is placed on understanding the structure and pacing of one-act plays, managing rehearsal processes, and integrating all technical and performance elements into a cohesive presentation. Students will develop a deeper appreciation for ensemble collaboration, time management, and the creative problem-solving required to produce theatre at a high level of artistry and professionalism.

Topic: Play Selection

Duration: 1 Week(s)

Topic Overview

In this topic, students will research and select a one-act play to direct or act in for Theatre 4. Students will consider genre, theme, cast size, technical needs, and audience appropriateness when making their selection. Once a script is chosen, students will prepare a proposal to submit to the Principal's Play Selection Committee for review and approval. The process mirrors real-world theatre production standards, emphasizing professionalism, artistic vision, and responsibility in script selection.

Learning Objectives

Research and evaluate potential one-act plays for production.

Description: *Students will explore a variety of one-act plays from diverse genres and playwrights, analyzing their content, tone, and production feasibility. They will learn how to assess scripts for performance readiness, cast suitability, and school-appropriate material, developing critical decision-making and evaluative skills essential to theatre production.*

Develop and articulate a clear rationale for play selection.

Description: *Students will write a proposal justifying their play choice, explaining how the script aligns with course goals, student skill levels, and the intended audience. They will learn to communicate their artistic intent effectively and persuasively, simulating the proposal process used by professional directors and producers.*

Prepare formal materials for the Principal's Play Selection Committee.

Description: *Students will compile a presentation packet that includes the play synopsis, cast list, technical requirements, and artistic concept. Through this process, they will practice professionalism, organization, and clear communication, ensuring all materials meet the committee's review standards.*

Present and defend play selection to the committee for approval.

Description: *Students will present their play choice to the Principal's Play Selection Committee, addressing questions and feedback. This experience develops confidence in public speaking and professional communication while reinforcing the importance of collaboration and administrative oversight in theatre production.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Concept and Outlines

Duration: 1 Week(s)

Topic Overview

In this topic, students will develop the foundational creative vision for their one-act play through concept design and structural planning. Students will create a set diagram that visualizes stage layout, props, and movement flow, and begin drafting a plot outline that captures the play's dramatic arc. This stage emphasizes how artistic concept, space, and storytelling work together to communicate meaning and enhance the audience's experience. Collaboration and thoughtful design will guide students in translating abstract ideas into concrete performance elements.

Learning Objectives

Develop a clear production concept that supports the script's themes and tone.

Description: *Students will identify the central message or emotional focus of their play and define how design, performance, and direction will reinforce it. They will learn to create a cohesive vision that informs all creative choices, from visual design to actor movement and delivery.*

Design set diagrams that illustrate spatial awareness and stage functionality.

Description: *Students will sketch or digitally design a set layout that demonstrates understanding of blocking, actor positioning, and audience sightlines. This process teaches how stage design contributes to storytelling, pacing, and mood while maintaining practical considerations for performance.*

Construct a detailed plot outline that maps the play's structure.

Description: *Students will outline the major plot points—exposition, rising action, climax, falling action, and resolution—to ensure a clear narrative flow. This helps students analyze dramatic structure and understand how timing and tension build audience engagement.*

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Collaborate with peers to refine concept and design plans.

Description: *Students will share their concepts and set diagrams for feedback, learning how to incorporate multiple perspectives to improve their ideas. This collaboration reinforces teamwork, problem-solving, and respect for the creative process of ensemble theatre.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Blocking and Character

Duration: 1 Week(s)

Topic Overview

In this topic, students will explore the connection between physical movement, character motivation, and storytelling through focused work on blocking and character development. Using Uta Hagen's Six Guideposts as a foundation, students will analyze their character's objectives, relationships, and circumstances to inform both emotional and physical choices on stage. Additionally, students will create a character backstory to deepen authenticity in performance. This process encourages students to approach acting with intentionality, integrating text analysis, movement, and emotional truth.

Learning Objectives

Apply Uta Hagen's Six Guideposts to character analysis.

Description: *Students will respond to Hagen's guidepost questions—Who am I? What are my circumstances? What are my relationships? What do I want? What's in my way? What do I do to get what I want?—to examine their character's motivations and behavior. This analytical process helps actors ground their performances in realism and internal logic.*

Develop a detailed character backstory.

Description: *Students will write or present a character biography that explores life events, experiences, and emotional influences that shape the character's personality. This activity strengthens empathy and creative thinking, allowing performers to make nuanced acting choices that feel genuine and informed.*

Block scenes with purpose and precision.

Description: *Students will collaborate to design purposeful stage movement that reflects character objectives and relationships. Through guided rehearsal, they will learn how blocking communicates subtext, status, and emotional shifts to the audience, enhancing both clarity and dramatic impact.*

Integrate physical movement with emotional motivation.

