Bristol Public Schools

Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Intermediate Acting
Course Description for Program of Studies	Students will learn the fundamentals of acting through improvisation, scene work, monologues, and large group performances.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Building Individual Creativity	Ensemble Activities	Technical Skills (Staging & Voice)	Pantomime	Partner Acting	Monologues	Ensemble Acting
Creating							
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S			S			
TH:Cr2.1 Organize and develop artistic ideas and work.		S		S			P
TH:Cr3.1 Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.	P	P		P		P	P
Performing							
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.			P	S	S		P
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P	P	P	P	P	
TH:Pr6.1 Convey meaning through the presentation of artistic work.				S	P	P	

Respond							
TH:Re7.1 Perceive and analyze artistic work.					S		
TH:Re8.1 Interpret intent and meaning in artistic work.							
TH:Re9.1 Apply criteria to evaluate artistic work.							
Connecting							
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.							
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							

UNIT ESSENTIAL QUESTIONS

- How do theatre artists transform and edit their initial ideas?
- What can I do to fully prepare a performance or technical design?
- Why are strong choices essential to interpreting a drama or theatre piece?
- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists' choices change?
- What happens when theatre artists and audiences share a creative experience?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- How can the same work of art communicate different messages to different people?

UNIT ENDURING UNDERSTANDING

- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make strong choices to effectively convey meaning.
- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning
- Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

UNIT 1: BUILDING INDIVIDUAL CREATIVITY

UNWRAPPED STANDARDS

Standard			Type of Standard	Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	**Common Misconceptions**
		x	Product Development	Improvisation is easy. Playing a game is not an academic activity.
			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	**Resources**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia (improvencyclopedia.org), UCB Improv Manual
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Demonstrate appropriate physical and vocal warmups
- Express individual thoughts, feelings, and actions
- Utilize basic theater terminology

UNIT 2: ENSEMBLE ACTIVITIES

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	**Common Misconceptions**
			Learning Behavior	Improvisation is easy. It doesn't help to have a relationship with your scene partner. Playing a game is not an academic activity.
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Resources**
		x	Physical Skill	Improv Encyclopedia (improvencyclopedia.org), UCB Improv Manual
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Express thoughts, feelings, and actions within a group
- Improvise in a structured setting as a group

UNIT 3: TECHNICAL SKILLS (Staging and Voice)

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Pr4.1.H SI b.	Shape character choices using given circumstances in a drama/theatre work.	x	Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	**Common Misconceptions**
		x	Product Development	I don't have to project to be heard. Projecting my voice for the stage is the same as my regular speaking voice. Stage directions are the same as house directions.
			Learning Behavior	
TH:Pr5.1.H SI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	**Resources**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia (improvencyclopedia.org)
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

LearningTargets

I CAN:
- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
- Project my voice so I can be heard on stage and off.
- Discern appropriate speaking volume in relation to character and circumstance.

UNIT 4: PANTOMIME

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1. HSII c.	Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.		Content Knowledge	Nonverbal communication, mime, tableau, cross, gesture, consistency, isolation, relaxation, exaggerated resistance, exaggerated expression and gesture, rotation.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	**Prior Knowledge Needed**
		x	Product Development	Stage Directions, Basic Acting Choices, body awareness
			Learning Behavior	
TH:Cr2.1. HSIII b.	Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.		Content Knowledge	**Common Misconceptions**
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	It's easy to convey emotion without using your voice. Pantomime is a very serious art form. Nonverbal communication is second nature.
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr4.1. HSII a.	Discover how unique choices shape believable and sustainable drama/ theatre work.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr5.1. HSII a.	Refine a range of acting skills to build a believable and sustainable drama/theatre performance.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr6.1. HSII a.	Present a drama/theatre work using creative processes that shape the production for a specific audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Understand the basics of communication through movement
- Demonstrate my understanding of pantomime by performing simple actions
- Define beginning, middle, and end (establish, conflict, resolution)
- Create a storyline that has a beginning middle and end
- Use my body to portray emotion and character
- Create a story outline and develop that into a pantomime performance.
- Collaborate with my peers to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.
- Give constructive feedback to my peers based on the rubric
- Revise my work based on feedback from my teacher and peers and apply it to performance

UNIT 5: PARTNER ACTING

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Pr4.1.H SII b.	Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	x	Content Knowledge	Script, act, scene, line, character, given circumstances, objective, tactic, action, choices, character relationships, lines, memorize, cheat out, upstage, downstage, stage right, stage left, voice,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	**Prior Knowledge Needed**
		x	Product Development	Stage Directions, Voice Projection
			Learning Behavior	
TH:Pr5.1.H SII a.	Refine a range of acting skills to build a believable and sustainable drama/theatre performance.		Content Knowledge	**Common Misconceptions**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Memorizing lines is easy. Conveying meaning is easy. Developing character choices is a simple task. I don't have to practice. I don't need to discuss choices with my scene partner.
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr6.1.H SI a.	Perform a scripted drama/theatre work for a specific audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re7.1.H SI a.	Respond to what is seen, felt, and heard in a drama/theatre	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening,	

	work to develop criteria for artistic choices.		Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets
I CAN: ● Analyze my given character and their relationship to others and the story. ● Collaborate with the director, actors, and the playwright to implement stage blocking ● Use memorization techniques to memorize my lines for the performance ● Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. ● Practice and refine my performance ● Finalize and perform the play for an audience.

UNIT 6:MONOLOGUES

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1.H SI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.		Content Knowledge	Script, act, scene, line, character, given circumstances, objective, tactic, action, choices, character relationships, lines, memorize, cheat out, upstage, downstage, stage right, stage left, voice,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	**Prior Knowledge Needed**
		x	Product Development	Stage Directions, Voice Projection
			Learning Behavior	
THPr4.1.HS II a.	Discover how unique choices shape believable and sustainable drama/ theatre work.	x	Content Knowledge	**Common Misconceptions**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Memorizing lines is easy. Conveying meaning is easy. Developing character choices is a simple task. I don't have to practice.
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr5.1.H SII a.	Refine a range of acting skills to build a believable and sustainable drama/theatre performance.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr6.1.H SI a.	Perform a scripted drama/theatre work for a specific audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

		x	Physical Skill
			Product Development
			Learning Behavior
TH:Re7.1.H SI a.	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	x	Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

Learning Targets

I CAN:

- Analyze my given character and their relationship to others and the story.
- Collaborate with the director, and the playwright to implement stage blocking
- Use memorization techniques to memorize my lines for the performance
- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- Practice and refine my performance
- Finalize and perform the play for an audience.

UNIT 7: ENSEMBLE ACTING

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1.H SI a.	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.		Content Knowledge	Script, act, scene, line, character, given circumstances, objective, tactic, action, choices, character relationships, lines, memorize, cheat out, upstage, downstage, stage right, stage left, voice,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	**Prior Knowledge Needed**
		x	Product Development	Stage Directions, Voice Projection
			Learning Behavior	
TH:Cr2.1.H SII b.	Cooperate as a creative team to make interpretive choices for a drama/theatre work.		Content Knowledge	**Common Misconceptions**
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Memorizing lines is easy. Conveying meaning is easy. Developing character choices is a simple task. I don't have to practice.
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr4.1.H SI a.	Examine how character relationships assist in telling the story of a drama/theatre work.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr5.1.H SII a.	Refine a range of acting skills to build a believable and		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	sustainable drama/theatre performance.	x	Physical Skill
		x	Product Development
			Learning Behavior
TH:Pr6.1.H SI a.	Perform a scripted drama/theatre work for a specific audience.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		x	Physical Skill
			Product Development
			Learning Behavior
TH:Re7.1.H SII a.	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	x	Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
THRe8.1.H SI b.	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	x	Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

Learning Targets

I CAN:

- Analyze my given character and their relationship to others and the story.
- Collaborate with the director, actors, and the playwright to implement stage blocking

- Use memorization techniques to memorize my lines for the performance
- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- Practice and refine my performance
- Finalize and perform the play for an audience.