Description: *Students will practice synchronizing their body language, gestures, and movement patterns with the emotional and psychological state of their character. This develops spatial awareness and physical expressiveness, key traits of a mature, dynamic performer.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Rehearsals

Duration: 1 Week(s)

Topic Overview

In this topic, students will focus on blocking and rehearsing their assigned scenes for their one-act play. Emphasis is placed on integrating character work, movement, and spatial awareness to create coherent and dynamic stage action. Students will collaborate with peers to refine timing, entrances/exits, and physical interactions, ensuring that performance choices are intentional and support the narrative. Rehearsals provide the opportunity to experiment, problem-solve, and solidify the ensemble's understanding of the play's emotional and dramatic flow.

Learning Objectives

Block scenes with clear and purposeful stage movement.

Description: *Students will plan and practice actor movements that align with character objectives and story progression. Blocking will consider spatial relationships, audience sightlines, and scene transitions to communicate meaning visually and dramatically.*

Integrate character work into rehearsal practice.

Description: *Students will apply their understanding of character motivations, backstory, and emotional beats to physical movement and interactions. This ensures that blocking and performance choices feel authentic and consistent with character objectives.*

Collaborate effectively with scene partners.

Description: *Students will work cooperatively to synchronize timing, cues, and ensemble dynamics. Rehearsals cultivate teamwork, communication, and problem-solving skills, essential for successful live performance.*

Refine timing, pacing, and delivery.

Description: *Students will practice scene rhythm, dialogue pacing, and emotional timing to maintain audience engagement and clarity. Adjustments made during rehearsal help ensure smooth and compelling performances.*

Reflect on rehearsal progress and adjust accordingly.

Description: *Students will evaluate the effectiveness of blocking, character integration, and scene flow, making strategic changes to enhance overall performance quality. Reflection encourages critical thinking and iterative improvement.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Tech and Dress - Technical Integration and Dress Rehearsal

Duration: 1 Week(s)

Topic Overview

In this topic, students will focus on integrating all technical elements—lighting, costumes, sets, and props—into the rehearsal process to prepare for the final performance of their one-act play. Through tech rehearsals and dress rehearsals, students will coordinate timing, scene changes, and technical cues while maintaining performance quality. This stage emphasizes collaboration between performers and the technical crew, teaching students how to synchronize artistic vision with practical execution for a polished production.

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Learning Objectives

Incorporate lighting, set, props, and costumes into performance.

Description: *Students will learn how technical elements enhance storytelling, mood, and visual impact. They will adjust performances to accommodate stage lighting, set design, and prop use while ensuring costumes support character portrayal.*

Coordinate technical cues with actor performance.

Description: *Students will practice timing entrances, exits, and scene transitions in alignment with lighting changes, sound cues, and set movements. This fosters precision and reinforces the importance of teamwork between actors and technical crew.*

Conduct effective tech rehearsals.

Description: *Students will participate in structured run-throughs, identifying and resolving technical or performance issues. These rehearsals simulate professional production workflows and develop problem-solving skills in real-time.*

Execute full dress rehearsals.

Description: *Students will perform the play with all technical elements in place, as if presenting to an audience. This provides an opportunity to integrate blocking, character work, and technical cues seamlessly, building confidence and professionalism.*

Reflect on technical and performance integration.

Description: *Students will evaluate how lighting, costumes, sets, and props impact the clarity, mood, and effectiveness of the performance. They will identify areas for improvement to ensure a cohesive and polished final production.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⚡

Topic: Performance

Duration: 1 Week(s)

Topic Overview

In this topic, students will present their fully rehearsed one-act play for an audience of parents and fellow theatre students. Emphasis is placed on applying all prior work—character development, blocking, technical integration, and ensemble collaboration—to deliver a polished and professional performance. Students will experience the responsibilities and pressures of live theatre, practicing stage presence, audience engagement, and performance consistency. This culminating activity allows students to demonstrate their mastery of the acting and production process while reflecting on their growth as performers and collaborators.

Learning Objectives

Deliver a polished, fully rehearsed performance.

Description: *Students will apply memorized lines, refined blocking, and integrated technical elements to perform cohesively, demonstrating professionalism and preparation.*

Engage and communicate effectively with the audience.

Description: *Students will utilize vocal projection, pacing, gestures, and facial expressions to ensure clarity and emotional impact, maintaining audience attention throughout the performance.*

Demonstrate ensemble collaboration and timing.

Description: *Students will coordinate with scene partners, crew, and technical elements to maintain smooth scene transitions and dynamic interaction, showcasing strong teamwork skills.*

Apply skills learned from prior rehearsal, blocking, and technical integration.

Description: *Students will execute performance decisions informed by rehearsal feedback, Meisner or Hagen techniques, and technical planning to achieve authentic, in-the-moment acting.*

Reflect on performance and identify areas for growth.

Description: *After the performance, students will assess strengths and challenges in acting, technical coordination, and audience engagement, setting goals for continued improvement in future productions.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⚡

Unit: Stage Combat

Duration: 1 Week(s)

Unit Description

In this unit, students will explore the fundamentals of stage combat, learning how to safely perform physical interactions and fight choreography for the stage. Emphasis is placed on safety, control, and precision while maintaining the illusion of real conflict. Students will practice various techniques—including hand-to-hand combat, falls, and choreographed sequences—while integrating character objectives, emotion, and timing.

The unit focuses on collaboration, trust, and professional responsibility, as students must work closely with partners to execute sequences convincingly and safely. By the end of the unit, students will demonstrate the ability to perform choreographed stage combat that enhances storytelling, develops dramatic tension, and engages an audience, while adhering to safety standards and ethical practices in performance.

Topic: Rapier and Dagger Parry Positions

Duration: 1 Day(s)

Topic Overview

In this topic, students will learn the eight fundamental parry positions used in rapier and dagger stage combat. Emphasis is placed on safety, precision, and proper form, ensuring that students can execute each parry convincingly while minimizing risk. Students will practice the parries individually and with partners, developing coordination, timing, and spatial awareness. Mastery of these positions provides the foundation for choreographed duels and sequences in performance.

Learning Objectives

Identify and execute the eight parry positions in rapier and dagger combat.

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Description: *Students will demonstrate proper footwork, hand placement, and body alignment for each parry, ensuring both accuracy and safety. Mastery of these positions builds a strong technical foundation for advanced choreography.*

Apply parry positions in controlled partner exercises.

Description: *Students will practice responding to attacks with correct parries in paired exercises, developing timing, coordination, and awareness of their partner's movements.*

Maintain safety and control during all exercises.

Description: *Students will learn to respect personal space, manage weapon handling responsibly, and follow instructor guidance to minimize risk of injury.*

Integrate parry positions with stage combat performance principles.

Description: *Students will combine technical execution with character intent and dramatic storytelling, ensuring that movements appear realistic and expressive while maintaining safety.*

Reflect on skill development and readiness for choreographed sequences.

Description: *Students will evaluate their mastery of parry positions, identifying areas for improvement and preparing to incorporate these techniques into full fight choreography.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⚔

Topic: Scene Creation

Duration: 2 Day(s)

Topic Overview

In this topic, students will create and perform a short scene that incorporates the eight fundamental parry positions learned in rapier and dagger combat. Emphasis is placed on choreography, timing, and storytelling, ensuring that combat movements are safe, precise, and dramatically compelling. Students will work individually and collaboratively to develop a scene that balances technical execution with character objectives, stage presence, and narrative clarity. This exercise bridges technical skill and theatrical storytelling, demonstrating how stage combat enhances dramatic tension.

Learning Objectives

Design a scene that integrates the eight parry positions effectively.

Description: *Students will plan movements and attacks to incorporate all parry positions, ensuring that each action contributes to both combat realism and the scene's narrative. This fosters creativity while maintaining technical accuracy.*

Incorporate character objectives and narrative into fight choreography.

Description: *Students will ensure that each movement reflects their character's motivation, emotions, and dramatic goals, blending technical precision with authentic performance.*

Execute the scene safely with a partner or ensemble.

Description: *Students will maintain control, spatial awareness, and adherence to safety protocols while performing the scene, ensuring all participants are protected during rehearsal and performance.*

Coordinate timing and pacing for dramatic effect.

Description: *Students will practice synchronization of actions, parries, and reactions to enhance tension, clarity, and audience engagement in the scene.*

Reflect on choreography effectiveness and areas for refinement.

Description: *Students will assess the scene's clarity, storytelling, and safety, identifying adjustments to improve performance, technical execution, and dramatic impact.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⚔

Topic: Practice and Perform - Sword Combat

Duration: 2 Day(s)

Topic Overview

In this topic, students will perform their choreographed rapier and dagger combat scenes for their peers. Emphasis is placed on demonstrating technical skill, safety, timing, and character integration in a live context. Students will experience the dynamics of performing stage combat before an audience, practicing focus, control, and dramatic expression while receiving constructive feedback. This performance consolidates all previous training in parry positions, scene creation, and safety protocols.

Learning Objectives

Execute choreographed sword combat safely and accurately.

Description: *Students will perform their fight sequences using proper technique, control, and awareness, ensuring all movements are safe for themselves and their partners.*

Integrate character motivation and narrative into combat performance.

Description: *Students will ensure that every action in the combat scene reflects their character's objectives and emotional stakes, creating a believable and compelling performance.*

Demonstrate timing, pacing, and coordination with partners.

Description: *Students will perform synchronized movements, parries, and reactions, maintaining rhythm and dramatic tension throughout the scene.*

Receive and apply peer and instructor feedback.

Description: *Students will reflect on feedback to refine their technical execution, timing, and overall performance, fostering continuous improvement and collaborative learning.*

Reflect on overall performance and skill growth.

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Description: *Students will evaluate their mastery of stage combat techniques, safety practices, and performance quality, identifying areas for further development in future productions.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